

MCS LCAP Worksheet 2021-2024

Plan Summary

General Information

Marin County Office of Education operates four alternative education programs including Marin's Community School, Oracle Independent Study, Phoenix Academy Charter School and Loma Alta Juvenile Hall in San Rafael, California. Marin's Community School and Phoenix Academy Charter operate in tandem with one another and serve students in grades 7-12. This LCAP represents all four of Marin County Office of Education's Alternative Education programs.

Mission and Vision

We began a redesign of our academic program in the 2018-2019 school year. With our stakeholders' input, we revised our mission, vision and academic model. We have shifted our school culture and policies, and now take an assets-based approach. Our mission is to empower each other to follow our passions and lead purposeful lives. Our vision is to 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 students will develop their social and emotional skills and find individual pathways to achieve their goals.

Who We Serve

Marin County's population is approximately 261,000 and has a combination of suburban and rural regions. San Rafael is the economic center and the most densely populated region of Marin. As county-wide alternative programs, we serve students from throughout the county, but most of our students live in Novato and San Rafael. Marin's Community School currently serves 50 students, Phoenix Academy Charter school serves 26 students, Oracle Independent Study serves 19 students and Loma Alta/Juvenile Hall serves 3 students. Some of our students stay for a short time and others decide they appreciate our small and personalized approach to education and stay much longer. Our students are

mostly from underserved communities and need additional resources and support to achieve their goals. Students are referred to Marin's Community School by local districts through the School Attendance Review Board process, expulsion process, juvenile probation, or because families have opted to join our school. Phoenix Academy Charter School enrolls students whose families have chosen to attend our school. Oracle Independent Study is available for students who have been referred to Marin's Community School by a local district and who have agreed to receive their education through independent study. Loma Alta Juvenile Hall serves students who have been arrested by law enforcement.

While approximately 80% of the residents of Marin County are white, our schools serve a disproportionate number of students of color. Currently, approximately 72% of students identify as Latinx, 5% identify as Asian, 7% identify as Black or African American, and 14% identify white. English Language learners make up 34% of our students and 13% of our students qualify for special education. In addition, 87% of our students qualify for free and reduced lunch. Many of our students' families are also recent immigrants to the United States and work multiple jobs to support their families. The racial disparities in our programs reflect racial disparities that exist throughout our county with respect to income, housing, transportation and education.

Our community is actively working to interrupt systemic racism in our education system by hiring a talented and diverse staff that reflect the languages and cultures of our students, by disrupting policies and language that perpetuate racist outcomes, by revising our curriculum, instruction, and assessment to center the voices and perspectives of our students, and by working with our district partners to address issues surrounding educational equity collaboratively. Over the last year, we have updated our Profile of a Graduate to clarify our student outcomes and support our mission. Our highly flexible academic model incorporates project based learning, competency based learning, blended instruction, and social and emotional learning. This LCAP reflects our community's shared mission and vision and outlines the goals and actions we will take to support all of our students in achieving their goals.

Reflections: Successes

Based on a review of performance on the state and local performance indicators, progress towards LCAP goals, self-assessment tools, and stakeholder input, these are a summary of our successes.

Culture and Climate Improving

Since 2018, we have moved from a more punitive system for discipline towards relational and restorative practices to prevent and repair harm. As a result, we have seen a decrease in our suspension rates on campus (from 41% of students suspended in the spring of 2018, to 17.6% in the spring of 2020 (pre-pandemic), to 0% during the 2020-2021 school year). Our climate and culture surveys have shown improvement too. 100% of students reported feeling seen, heard, and included at our school. 97% of students reported that they feel supported by our staff to meet their goals. 100% of our staff reported that they would recommend our school to a friend looking for a job.

Academics

Since 2018, we have moved from a positive participation model for credits to a competency based grading system that focuses on the skills and knowledge students have learned. In the spring of 2020, before the pandemic, students were making more academic progress. We were also closing the gaps between our English speakers and English Language learners. Since the pandemic, both attendance and academic progress have declined in the 2020-2021 school year. We look forward to having students back full time beginning in the summer of 2021.

New Learning Through Interest Program

Our school collaborated with leaders through Big Picture Learning to expand our “Learning Through Interest (LTI) Program.” Our LTI program is designed to support students’ identity development and build their social networks as they pursue their individual goals. All of our students are enrolled in a College and Career elective where they are exposed to a wide variety of interests and opportunities to pursue through our Virtual Job Shadow Program. As students have interests that they like to pursue, we find mentors in our networks to connect with students through informational interviews, weekly meetings, work experience and in person internships when available. In February, 2019, our board

approved our participation in California's Work Experience Education Program and approved two new courses of study (General Work Experience and Exploratory Work Experience). Our participation in this program allows our students to earn elective credit as they explore their interests in the community. Through Q3 of the 2020-2021 school year, 60% of students have participated in the Learning Through Interest program. Many students have shared that they appreciate the opportunity to explore their passions while also making progress towards graduation.

Growing Relationship with College of Marin

In addition to our Learning Through Interest Program, we are building our relationship with the College of Marin to support dual enrollment during high school. In the spring of 2021, we had 5 students co-enrolled in the College of Marin. Students are taking courses such as art, history of Latin American women, and a virtual reality automotive class. Students are developing confidence in themselves as college students and they are serving as models for younger students who may take part in the program next year. At the same time, we are learning that we need to provide additional support to our students while they are co-enrolled so that they can complete courses and feel successful as they take on new academic challenges.

