Accrediting Commission for Schools
Western Association of Schools and Colleges

Self Study Report

Marin's Community School
Marin County Office of Education
1111 Las Gallinas Avenue
San Rafael, CA 94903

Visiting Committee Dates:
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Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these expectations of the self-study, the school will have accomplished:

1. *The involvement and collaboration of all staff and other stakeholders to support student achievement.*

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 self-study process from October of 2020 - May of 2021 as we completed Tasks 1 - 5. We engaged in bi-weekly meetings as a team to analyze achievement data, revise our profile of a graduate, define our values, select and analyze evidence, and develop our goals and action plans to address major learner needs. We met with our students to solicit their feedback throughout the process and conducted whole school surveys and individual interviews to hear their needs. Parents were involved through evening parent events, our SSC and ELAC meetings, and 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 met weekly with our Assistant Superintendent, Ken Lippi, to advise him of ongoing programmatic progress and needs. They also met as needed with County Superintendent, Mary Jane Burke. Mary Jane and Ken have been incredibly supportive of the redesign of the school programs, which has allowed us to open more doors of opportunity for our students.

Our team regularly presents updates to the Marin County Board of Education. In June of 2021, the Local Control and Accountability Plan (LCAP), contained within this self-study, was presented and approved by the Marin County Board of Education.

2.   *The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards.*

In the spring of 2017, we began a redesign process of our schools and created a new mission, vision, values, and student outcomes. Over the last few years, we drafted 16 courses of study, aligned with state standards and the student outcomes we developed in 2017. While our work has always been grounded in equity and increasing student achievement, we have deepened our work to be more anti-racist and decided we needed to update our values and profile of a graduate/student outcomes. We took the opportunity of doing the self-study process to revise our values and create a new profile of a graduate. Over the coming years, as one of our critical areas of need, our courses will need to be aligned to our new profile of a graduate. We aligned the metrics and measurement of student progress included in this report to our goals outlined in our LCAP.

3.   *The analysis of the California Dashboard indicators and additional data about students and student achievement.*

We used a variety of metrics, including the California Dashboard indicators to identify our major learner needs and revise our profile of a graduate during Tasks 1 - 4. Specifically, we analyzed how our demographics, suspension rates, attendance rates, and graduation rates have changed over time. We considered the implications those changes have had on our students' needs and progress. For example, we have seen a steady rise in our English Learner population, so we have needed to direct significant resources to support their linguistic, academic, social, and emotional learning. When looking at attendance data, we also considered some of the underlying causes of attendance issues including mental health needs and the relevance of our instructional program to students' lives. In addition to information on the dashboard, we rely on stakeholders' surveys, students' progress academically as measured by grades and credits, and participation in school-related activities. We review achievement data on a quarterly basis to inform programming and instruction. We also monitor individual student progress on a weekly basis through staff meetings and our student success team meetings to connect students with the support they need.

4.   *The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria.*

Throughout the self-study process, we assessed our school program's impact on student learning. During Task 3, we divided our staff into different groups based on their role and

expertise. Our Co-Principals, Family Empowerment Specialist, College and Career Specialist, and Administrative Assistant identified findings and evidence for Element A. All of our teachers and one of our Co-Principals focused on collecting evidence and identifying strengths and areas of need for Elements B, C, and D (Curriculum, Instruction, and Assessment). Our Learning Coaches, our Family Empowerment Specialist, our College and Career Specialist, and one of our Co-Principals gathered findings and evidence for Element E (School Culture). After compiling evidence and findings, we provided an opportunity to review all of the evidence and findings from each others' groups. Finally, we analyzed the major learner needs from each section and highlighted the areas of need we should prioritize in order to write our goals and actions for Task 5 and the LCAP.

5. *The alignment of a schoolwide action plan/SPSA to the LCAP and the school's areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA goals.*

The areas of need we identified through Tasks 1 - 4 allowed us to create new goals and action steps for our three-year LCAP, which will go from 2021 - 2024. Thus, there is strong alignment between the schoolwide action plan/SPSA, the LCAP, and the major student learning needs identified in this self-study. Over the coming years, we will align resources to ensure we have the capacity to implement actions and monitor our progress.

Chapter I: Progress Report

Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.

There are a variety of developments that have had a major impact on our schools and programs since our last full visit. Please see a description of exciting new developments and the challenges and opportunities we have encountered below.

Exciting New Developments

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 of 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 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.

Culture and Climate Improving
Since 2018, we have moved from a punitive system for discipline towards a more relational and restorative model 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 2019 (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.

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 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 that led events such as "Bring a Staff Member Breakfast," Pep Rally, and other school-wide community-building events. As a result of increasing student voice, 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 our LCAP. Students also helped select our school's new mascot, the wolves (AHOOOOOOO!), 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 2 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. The vans help remove the barrier of transportation so that they can more easily attend school.

Challenges

2020 - 2021: COVID-19 Pandemic and Racial Violence
It's difficult to convey the level of trauma many of our students, staff, and members of our community have experienced over the past year. Prior to the pandemic, our community already faced significant marginalization in our community as a result of systemic racism. Families have been terrorized by immigration policies that have been designed to intimidate and exclude individuals from our community. In addition to the day-to-day interpersonal racism individuals encounter, this was experienced through threats of deportation, challenges finding affordable housing, food insecurity, difficulty finding employment with a living wage, and at times domestic violence or challenging encounters with law enforcement or immigration officials.

As a result of COVID-19, our schools were closed to in-person instruction on March 15, 2020. Because we already had Chromebooks and a schoolwide learning management system, Powerschool, we were able to pivot quickly and launch our online school on March 16, 2020, with a new school schedule and support systems. We purchased and distributed wifi hotspots for students who needed internet access too. We divided students into cohorts and assigned teachers and Learning Coaches to each cohort to support students socially, emotionally, and academically.

On March 19, 2020, a shelter-in-place order was issued by the State of California to mitigate the spread of COVID-19. Families that were already facing financial hardships were further marginalized by the pandemic as many people lost their jobs and were not able to apply for unemployment benefits. This created situations where families needed rental assistance, support with food donations, and financial assistance in addition to needing physical and mental health support. Some families that had been living in multigenerational housing or with other families needed to find new places to live. At the same time, COVID-19 was being spread at disproportionate levels and significantly impacting our Latinx community. Some families had everyone in the household infected because it was difficult to quarantine when people live in close quarters. Some students needed to support their families financially by getting jobs and others had new responsibilities to care for younger siblings whose schools had closed. With our new support systems in place, we were able to work with our community partners and local philanthropic organizations to provide as much support to our families as we could.

We saw a significant drop in engagement and attendance when we were on full distance learning. The isolation due to the shelter-in-place order made it difficult for our community to buffer against the trauma with our relationships as we had pre-Covid. Students in our community also experienced several sudden deaths of people in the community that they were close to. Many students, staff, and members of our community experienced an increase in mental health concerns as everyone did their best to navigate a terrible situation.

At the same time, we continued to witness multiple acts of violence against Black people across our nation with the deaths of George Floyd, Breonna Taylor, Ahmaud Arbory, and countless others. These events inflicted familiar wounds to our community and intensified the level of trauma individuals were already facing. Many of our students and community members stood up against violence and white supremacy by participating in local protests and other in-person and online events to counter racism.

We knew that we needed to get students back on campus as quickly as possible to best support them. Despite our best efforts of doing home visits, providing 1:1 support, and doing everything we could to support our students, we were losing them. As a result of Marin County Office of Education's leadership and strong relationships with Marin County Public Health, we were one of the first schools in the San Francisco Bay Area to reopen for in-person instruction on May 18, 2020. Marin County Office of Education created a Rethinking Schools website to create and communicate safety protocols that paved the way for schools to reopen.

The concurrent COVID-19 pandemic and racial justice movement provided our team an opportunity to more deeply examine how our systems could be even more equitable and inclusive. During quarter 4 of the 2019 - 2020 school year, we decided to issue "universal credit," supported by the California Department of Education's guidance to "hold students harmless" during the COVID-19 pandemic. We knew that we could not continue business as usual as our community was suffering. At the same time, we wanted to continue to provide the access and support students needed to grow socially, emotionally, and academically. We shifted from letter grades to "CR," indicating students earned credit. While this strategy reduced the harm our students were experiencing that was outside of their control, it did not contribute positively to their academic growth. During the 2020 - 2021 school year, our team decided to drop our "universal credit' strategy and begin awarding credits according to students' demonstration of learning. We continued issuing "CR" as opposed to letter grades, recognizing that we continue to navigate a pandemic.

Wildfires, Power Outages, 2020 Election, and Capital Riots

In addition to the pandemic and racial justice movement, our team also navigated wildfires and power outages in the summer and fall of 2020. Some of our team members needed to evacuate their homes, many people lost electricity (and thus internet access), and our skies were covered in thick, toxic smoke that made it difficult to even go outside. As a team, we needed to consider the safety of the air inside the classroom (to mitigate the spread of COVID-19) and the health concerns related to particulate matter from the fires. We installed air filters in the classes to support cleaner air, but the combination of events was anxiety provoking for our community.

September 9, 2020, highlighted the [perfect storm of disasters we were experiencing.](#) It was the first day back on campus for one of our cohorts after the group had been quarantined. The wildfires were so intense that the sun did not even come up that day, and instead, at 10 am, the sky glowed an eerie apocalyptic orange. If that wasn't enough, the same day, Zoom shut down due to overloaded servers with schools starting online instruction across the nation. We took a deep breath (through our masks), switched all our links to Google Meet for the day, and got back to work serving our students.

While the fires subsided with winter rains, the vitriol of the 2020 election and subsequent Capital Riot created additional stress and alarm in our community. Through it all, our team has supported each other and our students. We have taken time to tend to our own social and emotional needs, recognizing that everyone has had a difficult time navigating these challenges. We have needed to take some of the priorities off our plates this year (such as revising our courses of study) so that we can survive and put on our own oxygen masks as we serve our students.

Beginning in January of 2021, educators became eligible to receive the COVID-19 vaccine and many of our staff members were able to get vaccinated. This paved the way for more schools to open in our community, especially as COVID-19 rates in our community declined. As a result of the Marin County Office of Education's leadership, 100% of public and private schools are open for some form of in-person instruction as of March 22, 2021. We continue to offer a hybrid learning schedule to students including in-person, synchronous, and asynchronous online instruction as of Quarter 4, 2021. We plan to open to full in-person instruction beginning with our 2021 summer program.

Opportunities

While the COVID-19 pandemic has magnified inequities that previously existed in our community, opportunities to improve our education system have also emerged.

- To start, we were able to distribute computers and wifi hotspots to families who previously had limited access to the internet outside of school. The pandemic made this previous inequity an urgent need to address and we anticipate that schools, including ours, will continue to support closing the digital divide.

- Because we had more flexibility with attendance accounting during the 2020 - 2021 school year, we could be more flexible with when, where, and how students learned. Some students had an increase of participation through distance learning, in part, because they did not need to deal with transportation and had less social anxiety with in-school interactions.

- The flexibility in scheduling also allowed our Learning Through Interest program to grow. We were able to connect mentors with students at a wide variety of times. As we look to the future, we would like to continue to provide a significant amount of flexibility to our students to support their needs.

- More students were able to co-enroll at the College of Marin because they did not need to deal with transportation challenges. We are working with our partners at the College of Marin to continue this flexibility post-pandemic.

- The pandemic and racial justice movement highlighted our need to revise our courses of study further to ensure that we center Black, Indigenous, and people of color in our curriculum. We have doubled down on our commitment to being anti-racist as a school.

- We started grouping students into cohorts with a teacher and learning coach leading the group. They meet in advisory "check-ins" each morning to build community and provide social and emotional support. This grouping has helped us not only build a sense of belonging, but has helped us connect students with tiered interventions. These groupings also helped us separate our younger students from older students which has had a positive impact on school culture and climate and has supported younger students' academic success.

- Implementing our hybrid schedule has also helped our team build out online asynchronous learning modules to support students. Our teachers have expanded their instructional strategies to incorporate Jamboards, Nearpod, Peardeck, screencasts, and a wide variety of blended learning tools.

Staffing Changes

Over the last few years, we have had several staffing changes which have impacted our program as well.

Marin County Office of Education Staff

School Leaders	Erin Ashley has served as a Co-Principal over the last four years and is leaving to pursue new opportunities in education at the end of the 2020 - 2021 school year. Katy Foster will continue as the Principal during the 2021 - 2022 school year.
Saul Godinez	Saul was promoted from Administrative Assistant to Family Empowerment Specialist. Saul welcomes families into our community, supports our parent leadership team, and helps families access resources and opportunities in our community.
Vincent Chew	Vincent Chew was hired as a special education paraeducator in the fall of 2019 and brings deep knowledge of our students and community. Vince was hired after Patricia Lilienthal transferred to a different MCOE site.
Laura Gonzalez	Laura Gonzalez is our new Senior Administrative Assistant. She is bilingual in English and Spanish and is also a parent of one of our graduates and one of our current students. Laura's position became available when Lesley Haynes retired after 30 years in alternative education in December of 2019.
Yessica Garcia	Yessica was recently hired as a Student Support Specialist for the 2021 - 2022 school year. She previously served as a learning coach through the Multicultural Center of Marin.
Fatima Hansia	We recently hired Fatima as a social science teacher for the 2021 - 2022 school year. During the 2019 - 2020 school year, we had hired Scott Kreinberg, who did not continue with us for the 2020 - 2021 school year. Ryan Scott supported both English and Social Science instruction during the 2020 - 2021 school year.

Community Partners

Yessica Garcia, Kat Mira, Sagrario Ramirez, and Herb Barillas	We have expanded our after-school mentorship program and our in-school learning coach program through our partnership with the Multicultural Center of Marin so we now have four Learning Coaches. Juan Colonia, one of the school's first Learning Coaches, recently

Learning Coaches through the Multicultural Center of Marin	transferred to a position with Marin County Probation. Yessica Garcia will start as an Assistant Project Supervisor with the title of Student Support Specialist through the Marin County Office of Education during the 2021 - 2022 school year.
Lesley Menneweather, Bay Area Community Partners	Lesley is a therapist and provides 1:1 and group counseling to address substance use issues. She replaced Candrian Locati who took a different counseling position.
Unfilled Therapist Position, Marin County Probation	Rebecca Leacock was our on-site therapist provided by Marin County Probation. She retired at the end of 2020. Marin County Probation has not yet named a replacement. We are collaborating with them to identify a bilingual therapist or case manager to support our students.

Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.

The Local Control and Accountability Plan (LCAP) from 2017 - 2020 outlined the goals, metrics, actions, and progress we made for the school years from 2017 - 2020. Stakeholders including staff, parents, students, and community partners were convened to identify students' major learning needs and direct resources and services accordingly. The goals that drove the 2017 - 2020 LCAP included:

1. Educators will participate in high-quality professional development
2. All students will be provided with a high-quality education with a broad course of study that includes in-class learning as well as authentic real-life learning opportunities.
3. The school community will maintain a safe, healthy, and productive school environment.
4. Increase parent-guardian involvement and awareness of programs and services.
5. Support districts and facilitate transitions for Expelled and Foster Youth countywide.

Because we initiated a redesign of the school in the spring of 2017, our original action steps changed significantly to align with the new mission, vision, values, and student outcomes identified by our stakeholders. Each spring, we met with our staff and stakeholders to review our progress and determine if the action steps in our plan were still the correct actions given our students' needs. We prepared an LCAP update towards the end of each school year to update our community, the Marin County Board of Education, and the State of California on our

progress. We also prepared the [Single Plan for Student Achievement (SPSA) through 2019](#) which was also presented to our community and Board of Education. The SPSA was discontinued after the 2018 - 2019 school year.

During the 2019 - 2020 school year, prior to the COVID-19 pandemic, we identified the following goals based on our students' needs. These goals were a part of our draft LCAP for the 2020 - 2023 LCAP. Due to the pandemic, we consulted with our stakeholders and presented the [Learning Continuity Plan (LCP)](#) instead for the 2020 - 2021 school year. The three-year LCAP has shifted school years and is included in this report (Chapter 5) for the 2021 - 2024 school years. Nevertheless, these draft goals continued to drive our work for the 2020 - 2021 school year, so when we met with our stakeholders to do this self-study, these were the goals we reflected on and revised. [The 2019 - 2020 LCAP Update, 2020 - 2021 LCP Update, and 2021 - 2024 LCAP are located on this link](#).