Student Leadership

Over the last few years, we have created a variety of opportunities for students to guide our work as a school and in the classroom. Since the 2018-2019 school year, our students have participated in a county-wide Youth Leadership group with other students from alternative schools to share what is and is not working. The group is led by members from Youth Leadership Institute, a local non-profit organization. We have also had a student leadership elective which led events such as school-wide community building events, and events to celebrate and honor individuals' contributions. As a result of student leadership, we changed our dress code to allow red and blue to be worn. This change represented a significant shift in our school culture as students took on more responsibility for their community and our staff built more trust with students. We did not have an escalation of incidents on campus and the results of this shift have been overwhelmingly positive. Students also guided our decision to offer financial literacy and social justice electives. On a day-to-day basis, students inform teachers' instructional decisions as they select the content and contexts that they provide for student learning. Students have also contributed to our self-study process and the development of this LCAP. Students also helped select our school's new mascot, the wolves (AHOOOOOO!), and our new school logo

sweatshirts. You can see our students proudly wearing their school swag on our school's Instagram page. To see students taking pride in their school and wearing school gear is a positive shift in the identity of our school as a whole. Where students used to feel shame in attending the school because the school had been used as a threat or punishment, students now share how much they appreciate our school and staff with their friends and family.

Transportation

In the spring of 2020, we purchased two new vans, using funding from our AB1913 grant through Marin County Probation. These vans help us provide transportation to and from school from both Novato and San Rafael. In addition, these vans are used for field trips and to support students participating in our Learning Through Interest program.

Renewal of Phoenix Academy Charter School

In June, 2020, we revised our Phoenix Academy Charter to reflect our revised instructional program. The Charter School was unanimously approved by the Marin County Board of Education. With the revision of the charter, we were able to codify our instructional program, clarify our admissions processes, and demonstrate to the general public that we have an innovative school model designed to support our students' wide variety of needs and interests.

WASC Accreditation Process

Marin's Community School and Phoenix Academy Charter school were awarded 3-year full accreditation through the Western Association of Schools and Colleges. During the 2020-2021 school year, our team has conducted a self-study process in preparation for an accreditation visit in the Fall of 2021.

The goals, actions, and metrics outlined in this LCAP will build on our successes. We will continue to partner with community organizations such as Multicultural Center of Marin to provide additional academic, social, and emotional support for students, especially students who are English language learners, low-income, and/or foster youth. We will continue to grow our Learning Through Interest program and support students as they co-enroll in local community colleges. We will also continue to support academic growth and engagement by developing and implementing culturally relevant curriculum grounded in students' interests.

Reflections: Identified Need

Most of our indicators on the California Dashboard do not have colors because of the small numbers of students that we serve and the low number of students who completed all of the state tests. One of our needs is to increase participation rates on standardized assessments such as CAASPP.

Suspension Data-Orange

From 2018-2019, our school moved from the red to the orange level for suspensions. We will continue to implement more restorative and relational practices along with bolstering our after school and enrichment opportunities for students to develop a sense of belonging at our school to continue to bring down suspensions.

Additional Needs

Throughout the 2020-2021 school year we have gone through the Western Association of Schools and Colleges Self-Study Process in addition to the LCAP process. The process has helped us identify our relative areas of need in the categories of our organization, curriculum, instruction, assessment, and school culture. The following reflections helped inform our development of our LCAP. Our needs:

Organization:

- Expand opportunities for students to take more leadership at the school and in their community.
- Continue to find resources and partner organizations that support case management and mental health care.
- Develop organization-wide definitions for diversity, equity, inclusion, and anti-racism.
- Support revision of personnel policies, practices, and materials to recruit, hire and retain more staff of color in the Marin County Office of Education in general (Note: This is a strength in our alternative education programs.).

Curriculum:

- Align our courses of study to our updated profile of a graduate (ex. anti-racist curriculum, expanding perspectives, social justice) and determine if getting courses approved by UC A-G is aligned with our updated profile of a graduate .
- Better track our graduates' pathways after they leave us to better understand how we are helping them prepare

for postsecondary options.

- Create more learning experiences connected to the community and that integrate multiple disciplines. We need more problem solving, civic engagement, creativity, and opportunities for engineering/design.

Instruction:

- Strengthen support of English Learners in all courses.
- Strengthen our differentiation. We enroll students with a wide variety of educational backgrounds and experiences, and who span ages of 13-19. This requires an amazing amount of complex differentiation that needs additional professional development and support.
- Support students with higher-level thinking and problem solving skills within a variety of instructional settings.

Assessment:

- Align student progress on standards-based skills across courses.
- Develop a more comprehensive diagnostic assessment system for new students.

Culture:

- Increase opportunities for more positive student-to-student interactions including: collaborative assignments at school, field trips, student groups (on/off campus), and a student ambassador program.
- Expand our College and Career Readiness program, including supporting transitions to College of Marin or Santa Rosa Junior College and broadening awareness of certificate programs and vocational schools.
- Increase enrichment programs for students on and off campus, including: after-school programs.

LCAP Highlights

The self-study process through the Western Association of Schools and Colleges helped us identify our strengths and areas of need to develop the goals and actions for this three-year LCAP.

The Covid-19 pandemic magnified inequities that previously existed in our community. As our team has been working to

dismantle systemic racism in the education system, we have identified curriculum as an area of need. Throughout this school year, our stakeholders clarified our student outcomes through a new Profile of a Graduate that aligns with our school mission to empower each other to follow our passions and lead purposeful lives. Our Profile of a Graduate identifies key outcomes for students including: increasing self-awareness, developing relationships, taking action/problem solving, and expanding perspectives, skills and knowledge. The Profile of a Graduate combines standards-aligned knowledge and skills along with local priorities such as social and emotional skills. Based on this Profile of a Graduate and the needs identified above, we have developed the following goals to drive our work for the next three years:

Goal 1 Description

All students engage in a broad, rigorous, and culturally relevant course of study that:

- Is grounded in anti-racist practices and expands students' perspectives.
- Promotes self-awareness and students' identity development.
- Empowers students to build relationships, solve problems, and take action.

Goal 2 Description

All students engage in learning experiences that strengthen their sense of belonging and future orientation.

Goal 3 Description

Families are an integral part of the school community:

- Families bring ideas and guide the planning of the school
- Families connect with resources and opportunities in the community

Goal 4 Description

Comprehensive Support and Improvement

Schools Identified

Support for Identified Schools

Monitoring and Evaluating Effectiveness

Stakeholder Engagement

Part 1: A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP

Marin's Community School and Phoenix Academy Charter School operate in tandem with one another and share the same staff and location. Our staff was highly involved in the Western Association of Schools and Colleges (WASC) self-study process from October of 2020-May of 2021 as we completed this LCAP and the WASC report. We met as a team to analyze achievement data, revise our profile of a graduate, select and analyze evidence, and develop our goals, actions, and metrics, and budget to address major learner needs. We met with our students to solicit their feedback throughout the process in small groups on campus and conducted whole school surveys and individual interviews to hear their needs. Parents were involved at each step of the process through evening parent events, our joint School Site Council (SSC) and English Learner Advisory Committee (ELAC) meeting, parent surveys and interviews.

Leaders of our bargaining units including the Marin County Educators Association (MCEA) and the California School Employee Association (CSEA) were invited to participate in the process. Due to competing priorities, the MCEA president was unable to participate, but the CSEA president was consulted and contributed to the process of aligning action steps with our goals. We also engaged the Marin County SELPA to get their feedback on our goals and actions included in our LCAP.

Community partners including the Multicultural Center of Marin, Marin County Probation, Bay Area Community Resources, and Marin Community Clinics were consulted as it pertained to the development of actions to meet our goals.

Our co-principals also met weekly with our Assistant Superintendent, Ken Lippi to advise him of ongoing programmatic progress and needs, and to get advice and support. They also met as needed with County Superintendent, Mary Jane Burke.

Relevant Stakeholder Meeting Dates Include:

- School Site Council/English Learner Advisory Council (SSC/ELAC) Meeting Dates: 08/11/20, 10/6/20, 11/03/20, 12/01/20, 02/02/21, 03/02/21, 03/13/21, 05/03/21
- Parent Meetings Dates: 12/08/20, 11/10/20, 09/22/20, 04/22/21
- WASC Team Meetings: 11/18/21, 01/13/21, 01/27/21, 02/03/21, 02/26/21, 03/10/21, 03/24/21, 03/31/21, 04/21/21
- Back to School Nights/and Exhibition Nights: 08/10/2020, 8/18/20, 09/03/20, 12/08/20, 02/09/21, 02/25/21, 5/20/21

We presented this LCAP's goals, actions, and budget with our Parent Community at a meeting on 4/22/21 to receive their feedback. The bargaining units were invited to participate and a CSEA representative participated in our team meeting on 4/21/21. Marin County SELPA provided feedback on the LCAP on 5/10/21. The plan was shared with the SSC/ELAC on 6/1/21.

Part 2: A summary of the feedback provided by different stakeholder groups

Students: Based on survey data, conversations with students, and their work through youth participatory action research projects, students shared that they are interested in many more after school opportunities. They need a place to go in the afternoons to be connected and make good decisions. They are interested in sports, the arts, and music. Students also want more opportunities to develop financial literacy skills, to learn to cook, and to learn to drive. Students appreciate the opportunities to learn more about social justice issues, take action in their communities, and learn more about the histories of people who share their ethnic and racial backgrounds. Students

appreciate the social, emotional, and academic support that our staff provides them each day and in general. Students are interested in connecting with additional mental and physical health resources too, and would like more support in this area. Students also appreciate the opportunity to do mentorships and internships in the community as well as co-enroll in local community colleges. At the same time, they feel they need more support to be successful while taking college-level courses.

Staff: The staff appreciates the social-emotional and professional support they receive from school leaders and each other. Many staff shared how much they appreciate how decisions are made inclusively and that we have a healthy staff culture overall. We are aligned in our mission and vision and are constantly learning together how to best support our students and their families. In particular, there is alignment around dismantling racism within our education system. Our team acknowledges that there is a lot of work to do in this area, and appreciates being on a team where diversity, equity, and inclusion are central to all that we do.

Areas of growth our staff identified include finding more resources and partners to support students' mental health care and support case management. They shared that we could do more within the curriculum and after school activities for students to take more of a leadership role in the school and in the community. In terms of the curriculum, there is a consensus that we need to update the courses of study to align with our new Profile of a Graduate in order to have a more anti-racist curriculum where students take action on social justice issues. Staff agree we need to continue to provide more support for our English Language learners, including continuing to partner with organizations like Multicultural Center of Marin, and providing more professional development opportunities to support English Language learners socially, emotionally, and academically. In terms of assessments, our teachers recommended that we develop a stronger system to track students' progress towards standards-aligned skills. Staff also would like more opportunities for student-student interaction such as more collaborative assignments in classes, after-school activities, and field trips. There is also a desire to continue to build relationships and develop restorative practices.

Parents: Based on the survey data, meetings with parents, and 1:1 conversations with parents, we gathered the following feedback. Parents feel supported by the school and appreciate the opportunities their students have here. In general, parents feel their students have positive relationships with staff and have the support they need to meet their goals. They appreciate the positive phone calls we send home and feel their voices are heard. To increase

parent involvement, they recommended providing more communication to parents around what the schools' needs are. Then, parents can step up to participate and take leadership in areas where they have aligned experience or skills. Parents would also like more support finding funding and navigating scholarship processes as they support their students after graduation. They would like more student activities after school and more collaborative assignments. With respect to navigating the pandemic, parents want more in-person time on campus and want more support to help their students with the hybrid learning environment (ex. technology support for parents). Parents would also like us to continue and deepen our work with students about discussing race and dismantling racist systems.