1. All students have access to a broad and rigorous course of study that is student-centered, relevant to their lives, and prepares them to enter the post-graduate pathway of their choosing.
2. All students have access to learning experiences inside the school and in the community that build on their interests and connect them with community networks to help them develop a future orientation including post-secondary goals.
3. Students and families are engaged and have access to resources in school and in the community to support student learning.

Each quarter, we review our data and process with our staff to inform our next steps. During the 2019 - 2020 school year, we were in Comprehensive Support and Improvement due to our graduation rates, chronic absenteeism, and suspension rates. As part of the continual improvement process, we reviewed the California Dashboard Data and our quarterly data. We analyzed data with our staff to inform our next steps. [Please see the notes from our meeting here.](#)

Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated *all schoolwide critical areas (growth areas for continuous improvement)* from the last full self-study and all intervening visits.

Our last WASC visit was in the spring of 2019. The result was a three-year full accreditation. The critical areas for follow-up that the WASC visiting team highlighted along with our progress towards each area are described below.

Critical Areas for Follow-up for MCS/PA

1.   MCS/PA 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.

We have made significant progress in this area. We developed a [communications plan](#) to share the value our school will add to the community so that we can continue to improve the school's reputation in the community and students may develop a more asset-based perspective of themselves and the school. As part of the plan, we reviewed all of our school's marketing materials and [our website](#) to ensure that messages were consistent with our plan. We also launched a [Facebook page](#), and now regularly update our [Instagram account](#) to connect with students and the community.

After we received our three-year accreditation through WASC, we put out a press release to share our excitement for this important milestone. The article included here was published in the [Marin Independent Journal](#). We also put out a press release last spring when we were one of the first schools in the Bay Area to provide in-person instruction during the COVID-19 pandemic. We were featured on [NBC Bay Area here](#). [Edutopia also published an article about our school's reopening](#). The Marin Independent Journal also [highlighted our reopening plans](#). These articles helped us share some of our accomplishments as a school, especially as we continue to improve our image and work towards our mission during the pandemic.

We began doing outreach to our feeder districts, including Novato Union High School District, San Rafael City Schools, and Tamalpais Union High School District, by sharing information during countywide administration meetings. We also hosted an [open house night for counselors and administrators](#) in November of 2019 for them to learn more about our school and programs. During the open house, we highlighted our progress and our shift from a deficit-based model to an asset-based model. We called on community members to support our work by shifting the language they use with students to be more positive and refer to us as an opportunity instead of a punishment. We received positive feedback from participants and conducted follow-up meetings at Terra Linda High and with Novato Union High Schools' Multi-Tiered Systems of Support Team. We continued meetings with the Novato team through the pandemic to consider how we can be considered an earlier stage intervention for students (Tier 2) instead of waiting until all other options are exhausted. Relationships like these are helping to build our positive image in the community.

While we have been working to build our reputation through consistent messaging and outreach to district stakeholders, our strongest advocates are our students and their families.

This year, we have seen an increase in students opting in to join our school through Phoenix Academy and self-referring to our school through local districts. Students often recommend us to their friends because they appreciate the relationships, academic support, and opportunities we provide.

Our staff members are also positive ambassadors for our school. One of our staff members, Vincent Chew, overheard a bus driver refer to our school as "County" in a disparaging way. He quickly took the opportunity to say, "no, we're 'Marin's Community School'" and proceeded to share some of the impactful work we are doing with students. Another staff member, Laura Gonzalez, had both of her daughters attend our school. One daughter is a current student and the other daughter recently graduated. She felt so strongly about our program that they also recommended us to her family members. Change takes time, but with each interaction and positive relationship we build, our school's reputation in the community improves.

2.   The school needs to continue to increase its capacity to address students' mental, physical, and personal needs.

In April of 2019, Saul Godinez was promoted from Administrative Assistant to Family Empowerment Specialist. Saul has deep knowledge of the resources and opportunities available in our community as well as how to support individuals in accessing resources. In his new role, Saul serves as a liaison between parents and the school. He welcomes families during our onboarding meetings, serves as the lead point of contact for family communication (in English and Spanish), and uses motivational interviewing strategies to support students and their families in accessing the resources they need.

Each week, we discuss student needs and concerns during our staff meetings. Afterward, our student support team convenes and follows up to make positive and informative phone calls, or connects students and families with the resources and opportunities they need. Oftentimes, parents need additional support to fill out forms and navigate systems to receive the care they need. Saul is persistent in following up with families and providers until students receive the mental, physical, or personal care they need. We work closely with Bay Area Community Partners to provide substance use counseling for students. We work with Marin County Health and Human Services and Marin Community Clinics to help students get the mental health care or physical care they need. When necessary, we refer students to Bloom, a local nonprofit organization that provides free clothing. We also refer families to Adopt-A-Family and St. Vincent DuPaul for rental assistance. Saul has been instrumental in connecting families to food banks and financial support during the pandemic. In addition, many of our students have

earned money from Marin County Probation for "Shelter In Place" internships as they have supported their families and completed school work. As a result of this support, our families often share that they feel connected and supported.

In June of 2020, our on-site therapist through Marin County Probation, Rebecca Leacock, retired. Unfortunately, Marin County Probation has not yet filled this position. We are currently collaborating with them to identify a bilingual therapist or case manager to provide additional support for our families on campus as much as possible.

3. Courses of study should be updated to reflect the new standards and academic program. As part of this process, learning scales for content knowledge need to be developed in addition to the skill rubrics for each course. All of which aligns with the Common Core State Standards, Next Generation Science Standards, and California History and Social Science Curriculum.

During the 2019 - 2020 school year, we drafted 16 courses of study to reflect the Common Core Standards, Next Generation Science Standards, and the new framework for Social Sciences and History standards. The courses are aligned with our school model and embed proficiency scales for content knowledge and utilize the SCALE skills rubrics. The courses were drafted by Crafted Curriculum based on course templates and feedback from our team. The courses were designed to be A - G approved by the University of California system. The courses include English 9 - 11, Integrated Science 1 - 3, Integrated Math 1 - 3, Algebra, Modern World, US History, Government, Economics, General Work Experience Education, and Exploratory Work Experience Education. Moving forward, we will need to draft similar courses of study for English 12, English Language Development 1 - 2, and 3 - 4.

While our courses of study are aligned with the standards, they are also written in a flexible manner so that teachers can contextualize and sequence learning according to students' interests and curiosities. Teachers solicit student feedback through 1:1 conversations, surveys, and exit slips to plan units of study that are engaging and relevant to students' lives. For example, as the COVID-19 vaccine was being developed, our science teacher, Candice Aguirre, planned a unit that helped students understand how vaccines work. She also created learning opportunities for students to understand how previous unethical practices in medicine have caused distrust in scientists. Students have also driven our elective opportunities and choices too. As a result of student voice, we have added social justice and financial literacy electives.

Due to the pandemic, we had less capacity as a team to revise the courses of study this school year with our staff. As we reflected on the ways in which our curriculum could be more anti-racist, we decided it would be best to first realign our draft courses of study with the outcomes listed in our revised profile of a graduate. This work is outlined in our goals and action steps in Chapter 5.

Marin's Community School also has an independent study program called Oracle, where contracted teachers meet with students to complete their individualized assignments on their independent study contracts. The teachers teach content and skills from the Common Core State Standards, Next Generation Science Standards, and California History and Social Science standards, however, we still need to align the contract teachers' curriculum and instruction with our work at Marin's Community School and Phoenix Academy Charter School. There is room to grow in terms of greater alignment with the standards and courses of study.

4. The school should continue to develop systematic linguistic support throughout the academic program to support English language learners.

In the 2019 - 2020 school year, we added a designated English Language Development (ELD) class to support our English language learners (ELL). We designed our schedule so that the ELD class did not interfere with taking other elective courses. The ELD class provides opportunities for students to develop reading, writing, listening, and speaking skills aligned with the California English Language Development Standards. Students have opportunities to develop their linguistic skills through interacting in meaningful ways, learning how English works, and using language productively. For example, our ELD teacher, Ryan Scott, provides opportunities for students to write and create collaborative poetry, read and discuss current events through Newsela, and develop academic English through interdisciplinary projects. In addition, we use Duolingo to support students' English language development.