Community Partners: Marin County Juvenile Probation provides the AB1913 grant to our school to support our students through our after school mentorship program, our Learning Coaches on campus, our Learning Through Interest Program, and additional college and career support. The Juvenile Justice Coordinating Committee approved this work to continue for at least the next year. Four Multicultural Center of Marin Employees serve as learning coaches and after school mentors on our campus. Their feedback is included in our staff feedback section. The leaders of Multicultural Center of Marin appreciate our partnership and would like to continue to support students and their families through their Learning Coaches/after school mentors.

Bargaining Units: The president of the Classified School Employee Association, Chapter 327 participated in our meeting on April 21 and appreciated our goals and actions that related to diversity, equity, inclusion and anti-racism. We invited representatives from the Marin County Educators Association to participate in meetings and provide feedback on our draft local control and accountability plan, but did not receive feedback.

Marin County SELPA: We shared a draft of our goals and actions with Marin County SELPA leaders. They shared feedback on the specific language of our broad goals wondering if it would be appropriate to specifically name students with disabilities in the goal (we specifically named English Learners in an earlier version of the goal).

Part 3: A description of the aspects of the LCAP that were influenced by specific stakeholder input

Goal #1: Stakeholders who influenced this goal include: staff, students, parents, community partners, and Marin County SELPA.

- *Staff Feedback:* We developed and included this goal in order to align our courses of study with our updated Profile of a Graduate. As a staff, we all want to ensure our courses of study are grounded in anti-racist curriculum and instructional practices. We also want more opportunities for students to solve problems and take action in our school and the community. Staff feedback influenced the sequence and inclusion of actions such as developing schoolwide definitions for diversity, equity, and inclusion, creating criteria for courses of study, and developing units and revising our courses of study that align with the Profile of a Graduate. The staff also considered how we could include growth and progress in our metrics for this goal.
- *Student Feedback:* Student feedback influenced the decision to continue to partner with community organizations such as the Multicultural Center of Marin to provide additional social, emotional, and academic support both on campus and after school. It also led to the inclusion of action 1.06 and 1.09 around student leadership and electives aligned with our Profile of a Graduate.
- *Parent Feedback:* Parent feedback influenced the decision to continue to revise our courses of study to be grounded in anti-racist curriculum and practices. They also supported the inclusion of the actions to support professional development that supports more collaboration and student leadership.
- *Community Partner Feedback:* Our community partners continue to value the additional social, emotional and academic support we provide through our learning coaches and after school mentors. They influenced the inclusion of actions 1.06 and 1.07.
- *Marin County SELPA:* The feedback we received led to the inclusion of “students with disabilities” to our local priorities and metrics for this goal.

Goal #2: Stakeholders who influenced this goal include: staff, students, parents, and community partners.

- *Staff Feedback:* Our staff feedback led to the inclusion of this goal to work towards our mission, vision, and Profile of a Graduate. We want to build on the success we have had with our Learning Through Interest Program, and co-enrollment at local community colleges. Staff also appreciate opportunities to develop relationships through off-campus learning experiences such as field trips, so this led to the inclusion of action 2.04.
- *Student Feedback:* Through a youth participatory action research project, students identified that they would like more after school activities. This led to the inclusion of action 2.07 as well as influenced how we would allocate Title 1D expenditures to support this action.

- *Parent Feedback*: Parents were supportive of the inclusion of action 2.11 and would like support for conversations about race and racism with their students.
- *Community Partners*: Marin County Probation provided grant AB1913 which will provide resources to support expenditures for actions 2.01, 2.02, 2.03, and 2.04.

Goal #3: Stakeholders who influenced this goal include: staff, students, parents, and community partners.

- *Staff Feedback*: Staff gave feedback on how to write this goal so that it includes more actions related to parent leadership. They also provided feedback on how we could collect data on this goal and led to the inclusion of metric 3e. In addition, to support our data collection and communication systems, staff feedback led to action 3.02 and the inclusion of associated expenditures.
- *Student Feedback*: Student feedback supported the inclusion of actions 3.06 and 3.10.
- *Parent Feedback*: Parent feedback led to the inclusion of actions 3.05, 3.06, 3.07, 3.09, and 3.10.
- *Community Partners*: Learning coaches from the Multicultural Center of Marin supported the inclusion of action 3.04.

Goal #4:

Goals and Actions

Goal 1 Description

All students engage in a broad, rigorous, and culturally relevant course of study that:

- Is grounded in anti-racist practices and expands students' perspectives.
- Promotes self-awareness and students' identity development.
- Empowers students to build relationships, solve problems, and take action.

State priorities

1. Basic (conditions of learning)
2. State Standards (conditions of learning)
4. Pupil Achievement (pupil outcomes)
5. Pupil engagement (engagement)
6. School Climate (engagement)
7. Course Access (conditions of learning)
8. Other Pupil Outcome (Pupil outcomes)

WASC Critical Areas for Follow up

3. Courses of study should be updated to reflect the new standards and academic program.
4. The school should continue to develop systemic linguistic supports throughout the academic program to support English Language learners
5. The school should continue developing stronger orientation systems to support students as they transition into the school
6. There should be a focus on participation rates on many assessments including CAASPP, ELPAC, CHKS and MAP tests
7. Data measures need to be more clearly and consistently analyzed and interpreted to better understand student performance

Local Priorities

Rigorous and relevant anti-racist curriculum, elevating student voice, differentiating curriculum and instruction for all learners and especially English language learners and students with disabilities.

An explanation of why the LEA has developed this goal

Centering the voices of people of color in our curriculum is essential to dismantling systemic racism in our education system. Over this past year, our staff has clarified student outcomes through a revised Profile of a Graduate. To be empowered and lead purposeful lives, our students need a broad, rigorous, and culturally relevant course of study that

supports them in developing self-awareness, relationships with others, expanding their perspectives, knowledge and skills, and encourages them to become problem solvers and take action in their communities. Because many of our students come to us behind in earning credits towards graduation, it is imperative that our core curriculum, to which all students have access, supports students in meeting our mission.