Throughout our classes, teachers use Universal Design for Learning principles to provide the access and support students need to develop cognitive academic language skills. For example, teachers provide materials and instruction for their subject areas in both English and Spanish because we have students with limited English proficiency. We also use technological tools such as Google Translate apps on the Chromebooks to support students in translating online instructional materials. In addition, each teacher works closely with a bilingual Learning Coach, who supports students' social, emotional, and academic development. Our teachers use scaffolds such as sentence starters, vocabulary review for academic content, and a wide variety of instructional strategies to support students as they learn to read, write, listen, and speak in

English. [Our teachers have been trained](#) in [Specially Designed Academic Instruction in English (SDAIE) strategies](#) and Quality Teaching for English language learners (QTEL) pedagogy to [align instructional tasks with cognitive and linguistic needs](#).

When students enroll in our school, we review their referral paperwork and home language survey to determine their linguistic status. Students who are English language learners are enrolled in our English Language Development class unless their parent or guardian opts out of the course. Each year, we conduct the [English Language Proficiency Assessment for California (ELPAC)](#) to determine if students should be redesignated as proficient in English. Internally, this [is a copy of the spreadsheet we use to track](#) assessment status and interventions for our students who are English language learners. Our administrative assistant, Lucia Madera keeps track of students' linguistic status, ELPAC test scores, and enrollment dates. We update students' ELPAC scores and linguistic status on our student information system, [Aeries](#), for our team to see. We also send ELPAC results to families.

Throughout the year, we use the [SCALE skills rubric](#), aligned with the [Common Core English Language Arts Standards](#), and the California English Language Development standards to assess and provide students feedback on their learning. We have found that many of our students have not taken the ELPAC tests every year when they are referred to us, in part, as a result of chronic absences. An opportunity for us to improve our systems would be to integrate a strengths-based diagnostic assessment at the start of each year and/or when students enroll with us.

5. The school should continue developing stronger orientation systems to support students as they transition into the school.

Over the last few years, we have developed stronger orientation systems to support students and their families as they transition to our school. One of our challenges is that students can be referred to us throughout the year, so it can make building a culture and connecting new students challenging. To start, we have been working with our feeder districts to refer students at the quarterly and semester breaks as much as possible. We have also communicated with them that we onboard new students once every two weeks instead of whenever they are referred. This has helped us be more efficient and purposeful when we onboard students.

When we receive a referral, families have an orientation meeting with our Co-Principal, Katy Foster, and our Family Empowerment Specialist, Saul Godinez. They take the time to learn students' strengths, interests, needs, and opportunities to grow. Saul shares the resources,

opportunities, and modes of communication we use including, phone, text through Remind101 and our school website. Katy shares our asset-based philosophy, our caring and supportive staff, rules/expectations, and opportunities we offer.

After the initial meeting, parents and students meet for an onboarding meeting with Co-Principal, Erin Ashley and College and Career Specialist, Jonathan Lucha. During the onboarding meeting, we provide the student a Chromebook computer and hotspot if needed. We walk them through their schedule, how to use our learning management system, Powerschool, how to use our Virtual Job Shadow program, and walk students through their "Roadmap." The Roadmap is a new tool we use to help students understand their graduation requirements and what they need to do each quarter to make progress towards their goals. In addition, we share opportunities such as our Learning Through Interest program, after-school mentorship program, and co-enrollment at the College of Marin. Finally, we answer any questions the students might have, give them a tour of the campus, and give them a school t-shirt with our "In Lak'ech" logo. To help us make fewer errors in the onboarding, enrollment, and grading processes, we also developed this [flowchart](#) to support our office staff in implementing the details of this process.

When we were operating full-time, in-person, we would have "Day 1" activities at the start of each semester to build community. We also conducted 10 field trips per year for students to connect outside of class. That has been difficult to create this year with COVID-19 related restrictions. However, we anticipate bringing these activities back when we can. For now, each cohort of students meets for a daily "check-in." This is an opportunity for students and teachers to connect with one another and share what is going on in their lives. An opportunity for us to improve is for each cohort or group of students to have student leaders who welcome new students to the group, make sure no one sits alone, and helps students' first experiences on campus be positive ones.

6.   There should be a focus on participation rates on many assessments including CAASPP, ELPAC, California Healthy Kids Survey, and MAP tests.

We have made progress on increasing participation rates on assessments including CAASPP, ELPAC, and the California Healthy Kids Survey. However, this continues to be an area we need to focus on as a school. For the CAASPP test, we have seen some improvement in participation rates. In the 2017 - 2018 school year, only three total students completed all of the test sections. Others took some (but not all) of the test sections because they were absent or refused to participate. In the 2018 - 2019 school year, we modified our schedule for the month

of May to maximize the number of opportunities students could have to complete all of the sections of the tests. In this year, nine students completed all of the test sections, still only representing 21.43% of the school. While we had a disproportionate number of males that year, it is worth noting that only one of the students that completed all the tests was female. So, we need to be more mindful of gender equality in addition to encouraging all students to increase participation rates. Again, our other students took some of the tests, but because they did not complete all of the tests, their work is not included in the participation rates. During the 2019 - 2020 school year, CAASPP was canceled due to the COVID-19 pandemic. During the 2020 - 2021 school year, testing resumed and we had the following completion rates for both schools:

Marin's Community School and Phoenix Academy CAASPP Completion Rates 2021

	Number of students in the group	Number of students who completed	Completion Rate
English/ELA	40	11	28%
Math	40	11	28%
Completed both CAASPP sections	40	4	10%
Science (CST)	28	7	25%

Administering the tests this year was difficult because we never had the students on campus full-time. When they were here, they were eager to complete their school work that would ultimately lead to learning and earning credits, and as a group were more resistant to sitting for the test. In addition, our inconsistent attendance made it difficult to get students to complete both parts of the test.

Marin's Community School and Phoenix Academy ELPAC Completion Rates

Year	Number of English Learners enrolled at the time of testing	Number of English Learners who completed all four sections of the ELPAC	Completion Rate
2018 - 2019	27	21	78%
2019 - 2020	No Test	No Test	No Test
2020 - 2021		3	

For the 2018 - 2019 school year, we hired a professional expert, Linda Green, to support our ELPAC testing. She was persistent in testing students, often visiting the school several times to follow up with the same student. She even went so far as to bring homemade cookies each day with her (which were delicious!) to entice students to finish the exams. Of the 27 EL students enrolled in MCS and PA in the spring of 2018 - 2019, she successfully completed ELPAC tests for 21 students. The other six students did not attend school on days she attempted to administer the test with them.

The summative ELPAC assessment was suspended for 2019 - 2020. We did administer the ELPAC in the spring of 2021. We only had 11 students even sit for one part of the test, and of those 11 only three completed all sections. All students were behind in their core learning, and when they came on campus they chose to dedicate the time to get support from their teachers so that they could get closer to completing the projects they were working on.

We track the success of our EL and R-FEP students with a spreadsheet that allows us to see progress. Our goals remain the same with all of our students: help them develop the skills, knowledge, and habits of mind that will be successful in the path of their choosing. All students get individualized support in developing their English language reading, writing, listening, and speaking skills. Many of the students who come to us are designated LTEL, and many others who are English only are simply behind in their learning English skills and content. We support all of them through individualized road maps. We have not yet had a student score high enough on the ELPAC or local measures to warrant reclassification. We will use the scores for the three students this year to determine if reclassification is warranted. However, our written reclassification process suggests using data from the NWEA tests which we no longer administer, so we will be revising our process with our English Learners Advisory Committee (ELAC) this fall.

We also saw an increase in participation on the California Healthy Kids Survey between 2017-2018 and the 2018 - 2019 school year. In 2017 - 2018, 27% of our students completed the survey. In 2018 - 2019, 50% of the students completed the survey. Again, we made a concerted effort as a staff to have students complete the survey when they were absent. The 2019 - 2020 and 2020 - 2021 surveys were canceled due to the COVID-19 pandemic.