This broad goal and its related metrics and actions will allow us to address state priorities 1,2,4,5,6,7,and 8 as well as the WASC Critical Areas for Follow Up listed above. It will also give us the direction we need to focus on our local priorities of anti-racism and supporting English Language learners and students with disabilities. The metrics related to earning credits directly connect with learning standardized knowledge and skills because we use a competency based system. We plan to disaggregate data from students who are English Learners and students with disabilities in metric 1a. to see where there are gaps in achievement. In terms of actions, actions 1.01-1.03 occur in sequential years. We plan to do action 1.01 first to develop a set of criteria for our instructional units to align with our Profile of a Graduate and begin aligning units. Then we will do action 1.02 to revise entire courses of study, then determine our next steps for the UC A-G process. Actions 1.04-1.09 will support learning and the effectiveness of our curriculum and instruction.

Measuring and Reporting Results

Metric	Baseline	Desired Outcome for 2023-24
<p>1a. The percent of students in each subject that make progress towards standards-based learning goals as measured by earning 2.5 credits or more per quarter.</p> <p>Goal: Increase overall percent in each subject area and subgroup by at least 5 percentage points year and/or achieve 80% of students making</p>	<p>Baseline will be established in 2021-2022. Previous metrics reviewed progress overall, not by a specific number of students or disaggregated by English Learners and students with disabilities.</p> <p>Quarter 1 Example: A. ELA Overall: EL:</p>	<p>Increase overall achievement in each subject area and subgroup by at least 10 percentage points from 2022-2024 and/or achieve 80% or more of students making progress toward learning goals.</p>

<p>progress toward learning goals each quarter</p>	<p>SPED: B. Math Overall: EL: SPED: C. Science Overall: EL: SPED: D. History/social science Overall: EL: SPED:</p>	
<p>1b. The percent of students that make progress towards standards-based learning goals in all subject areas combined as measured by:</p> <ul style="list-style-type: none"> a) Earning 12.5 credits or more per quarter (to meet graduation requirements at MCOE) b) Earning 15 credits or more per quarter (to meet graduation requirements at local districts) c) Meeting their personal credit goal (varies by student, graduation track, and personal post-secondary goals) <p>Goal: Increase overall percent in each category by at least 5 percentage points year and/or achieve 80% of</p>	<p>Baseline will be established in 2021-2022. Previous metrics reviewed progress overall, not by a specific number of students or disaggregated by English Learners and students with disabilities.</p> <p>A. Percent of high school students earning 12.5 or more credits each quarter. Overall: EL: SPED:</p> <p>B. Percent of high school students earning 15 or more credits each quarter. Overall: EL:</p>	<p>Increase overall achievement in each category by at least 10 percentage points from 2022-2024 and/or achieve 80% or more of students making progress toward learning goals.</p>

<p>students making progress toward learning goals.</p>	<p>SPED: C. Percent of high school students meeting their personal credit goals each quarter. Overall: EL: SPED:</p>	
<p>1c. Increase graduation rates - internal rate - end-of-year, percent of eligible students. (We define eligible as students who enter their 12th grade at the start of the year needing 60 credits or fewer to graduate.)</p> <p>Goal: Increase graduation rate by at least 5 percentage points a year.</p>	<p>Baseline 2019-2020: 56%</p>	<p>Increase graduation rate to 71% or more by 2024</p>
<p>1d. Dropout rates fewer than 10% per year.</p>	<p>Baseline will be determined in the summer of 2020-2021. This was previously reported by quarter and we will be moving to yearly reporting. Goal may be modified based on new baseline data.</p>	<p>Fewer than 10% dropout rate per year.</p>
<p>1e. Participation rates in CAASPP and ELPAC tests.</p>	<p>Baseline, 2018-2019 Percent of students participating in the CAASPP ELA: 21%</p>	<p>Increase participation in CAASPP Math and ELA to 31% by 2024. Maintain ELPAC Participation at 85%</p>

Goal: Increase percent participation by 5% per year per assessment/	Percent of students participating in the CAASPP Math: 21% ELPAC Participation for EL students: 85%	or more.
1f. Chronic absentee rate across the year. Percent of students with 20% or more absences is below 40% per quarter.	New baseline will be established in 2021-2022. This was previously reported by quarter and we will be moving to yearly reporting.	Goal may be modified based on new baseline data.
1g. Percent of students who maintained 80% or greater attendance and/or showed an improvement of 5 percentage points from the previous quarter.	New baseline will be established in 2021-2022. Q1→ Q2: Q2→ Q3: Q3 →Q4:	80% or more of students have 80% or greater attendance and/or show an improvement of 5 percentage points per quarter by 2024.
1h. Increase school enrollment by 100 over the next three years for Marin’s Community School and Phoenix Academy Charter School Combined.	Baseline in 2020-2021: 76 Enrolled in MCS and PA combined.	176 Enrolled in 2024 in MCS and PA combined.
1i. Highly qualified status for all teachers.	Baseline 2020-2021: 100% of staff are highly qualified.	100% of staff are highly qualified.
1j. All facilities are in good repair as	Baseline 2020-2021:	Maintain all facilities in good repair.

determined by the SARC/FIT report	All facilities are in good repair.	
1k. All students have access to instructional materials as determined by the SARC.	Baseline 2020-2021: All students have access to instructional materials.	All students have access to instructional materials.