We decided to discontinue using NWEA's Measures of Academic Progress (MAP) assessments for a variety of reasons. First, the administration of the exams took a considerable amount of

time and effort to conduct, which took away valuable instructional time. The data that we collected as a result of conducting the assessments was not very useful to us overall because, in general, our students mostly performed at very low levels due to low skill or because the test was not meaningful or relevant to them. Moreover, because the content and assessment questions were not culturally relevant to students, the tests served to reinforce students' negative images of themselves; they would shut down and disengage. So, we decided that the tests were doing more harm than good and we decided to use local assessments aligned with the SCALE skills rubrics to give us more timely and relevant feedback to inform instruction. Moving forward, we would like to identify strengths-based diagnostic assessments to monitor student progress at the beginning, middle, and end of the year.

7. Data measures related to attendance, assessments, credit accrual, discipline, interventions, climate, and culture, etc. need to be more clearly and consistently analyzed and interpreted to better understand student performance, inform decisions, and promote the program to the community at large.

Each quarter, we compile and review our data measures related to attendance, grades and credits (by discipline and overall), suspension data, and survey data. We use this data to inform our progress and next steps. For example, this link included data from Quarter 1 of the 2019 - 2020 school year. The document includes information on credits earned, attendance, suspensions, student and parent surveys, and data from climate and culture surveys from Transforming Education. This data provided ample opportunities for our team to celebrate our areas of growth, as well as dig more deeply into how we can improve. For example, in Quarter 1 of 2019 - 2020, our English language learners surpassed our total student population in terms of earning grades and credits, in part, a result of increased support we provided students who are learning English. The climate and culture surveys also gave us a lot to celebrate in terms of student engagement and relationships. At the same time, it highlighted that teachers were less optimistic about the future than they had been. This gave us a chance to discuss how we can sustain change as we face challenges supporting students who have been traditionally underserved and who may have experienced significant trauma. As a result, we took steps to integrate more professional development opportunities around trauma-informed liberation based-care with one of our partners, Dr. Aran Watson. Here is a sample of the data analysis we did as a team for Q2 of the 2019 - 2020 school year.

Since the pandemic, we have continued to use data such as this to drive decisions and direct resources where needed. In the spring of 2020, we surveyed families' needs and focused our efforts on connecting resources and opportunities with families. We were able to survey 95% of our families and connect them with resources and opportunities they needed in the community,

including food, transportation, mental and physical healthcare, and financial assistance from community partners. Of students enrolled last fall, 21% received rental assistance based on need through partner agencies.

In the 2020 - 2021 school year, we decided not to administer the Transforming Education climate and culture surveys due to the challenges of administering the survey during hybrid instruction. Instead, we conducted a [quantitative student survey](#), [a qualitative student survey](#), [parent](#), and [staff surveys](#) to gather feedback to inform our next steps.

The pandemic has necessitated that we be even more flexible, so we modified [our attendance process](#) to account for the various ways that students are engaging in school (in-person, online, and/or through the submission of assignments). Our attendance process creates accountability and flexibility for students while clarifying the tiered re-engagement strategies we use. This process is being updated to reflect new guidance by the California Department of Education for the fall of 2021.

Comment on the original critical areas for follow-up (*growth areas for continuous improvement*) not in the current schoolwide action plan/SPSA.

Our progress toward additional critical areas for follow-up that were not listed in our schoolwide action plan is listed below.

Business protocols to improve the efficiency of purchases

A silver lining of the pandemic is that all of our business forms have been moved to a digital format, which has somewhat improved the efficiency of purchases. However, processes such as budget transfers and requisitions still take considerable time. Our business office is working with our information services department to put budget transfer requests in an online format, however, it is not yet available. Opportunities to codify business practices still exist and would be helpful to develop in the coming years, especially as new people join the organization.

Tracking graduate data

We are currently partnering with National Clearinghouse to track our graduates' data. We have not yet merged our data with their systems to analyze our data. This will be work to conduct moving forward.

Definitions for diversity, equity, and inclusion need to be part of the MCOE mission and vision

All of our staff members at MCS and PA have participated in Pacific Education Group's Beyond Diversity training to dismantle racism. Several of our staff have also participated in the second series of this training. All of our administrators have participated in the "Leading for Equity" training by Dr. Lori Watson. We regularly talk about race and racism in our school and our communities at large. We also regularly break into racial affinity groups to share our experience/perspectives, unpack white privilege, and continue to become more racially conscious as individuals and as a community.

Beginning in February of 2020, the Marin County Office of Education (MCOE) convened an "Equity Committee" which has since been renamed the "[Racial Equity Committee.](#)" The membership in the committee has grown to include approximately 30 staff members throughout MCOE departments. Our stated purpose is "to dismantle racist practices to become an anti-racist organization." Through the committee, we explicitly discuss race, racism, and how to dismantle racism internally, interpersonally, structurally, and institutionally. We are making progress and have identified areas that we are currently taking actions to address within each department. For example, at MCS and PA, we have added students to our hiring committee. We are taking actions in staff meetings and with students to support a growth mindset and be vulnerable. We are also including more opportunities and frameworks for students to discuss race and racism, including using the [Courageous Conversations Compass](#).

While we actively discuss diversity, equity, inclusion, race, and anti-racism as a school community, we have not yet defined these terms. This will be critical work as we revise our courses of study to be more actively anti-racist.

Chapter II: Student/Community Profile and Supporting Data and Findings
(correlates to Task 2)

A.   GENERAL BACKGROUND AND HISTORY OF MARIN COUNTY

Description of The Community We Serve
Marin's Community School and Phoenix Academy Charter School are alternative education programs that serve students in grades 7 - 12. The two programs operate in tandem with each other and are located across the parking lot from the Marin County Office of Education in San Rafael, the most populous city in Marin County. As it is often widely known, Marin is a relatively affluent community. The median annual household income in the county is $126,373, well above the national average of $61,937. The median property value in Marin is $1.07M, more than four times the national property value of $231,000. In regards to the K-12 population, Marin County currently has 33,516 students enrolled in schools between kindergarten and 12th grade. Of that population, the largest subgroup is White students. That student group makes up roughly 56% of the total K-12 student population. Additionally, the county's ethnicity demographics are roughly detailed as follows: 71% White, 16% Hispanic/Latinx, 6% Asian, 4% Multiracial, and 3% Black.

Family and Community Trends
Whether we look at the current situation in our community from an economic, educational, or public health perspective, the COVID-19 pandemic has had a disproportionate impact on our low-income communities and communities of color. Specifically, the Latinx community, the largest demographic group of color in Marin, has been burdened with the brunt of this impact. A recent report from the City of San Rafael stated 62.4% of Hispanic households have "no or slight confidence in paying rent", which strongly outweighs all other combined ethnic groups that were polled. In addition, the risk of eviction within lower-income communities is estimated to have impacted over 10,00 families and over 8,000 children. According to another report conducted by the Marin County Board of Supervisors, a statistic shows that Latinx residents in Marin account for nearly 70% of our county's reported COVID-19 cases, despite the fact that this group makes up just roughly 16% of the total Marin County population. When examining the current state of stability in our community, it's important to note that the pandemic did not create these situations, it simply highlighted and exacerbated the disparity already present within Marin County.

English Learners
In recent months, there has been an increase in the number of newly immigrated students to the county. This increase, however, has been part of a steady trend over the last seven years. Marin has seen a larger number of migrant children when compared to other counties in

California (based on population size). Over the past several years, Marin has resettled an average of about 148 youth per year. Traditionally, the high school-aged students within that group that have come to our school are lacking the necessary credits to graduate high school "on time" based on California graduation standards. Nationally, we have seen a steady increase in the number of English language learners in public schools over the past decade. As of 2016, the high school graduation rate of English learners was [67%](#), far below the national average of 84% for all combined high school students. As of 2018, [19.4%](#) of California students were English learners, the most of any other state in the country. It's because of this fact that we work so diligently to connect with our English learner and newcomer students and their families. Specifically, we give more bilingual support to newcomer families to help navigate community resources and the educational system as they enroll their children in school. This includes support to understand the different communication systems we use with families (text, email, Remind 101) and the multiple learning platforms the school engages our students with (Google Drive, PowerSchool, Virtual Job Shadow). Our school also focuses on providing bilingual curriculum materials in all our classes for monolingual students.

One of the more effective ways we have been able to successfully connect with newcomer students and families actually sounds simple at its core: recognizing and understanding the differences, similarities, and important features of different cultures. As stated above, the majority of our staff are people of color, a large number of which are Latinx with similar backgrounds to our students. This allows for a more effective relationship between newcomer students/families and the school. Knowing that the person you are working with can speak your language, but also has an understanding of the issues facing Latinx newcomers is essential to building a strong and trusting relationship.

Student-to-Student Self Referrals
There has been a steady increase in student-to-student referrals. While we attribute this to several things, we believe a big factor in this shift is the culture of inclusivity we've been able to cultivate on campus. More students and families are [reporting](#)that they feel seen, heard, and included. During the 2020 - 2021 school year, we had five students referred to Marin's Community School/Phoenix Academy by current or former students. We estimate that this trend will continue through the 2021 - 2022 school year and that more students will continue to be referred by current or former families.

Community Partner Organizations
At Marin's Community School, we are fortunate to have a wide range of community partners that support our students and families with the resources and relationships they need to

survive. This year has been extremely challenging for so many, and the families in our community have been hit especially hard. Thankfully, we've been able to rely on the strong partnerships that have been cultivated over many years. Bay Area Community Resources, Huckleberry Youth Program, Marin Community Clinics, and the Multicultural Center of Marin have provided vital youth support in the form of group or individual mentorship or counseling. Rental assistance has been provided to several families through organizations like Adopt A Family, Canal Alliance, Community Action Marin, the Ritter Center, and Saint Vincent de Paul. In addition, students and families have been able to access food assistance through organizations like the SF-Marin Food Bank or Marin Community Clinic's weekly Food Pantry program. These organizations, however, are not the only contributors to the health and welfare of the students and families in our community. Marin County Health and Human Services, Marin County Juvenile Justice, Bloom, the Family and Children's Law Center, Career Point Marin, Marin Transit, San Rafael City Schools, and our vast network of professional internship mentors throughout the Bay Area had had a hand in supporting our students in one way or another.

School and Business Relationships

In addition to the community partner organizations listed above, Marin's Community School has also received support from New Schools Venture Fund, Silicon Valley Schools, Big Picture Learning, and the Haas Foundation in the form of grants, staff coaching, and/or other program building and coaching materials. During the 2016 - 2017 school year, Marin's Community School underwent a redesign in an effort to improve student outcomes. During that time, New Schools Venture Fund awarded our school $290,000, over two years, to help with our redesign goal and launch our new school programs. Furthermore, an annual grant from the Haas Foundation provides $35,000 per year for additional support with student internships and expanding our post-secondary education opportunities.

Our Learning Through Interest program has partnered with North Bay Workforce Alliance to establish a network of over 200 individuals and/or organizations throughout the Bay Area. With these resources at our disposal, and with the help of the Marin County Office of Education's School to Career Partnership network, we have been able to connect over 44 students to experts and working professionals from various career fields. By doing so, our students have started to establish their own social networks while they gain valuable workplace skills. Perhaps most importantly though, students have had the opportunity to develop a future orientation for themselves. Through hands-on learning experiences that allow for interest exploration, they have been able to transform their dreams of a possible future into a detailed road map that leads to their career goals.

Parent and Family Committees

Parents and families are incredibly important pieces to our school community. Their voice and participation help guide our programs in directions that best serve our students. At Marin's Community School, we have combined our School Site Council (SSC) with our English Learners Advisory Committee (ELAC). Traditionally, each school in California has an elected SSC to represent parents, students, community members, and school staff in the school governance process. On top of that, the school ELACs advise and consult on school programs that serve our English Learner students. Considering Marin's Community School's smaller and diverse population, the decision was made to combine both of these committees to maximize parent/family involvement. This combined SSC and ELAC committee has several responsibilities and regular activities, including:

● Conducting a needs assessment for all students, including English Learners
● Reviewing and analyzing student achievement data
● Gathering input from community members on our Local Control Accountability Plan (LCAP)
● Monitoring the implementation of our LCAP
● Advising school staff on the development of school programs and services for English Learners
● Supporting school community events, like Parent Information Night, Exhibition Night, and graduations

Staff Description

Our current staffing at Marin's Community School consists of 16 employees, including seven teachers: Government (0.2 FTE), Math (1.0 FTE), Science (1.0 FTE), Resource/SPED (1.0 FTE), Humanities (1.0 FTE covering English and Social Studies curriculum), and Independent Study (two 1.0 FTEs). In addition, we have five other staff members providing in-class support: four Learning Coaches (all of which are subcontractors through the Multicultural Center of Marin) and one Paraeducator (1.0 FTE - Special Ed). Located in our main office, we have four school administrators and two administrative assistants. Of the four administrators, we have two Co-Principals (both are 1.0 FTEs), our Family Empowerment Specialist (1.0 FTE), and our College and Career Specialist (1.0 FTE). Of our two administrative assistants, one is a 1.0 FTE and the other is a 0.5 FTE. Our staff demographics breakdown is as follows:

MCS/PA Staff Demographics

School Year	Latinx	African American	Asian	White	Female	Male
2020-21	10	0	2	6	10	8

Name	Position	Education Level	Years in Education
Erin Ashley	Co-Principal - MCS, Phoenix Academy, Oracle Independent Study	Advanced Degree	17 years
Katy Foster	Co-Principal - MCS, Phoenix Academy, Oracle Independent Study	Advanced Degree	30 years
Teresa Magaña	Teacher - Math	Bachelor's Degree	4 years
Ryan Scott	Teacher - English, Social Studies	Advanced Degree	13 years
Candice Aguirre	Teacher -Science	Bachelor's Degree	6 years
Chris Low	Teacher - Resource, Special Education	Advanced Degree	7 years
Eve Rosen	Teacher - Government	Bachelor's Degree	22 years
Peter Burchard	Teacher - Oracle Independent Study	Bachelor's Degree	48 years
Howard Nakagawa	Teacher - Oracle Independent Study	Bachelor's Degree	35 years
Kathleen Mira	Learning Coach, Youth Mentor through the Multicultural Center of Marin	Bachelor's Degree	6 years
Yessica Garcia	Learning Coach,	Bachelor's Degree	3 years

	Youth Mentor through the Multicultural Center of Marin		
Sagrario Cordova Ramirez	Learning Coach, Youth Mentor through the Multicultural Center of Marin	Some College	2 years
Herberth Barillas	Learning Coach, Youth Mentor through the Multicultural Center of Marin	Some College	1 year
Vincent Chew	Special Education Paraeducator	Associate's Degree	12 years
Lucia Echeverria Madera	Administrative Assistant	Bachelor's Degree	3 years
Laura Gonzalez	Senior Administrative Assistant	Some College	4 years
Saul Godinez	Family Empowerment Specialist	High School Diploma	20 years
Jonathan Lucha	College and Career Specialist	Bachelor's Degree	14 years

School Purpose and ASC WASC Accreditation of the School

It is said that the true measure of any society can be found in how it treats its most vulnerable members. In Marin County, our traditional educational system has most certainly excluded and marginalized a large number of our youth, specifically our youth of color. We understand this and ultimately our goal at MCS/PA is to engage and support those students whose needs have

not been met or properly addressed in the traditional public school system. The programs and strategies we employ both on and off-campus to engage the students and families in our community make a positive difference.

Mission

To empower each other to follow our passions and lead purposeful lives.

Vision

At Marin's Community School, we firmly believe in preparing all students with the knowledge, skills, and habits needed for success in college, career, and life. By deeply engaging each student through personalized learning experiences, our students will master rigorous academic content and develop skills for the modern workplace. Our students will become conscientious global citizens as they solve real-world problems and strengthen their connections to other people and the environment. Through our collaborative, supportive, and inclusive environment, our diverse students will develop their social and emotional skills and find individual pathways to achieve their goals.

Values

Originally, our values were:

- *Multiculturalism*: Solving complex global problems requires cultural understanding, empathy, and the ability to learn and work with others from diverse backgrounds; as well as a deep connection with one's own cultural background.
- *Achievement*: Educational equity is the foundation of a more just society. With the appropriate support and hard work, we can all achieve at high levels.
- *Resilience*: Through robust support and caring relationships, we can help each other remove barriers to live healthy, purposeful lives.
- *Innovation*: Through reflection, collaboration, and creative problem solving, we will continually improve.
- *Networks and Relationships*: By developing strong relationships, we can positively change the world. Through our networks and relationships, we will support each other to take positive academic and social risks in school and beyond.