Goal 1

Action #	Title	Description	Total Funds and Funding Sources	Contributing to Increased or Improved Services (Y/N)
1.01	Anti-racist Curriculum Step 1	<p>Develop school wide definitions for diversity, equity, inclusion, and anti-racism.</p> <p>Create a unit template and course evaluation tool to ensure alignment between the Profile of a Graduate and curriculum.</p> <p>Teachers develop units of study aligned with the Profile of a Graduate that are grounded in anti-racist practices and expand students' perspectives.</p>	<p>Katy Foster Salary</p> <p>Teachers' Salaries</p>	N
1.02	Anti-Racist Curriculum Step 2	<p>Action will not begin until 2022-2023</p> <p>Work with teachers to refine courses of study so that they allow for our flexible model based</p>	<p>Katy Foster Salary</p> <p>Teachers' Salaries</p>	N

		<p>on student interest while also providing teachers with guidelines.</p> <p>Teachers continue to develop units aligned with the Profile of a Graduate that are grounded in anti-racist practices and expand students' perspectives.</p>		
1.03	Anti-Racist Curriculum Step 3	<p>Action will not begin until 2023-2024</p> <p>If appropriate, submit courses of study for UC a-g approval.</p> <p>Teachers continue to develop units aligned with the Profile of a Graduate that are grounded in anti-racist practices and expand students' perspectives.</p>	<p>Katy Foster Salary</p> <p>Teachers' Salaries</p>	N
1.04	Professional Development	<p>Continue the process of continuous improvement to refine the educational model and provide ongoing professional development and coaching to all teachers and learning coaches in response to identified needs. Emphasize culturally relevant pedagogy, anti-racist practices, EL Supports, self-efficacy and higher order thinking.</p>	<p>Katy's Salary</p> <p>Teachers' Salaries</p> <p>Conferences: \$2000 AB86</p>	Y

1.05	Social and Emotional Skill Data	Use data from social and emotional and culture and climate surveys to inform our schoolwide and classroom focus on social and emotional skills development.	Katy's Salary Teachers' Salaries	N
1.06	Student Leadership	Staff develops routines within classrooms and schoolwide for students to drive change at the school and in the broader community.	Katy's Salary Teachers' Salaries	N
1.07	Learning Coaches	Engage and provide training for community-based Learning Coaches to support student academic and social/emotional development inside and beyond the classroom. Learning coaches will also support the English Language development for English language learners.	MCM Contract: \$34500 (Title 1D) \$40060 (AB86) \$5400 (Title 3) \$122667 (9936) Total: \$202627	Y
1.08	Common Reporting Systems	Teachers will develop common reporting systems to frequently communicate students' progress towards shared learning goals with students, parents, and each other.	Teachers' salaries	N

1.09	Electives Aligned with Profile of a Graduate	Teachers will develop curricula for elective courses that are based in student voice and connect with core skills and the Profile of a Graduate.	Teachers' salaries	N
1.10	Trauma Sensitive Supports	Continue to develop and strengthen our practices of trauma sensitive supports for our students.	Katy's Salary Teacher Salaries	N
1.11	Oracle Independent Study	In 2022-2023 Develop a plan with Oracle Teachers to more strongly align curriculum with Marin's Community School and Phoenix Academy.	Katy's Salary Peter and Howard	N
1.12	Credit Recovery	In 2021-2022 Support students negatively impacted by distance learning during the Covid-19 pandemic through credit recovery actions such as summer school and extended learning opportunities after school or in the community. Explore options to provide reduced credit requirement options in alignment with CA State Minimum requirements and Marin County Office of Education Board Policies and	Katy's Salary Teacher Salaries Summer School AB86-Extra Duty Pay	Y

		Procedures.		
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Goal 2 Description

All students engage in learning experiences that strengthen their sense of belonging and future orientation.

State priorities

5. Pupil engagement (engagement)
6. School Climate (engagement)

WASC Critical Areas for Follow up

7. Data measures need to be more clearly and consistently analyzed and interpreted to better understand student performance.

Local Priorities

Expanded learning opportunities off campus to build community and foster a sense of belonging and a future orientation.

An explanation of why the LEA has developed this goal

The mission of our school is to empower each other to follow our passions and lead purposeful lives. Goal #2 directly supports our student empowerment through providing opportunities to develop relationships and have experiences that support their identity development and sense of purpose. Fostering a sense of belonging is important for the social, emotional, and academic development of our students. As our school continues to go through the redesign process and move towards building asset-based mindsets in our community members, cultivating a sense of belonging is critical. As students and our broader community see our school as a valued resource and opportunity, our students see their own power and potential too.

This broad goal and its related metrics and actions will allow us to address state priorities 5 and 6 as well as the WASC Critical Area for Follow Up listed above. The metric for 2a will help us understand how many students are participating in experiences that build their professional networks. The metric for 2b will help us see how many students are taking

advantage of co-enrollment opportunities. Metrics 2c-f will help us understand how well students feel a sense of belonging and if they have a clear post-secondary goal identified. Actions 2.01-2.07 and 2.10 will support students in participating in activities that will support their identity development and sense of purpose. Action 2.08 will help us continue to develop our relationships with local districts to support our identity as a school as a place of opportunity. Action 2.09 will support our continual improvement as a school. Action 2.11 will support students in feeling a sense of belonging by helping us build a more inclusive environment.

Metric	Baseline	Desired Outcome 2023-2024
2a. Increase the percentage of students participating in job shadows, informational interviews, internships, and/or work experience by 10% per year.	Baseline 2020-2021: 60%	90% of student participate in job shadows, informational interviews, internships, and/or work experience
2b. Increase the number of students co-enrolled in community colleges and the percent of students that complete the community college courses to at least 50% or more in 2021-2022, then 10% increase each year.	Baseline 2020-2021: 5 students co-enrolled at College of Marin, 0% students completed courses	20 students enrolled and 70% or more completing courses.
2c. Percent of students who have identified a post-secondary goal and know their next steps as measured by student surveys.	Baseline to be determined in 2021-2022	90% or more of students.

2d. Percent of students that feel a sense of belonging at school as measured by student surveys.	Students report having positive student to student relationships: 82% Students reporting feeling included, seen, and heard: 100%	90% or more students report having positive relationships and feeling a sense of belonging.
2e. Percent of students that report having at least one trusting relationship with an adult on campus as reported by student surveys.	Students report having positive staff to student relationships: 92%	90% or more students report having positive relationships with adults on campus.
2f. Percent of students participating in at least one enrichment activity including Learning Through Interest, Co-enrollment at local community colleges, after school mentorships, and/or after school activities such as sports, art or music.	Baseline will be determined in 2021-2022.	Increase by 10% per year up to 90% or more of students.
2g. Reduce the percent of students suspended once or more by quarter to less than 6%.	Baseline from 2019-2020 Quarter 1 – 25.7% Quarter 2 – 4.8% Quarter 3 – 17.6% Quarter 4 – N/A Due to COVID19	Suspensions are less than 6% per quarter.

Goal 2 Actions

Action #	Title	Description	Total Funds and Funding Sources	Contributing to Increased or Improved Services (Y/N)
2.01	Learning Through Interest Program	Continue to build the Learning Through Interest program by developing business and individual partners to act as mentors in job shadows, career exploration, and internships.	Jonathan's salary New Assistant Project Supervisor salary	N
2.02	Co-Enrollment at Community Colleges	Increase co-enrollment in community college and provide additional support systems for students who are co-enrolled. Connect students with relevant scholarships.	Jonathan's salary	N
2.03	Road Maps	Work with individual students and their families to help them develop Road Maps for success in completing secondary coursework, as well as planning and preparation for post-secondary success. Include systems to regularly measure progress.	Jonathan's salary	N
2.04	Off-Campus Learning	Plan and implement off-campus learning experiences to give students opportunities	Saul's salary	N

	Experiences	and experiences that may broaden their interests and solidify their post-secondary goals.	Lucia's salary Katy's salary Field Trips 9936: \$15000	
2.05	Authentic Learning	Plan and implement authentic, project-based learning units and individual passion projects that allow students to take action while learning in the context of local, regional, national or international events and situations.	Teacher salaries Katy's salary	N
2.06	After-school mentoring	Provide after-school mentoring for students so that they can participate in healthy activities after school hours including partnering with community organizations to build local connections.	MCM Contract	Y
2.07	Extra-curricular activities	Investigate and implement a wider variety of extra-curricular activities for students including in the arts and athletics.	Teacher salaries 0420, 0425, 0440 Extra Duty Pay: \$21,000 Title 1D	Y

2.08	Relationships with Local Districts	Continue to cultivate relationships with local school districts so that our programs are seen as a viable option for students before they fall too far behind.	Katy's Salary	N
2.09	Entrance and exit surveys	Develop entrance and exit surveys for parents and students so we can learn more about what worked for them and what did not.	Saul's salary Katy's salary	N
2.10	Transportation	Maintain a van that will allow us to support student attendance and learning experiences in the community.	Maintenance and Operations Budget	Y
2.11	Racial Equity Work	Provide students, parents, and staff space and tools for authentic discussions surrounding race in order to disrupt internal, relational, structural, and systemic racism (ex. Courageous Conversations).	Teacher Salary Professional Development/Conferences	N

Goal 3 Description

Families are an integral part of the school community:

- Families bring ideas and guide the planning of the school
- Families connect with resources and opportunities in the community

State priorities

3. Parent Involvement (engagement)
6. School Climate (engagement)

WASC Critical Areas for Follow up

1. MCS needs to develop and implement a strategic plan to communicate with feeder districts and the community at large about who they serve and encourage earlier referrals.
7. The school needs to continue to increase their capacity to address students' mental, physical, and personal needs

Local Priorities

Authentic parent and family leadership, guidance to access resources and opportunities.

An explanation of why the LEA has developed this goal

Families are integral to our mission and vision as parents are key stakeholders in their students' success. Goal #3 supports students by increasing parent and family involvement and leadership at school. In the past, this goal focused more on connecting our families with resources and opportunities in the community. This new goal reflects our intention to draw on our parents' wisdom and leadership to further guide our school.

This broad goal and its related metrics and actions will allow us to address state priorities 3 and 6 as well as the WASC Critical Areas for Follow Up listed above. Metrics 3a and 3e will help us gauge the level of parent involvement and leadership at our school. Metrics 3b and 3c will help us gauge how well we are communicating the resources and opportunities that are available in the community and the extent to which parents are taking advantage of those resources and opportunities. All of the actions listed in this section will support communication and relationship building so that parents can take leadership at our school and families can access the resources and opportunities they need to

support their students in meeting their social, emotional, and academic goals.

Metric	Baseline	Desired Outcome for 2023-2024
Metrics/Indicators 3a. Increase percent of parents/guardians attending: <ul style="list-style-type: none"> a. BTSN b. Fall and Spring Exhibition Nights c. Family Empowerment Events d. Parent Leadership Group meetings 	Baseline will be set in 2021-2022. We previously reported this as raw numbers and will move to percent of students' families represented.	30% or more families participate in events
3b. Increase percent of parents who are familiar with the resources available to them at the school as measured by surveys.	Baseline will be set in 2021-2022.	Improve by 10 percentage points per year up to 90% or more.
3c. Percent of students who are referred to community services that are identified as needing services by the student support team.	Baseline will be set in 2021-2022.	100% of students are referred to services they need.
3e. Develop a metric around "Ladder of Parent Involvement" that describes the level of leadership/ownership parents have with the school.	To be determined in 2021-2022 (baseline in the spring)	Desired outcome to be determined in 2021-2022