As we look to the future, our updated values are:

- *In Lak'ech*: Relationships, love, trust, belonging… all of these values and more give weight to the meaning of In Lak'ech. This Mayan moral code describes the roles we play in the lives of those around us, and the impact others have on our own lives. Our community

uses this philosophy as a guide to create a culture of understanding, acceptance, and to broaden our perspective of the world.

- *Empowerment*: Our community believes that everyone can achieve at high levels and pursue their own definition of success. We value the strengths that each member of our community brings to the table. We gain confidence to take action and try new things as we support and encourage one another.
- *Purpose*: By understanding ourselves more deeply, developing an awareness of what we can offer others, and learning what matters most to us, we can cultivate a sense of purpose. This purpose can provide meaning, connection to community members, and a sense of direction as we navigate the world. Connecting with what is relevant to each of us can be a powerful force that motivates us to be the best version of ourselves.
- *Growth*: We value the strengths and experiences each individual brings and understand that we cross paths with people at different points in their lives. We practice self-awareness and reflection to continuously improve.

Schoolwide Learner Outcomes

Over the last year, we have updated our Profile of a Graduate to clarify our student outcomes and support our mission. Looking back, we've gained a better understanding of our strengths and our challenges as a school. In particular as a staff, we've been able to examine how successful we've been in supporting students and where we need to adapt to better meet the needs of those we serve. Over the course of several staff meetings, we were able to update and revise our Profile of a Graduate:
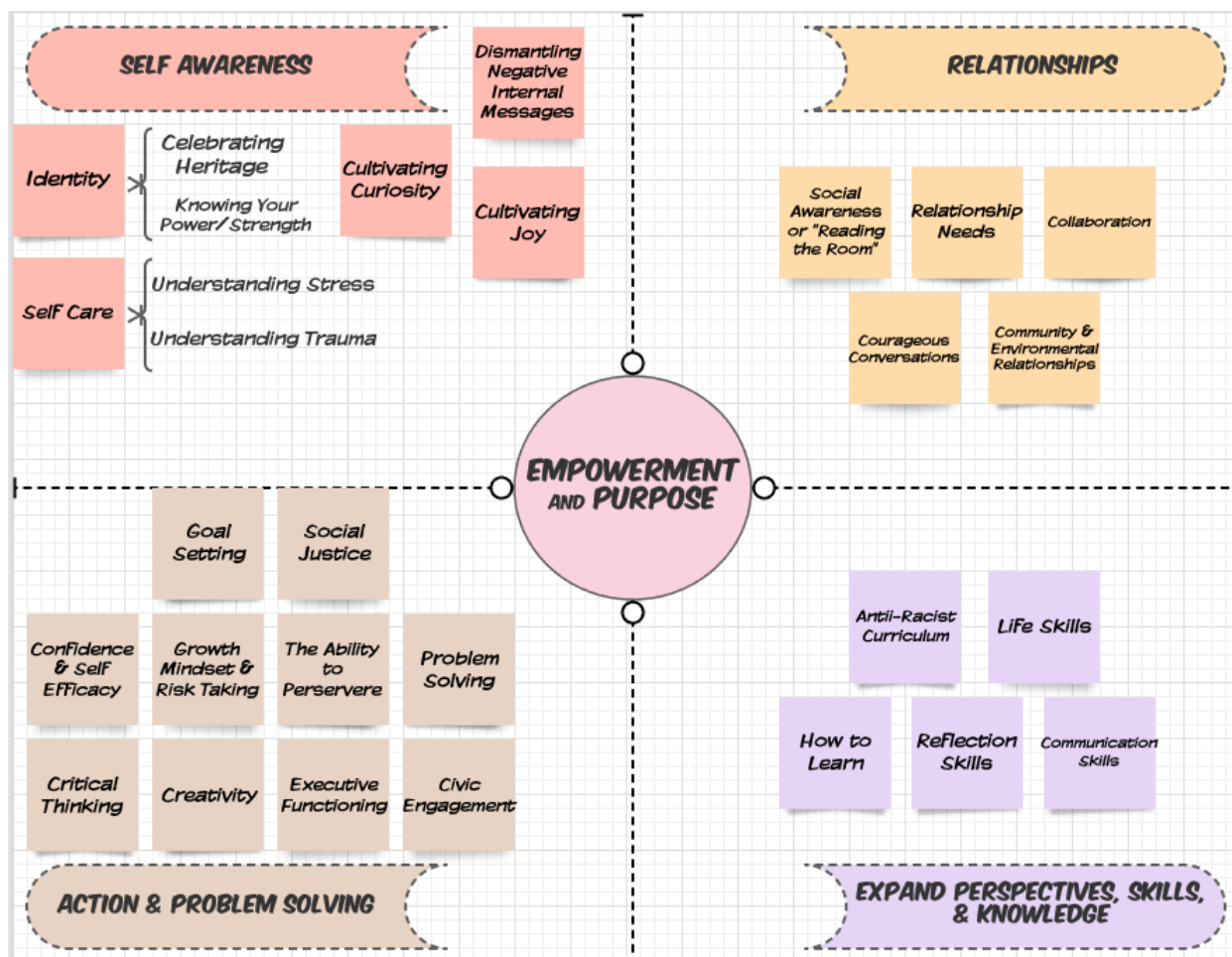
This process allowed us to map the current needs of our students and see how those needs overlap with the services, both academic and social, we provide. In addition, this profile now serves as a Northstar of sorts for us. It allows for more staff reflection when asking how this profile and the student needs it represents show up in each of our classes.

ACS WASC Accreditation History

Marin's Community School/Phoenix Academy first received our ACS WASC accreditation in April of 2019. We earned three-year full accreditation after our initial visit. Before that, our school had never gone through the formal WASC accreditation process. The process itself, while comprehensive and extensive, was a very eye-opening experience for us. Never before had we scrutinized each level of our program, with every staff member participating and contributing, to that degree. In the end, our program evolved and adapted to the ever-changing needs of our students and families, and we feel that we are no more equipped than ever to support our community.

Moving forward, we will look to continue this process with the Western Association of Schools and Colleges. To that end, we are completing this current self-study report to continue our accreditation status.

Local Control and Accountability Plan (LCAP)
Our LCAP for 2021 through 2024 school years is written to reflect our community's shared mission and vision, as well as to outline the goals, metrics, and actions we will take to support all of our students as they strive to achieve their own personal and academic goals (The 2019 - 2020 LCAP Update, 2020 - 2021 LCP Update, and 2021 - 2024 LCAP are located on this link). Because we were doing this self-study process at the same time we were developing our schools' three-year LCAP, we merged the two processes. Students, staff, parents, and the community participated in Tasks 1 - 4 to develop our LCAP (WASC Task 1, WASC Task 2, WASC Task 3, WASC Task 4). Despite a global pandemic and the incredible challenges it created (or exacerbated) in our community, our school experienced a number of successes, including progress in the following areas:

Campus Culture

- Over 90% of our students reported that they feel as though they have a positive relationship with at least one adult on campus, an adult they feel comfortable talking to during a time of need.

Strengthening Partnerships

- We have been able to connect more families to community resources than we have in years prior.
- Our partnerships with College of Marin and Santa Rosa Junior College has expanded this year, including working collaboratively with counselors at those colleges to co-enroll 11 students

Learning Through Interest

- 60% of all students enrolled in MCS/Phoenix Academy participated in our new interest-driven exploration program

As we examined this past year, we were also left with a clear understanding of our students' needs:

- More systematic linguistic support for students who are English language learners.
- More targeted interventions to support credit recovery for individual students.
- More opportunities for students to develop college and career readiness skills through internships, work experience, and co-enrollment at local community colleges.

- Greater access to mental health resources for all student groups, especially given the level of trauma that students have and are experiencing.

B. SCHOOL PROGRAM DATA - DESCRIPTION OF PROGRAMS

Our General Education Program For All Students

Due to COVID-19, we've enacted certain safety measures that have limited access to our campus and/or teachers during the 2019 - 2020 and 2020 - 2021 school years for our students. Under normal circumstances, however, any student enrolled at Marin's Community School or Phoenix Academy has access to in-person learning with all of our teachers and Learning Coaches at our beautiful campus located at 1111 Las Gallinas Avenue, San Rafael, CA 94903.