Goal 3

Action #	Title	Description	Total Funds	Contributing
3.01	Family Empowerment Specialist	Family Empowerment Specialist supports family involvement at all levels of the school.	Saul's salary:	Yes
3.02	Data Collection Platform	Select a data collection platform and refine systems for data analysis to increase family engagement and families' access to resources and opportunities.	Database Contract: \$3000 (0420/0440)	N
3.03	Student Success Team	Continue to convene a student success team to identify students who need more support and to identify action steps.	Saul's Salary: Katy's salary	Y
3.04	Two-way Communication and	Work with a community partner, ex. Multicultural Center of Marin, to	MCM Contract	N

	Outreach	support communication with families and increased family involvement.		
3.05	Authentic Family Leadership	Grow and convene the Family Leadership Team, School Site Council/ELAC, and provide more authentic opportunities for family leadership.	Saul's salary Katy's salary	N
3.06	Resources and Opportunities	Work with families individually and in groups to assess needs and connect them with existing community resources to support physical and mental health.	Saul's Salary	Y
3.07	Family Networks	Implement more opportunities for families to network and support each other without a formal structure (such as culturally relevant social events).	Saul's salary Katy's salary	N
3.08	School Communication	Work with the Family Leadership Team to develop more robust strategies for communicating with families and keeping them informed about what is going on at school.	Saul's salary 9991, 3010	N
3.09	Adult Education	Investigate courses and training for parents and families including English, and job-skills.	Saul's salary	Y

			Jonathan's salary	
3.10	Mental Health Supports	Continue to investigate resources and support to provide more mental health and therapeutic care.	Katy's salary	Y

Goal 4: Foster Youth

Description

Metrics

Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or improve:

Increased apportionment based on the enrollment of Foster Youth, English Learners, and low-income students.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE) an explanation of 1) how the needs of foster youth, English Learners, and low-income students were considered first, and 2) how these actions are effective in meeting the goals for these students.

Goal 1

Our English language learners need additional linguistic support to make adequate progress in their core classes and electives. We have seen English Learners make additional social, emotional, and academic progress with our flexible curriculum and instructional methods and with our additional support with Learning Coaches on campus and would like to build on that success. Our competency-based, highly personalized academic program is differentiated for all learners. We plan to direct additional support to English language learners by providing more professional development opportunities and coaching support for our teachers and learning coaches. This will allow our team to provide more linguistic scaffolds throughout the academic program. Goal 1 action 1.04 provides additional professional development for our teachers and learning coaches through coaching and conferences to support English language learners. We anticipate that the instructional strategies applied will benefit and support the achievement of English language learners.

Many of our low-income students and foster youth have experienced or are experiencing high levels of trauma in their lives. While people from all socioeconomic backgrounds experience trauma, the burden of trauma often disproportionately affects communities with fewer resources. Trauma can lead to chronic stress, challenges with emotional regulation, difficulty with establishing trusting relationships, and difficulty concentrating. Our staff takes a trauma-informed approach and recognizes when students need to emotionally regulate themselves and take a break or go for a walk before moving on with an instructional activity. Goal 1 action 1.07, provides additional social, emotional, and linguistic support through Learning Coaches in class. While this action is provided to all our students, students who need the most social, emotional, and academic support receive the greatest benefit from the learning coaches.

Many of our students from low-income families, students who are English language learners, and/or students who are foster youth have struggled socially, emotionally, and academically during the pandemic. Many students needed to take care of siblings at home and/or contribute financially to their families so that they would not lose their housing. The pandemic magnified many of the challenges our students were previously facing and exacerbated mental health issues as well. In order to support students who were negatively impacted by distance learning during the pandemic, we will offer additional credit recovery options including summer school, and extended learning opportunities in the community. We will also explore options to provide reduced credit requirements consistent with our local board's policies and procedures and California State Graduation minimum requirements. This is reflected in Goal 1 action 1.12 and will have

the greatest benefit for our unduplicated students.

Goal 2

Many of our students who are from low-income families or who are foster youth do not have access to after school activities that help them connect with other students and make healthy decisions. We plan to provide a wider variety of extra-curricular activities for students in the arts and athletics. These opportunities will be available to all of our students, but will provide the greatest benefit to students who are from low-income families and/or who are foster youth. This is provided for in Goal 2, Action 2.07.

Goal 3

Many of our students who are recent immigrants, learning English, or are from low-income families need additional communication, connection, and support to navigate the education system and connect with resources and opportunities in the community. Our Family Empowerment Specialist is bilingual in English and Spanish and has a background in both local non-profits and parent education. He welcomes families to our community, is one of the primary points of contact for parents, and provides opportunities for both parent leadership as well as case management support to connect students with resources in the community (such as mental health services). While this role supports all of our families in staying connected, families who have the greatest needs experience the greatest benefits. This is reflected in Goal 3, Action 3.01, 3.06, and 3.10.

A description of how services for foster youth, English Learners, and low-income students are being increased or improved by the percentage required

Goal 2

Most of our students who are from low-income families or who are foster youth do not have access to after school activities that promote a sense of belonging and/or help them develop skills that they are interested in. We plan to continue our after school mentorship program through the Multicultural Center of Marin to connect students with mentors who have the greatest need for pro-social activities. This is provided for in Goal 2, Action 2.06.

Many of our students from low-income families have a difficult time getting to school because our school is not located

in their neighborhoods and public transportation is limited. We have two school vans and work with our Learning Coaches through the Multicultural Center of Marin to provide transportation from Novato and San Rafael neighborhoods to our school. This supports our students from low-income families in improving attendance and increasing their academic achievement. This is provided for in Goal 2, Action 2.10.

Goal 3

Many of our students' parents from low-income families or who speak languages other than English need additional support finding employment in the community and/or accessing adult education. Our Family Empowerment Specialist will investigate courses and training for parents and families including English and job-related skills. This is reflected in Goal 3, Action 3.09.