During the summer of 2020, the Marin County Board of Education slightly adjusted the graduation requirements (here) for MCS and Phoenix Academy from 200 to 190 credits. As per California state high school standards, all MCS and Phoenix Academy students need to accrue the following credits over the course of four years of high school:

- English (40)
- Social Studies (30)
- Math (20)
- Science (20)
- Art (10)
- PE (20)
- Health (2.5)
- Electives (47.5)

This drop from 200 to 190 credits solely impacted Math. Previously, our graduation requirement for this subject was 30 credits. After reviewing requirements from other high schools in the county and consulting with the appropriate stakeholders, the decision was made to adjust our Math requirements to align with other Marin County high schools which also carried a 20 credit requirement in that subject. That said, this is simply a basic requirement and all students have the opportunity to continue with high-level math classes after obtaining the necessary 20 credits in that subject.

Typically, students at MCS/PA are enrolled in four core classes (English, Social Studies, Science, and Math) along with two elective classes based on student need and choice. Here is a link to a sample schedule from 2019 - 2020. Our students attend both core and elective classes multiple times per week. All students are enrolled in the four core subjects (English, Social Studies, Math,

and Science), along with multiple electives and/or a PE class as needed. Due to our small school size, each class has become a multigrade course, containing students from two or more grade levels. Our smaller roster allows us to be much more flexible and agile when it comes to meeting a student's needs. It has become very common for our staff to adapt our curriculum to a more personalized instructional model that meets the students where they're at educationally, socially, and emotionally when they first arrive at our school. In addition to our classroom flexibility, we have had the opportunity to maintain a student-to-teacher ratio that has allowed for 1:1 instruction. As students have been immersed in this type of educational setting over the last several years, we have seen them make great strides both academically and with executive-level functioning skills.

While our smaller roster, personalized instruction, and flexibility allow us to better meet the individual needs of our students, these multigrade classes have indeed created some instructional difficulties. The level of differentiation based on grade level within a single subject has created a greater need for teacher preparation. It is because of this that we prioritize teacher prep periods and classroom instructional support. At least one of our Learning Coaches or Paraeducators is assigned to each class throughout the day to help students and teachers during class time.

One final change to this year's graduation requirements comes in the form of Assembly Bill 104. AB 104 specifically aims to help students who have been heavily impacted by COVID-19 and the subsequent disruption to their education caused by the global pandemic by reducing the number of credits required for graduation by eliminating the requirements for elective courses. We know that nationwide many students were not able to access the necessary support to properly navigate distance learning, whether that support came in the form of technology or academic assistance. In addition, we also know that not all students were impacted equally. This pandemic has taken a significant toll on Black, Hispanic, and Indigenous communities in particular.

On the other hand, we have seen our students grow and learn in many non-traditional ways over the past year, including one English learner who navigated the process of getting insurance for his father's stolen car; another student who had to spend a lot of her time helping her younger sister access remote learning; students who had to work to help their families pay rent; and much much more. AB 104 allows us to recognize that learning while also keeping us focused on the core learning that happens mostly in school settings with dedicated teachers and mentors. We have been reaching out to families this summer to help them understand the revised requirements and make a plan for success for the coming year.

Core and Elective Classes

Key elements of our core and elective classes at MCS/PA include implementing high standards of achievement for all students, incorporating "real world" problem solving, a focus on diversity, equity, and inclusion, personalized learning, and social-emotional learning. With each of our students, we focus on the following set of learning goals:

Rigor and Academic Achievement - Education is the foundation for a more just society. We provide opportunities and support for all students to develop the necessary knowledge, skills, mindsets, and networks needed to be successful throughout high school and beyond.

Real-World Problem Solving - Our students are powerful problem solvers with the ability to leave their community a better place because of their actions. Through authentic project-based learning, job shadows, and internship programs rooted in student interests, mentorships, and other community partnerships, our students can expand their social networks and become more empowered to take on new challenges as they come their way.

Diversity and Inclusion - All students benefit from learning in a diverse and inclusive community. Addressing the complex issues plaguing our lives today requires empathy, an understanding and validation of cultural experiences, and the ability to work with others from varied backgrounds to achieve a common goal. At MCS/PA, we are committed to enrolling a diverse student body, hiring a diverse school staff, and serving the traditionally underserved students in our community, particularly low-income students and English language learners. As outlined above, the racial, educational, and financial disparity gaps are greater in Marin than in most other counties in California. As a school, we feel a responsibility to discuss these inequalities by examining the historical systems and structures currently in place that create these advantages for the privileged and disadvantages for the oppressed. In our classrooms, we encourage students to question these existing systems, these monuments to racism and oppression, to help create a school and community that is equitable, relevant, and inclusive. Ultimately, it is this youth voice that pushes for equity and social justice that helps drive long-lasting, positive change.

Personalized Learning - Our students have a wide range of skills, knowledge, and passions. We empower them to direct their own learning through a blended learning model that includes interdisciplinary project-based learning, 1:1 technology, competency-based learning, and co-teaching. Within these structures, students have the freedom to pursue their interests while mastering core content. Differentiated instruction, targeted supports, and flexible uses of time and space provide opportunities for all students to be challenged and engaged. We also provide a wide range of opportunities off-campus to help students explore their passions and develop their identities. These opportunities include job shadows, internships, mentorships, post-secondary explorations, and expeditions.

Social and Emotional Learning - As our students address the complex, relevant issues facing them today, we work to help them develop cross-cultural understanding, empathy, and the ability to learn and work with others from racially, ethnically, and educationally diverse backgrounds. Social and emotional learning is embedded within our curriculum. Students set academic and personal goals with which they build on their strengths and develop such skills as empathy, self-awareness, self-management, social awareness, self-efficacy, and responsible decision making. All of our teachers have been trained in Culturally Responsive Teaching (one of our core texts is Culturally Responsive Teaching and the Brain by Zaretta Hammond), which has also supported the social and emotional development of our students.

In addition to our core classes, all students have access to our College and Career course. This class not only allows for students to explore life after graduation, which includes colleges and universities, vocational schools, and trade programs, it also helps students develop interests and connect with working professionals in the community.

College and Career Readiness

Making the transition from high school to postsecondary education can be complicated for any student. For students that have traditionally been marginalized or disconnected from their school, it can be even more difficult. The disparity gaps outlined in the "Description of Our Community" section above have very real ramifications for the families and communities living in Marin. In a publication commissioned by the Marin Community Foundation, *A Portrait of Marin: Marin County Human Development Report*, a resident of the town of Ross will live 7.5 years longer, is 5 times more likely to have a bachelor's degree and will earn $40,000 more per year than a resident living in the Canal area of San Rafael. That report also states that "more education is the surest route to a higher income."

Knowing this information, and having a deep understanding and connection to the community we serve, we have expanded our College and Career program to give our students a more in-depth knowledge of the various pathways available to them after high school graduation. Additionally, we've expanded our partnership with the College of Marin and 10,000 Degrees in order to create a more structured transition program for all our students.

Learning Through Interest and the WEE Program

Through our Learning Through Interest (LTI) program, students have the opportunity to gain real-world experiences through a series of career exploration activities. To help our students create personal and academic goals aimed at developing a more detailed future orientation for themselves, this program will connect students with professional experts and community

mentors from different career fields in a variety of ways. This includes informational interviews, job shadows, mentorships, and personalized learning projects that connect student interests with classroom curriculum. While participating in these structured activities, our students will begin to develop a deeper understanding of how their interests and goals impact those around them in the real world.

The WEE Program (Work Experience Education) is a new addition to our school and is a program designed to help students learn valuable workplace and career-specific technical skills. By participating in the WEE Program, students have the opportunity to earn high school credit while engaged in a part-time job or an internship. For students to opt into this program, the WEE Agreement form must be signed and completed by the student, parent, and employer/site supervisor.

Expeditions and College Exploration

In a typical school year, our students and staff participate in all-school excursions 10 days per year which we call Expedition Days. Each of these five excursions consists of two days, broken down as such: Day One - Educational field trip to enhance the learning that is happening in the classroom, Day Two - Fun, enrichment field trip so that students can participate in activities that expand the student's social and emotional skills while engaging in team-building activities. The overall purpose of our Expedition Days is to create a shared social experience that provides students the opportunity for personalized learning in an authentic environment. In addition, we also aim to broaden a student's future orientation. We do this by exploring student interests, shadowing working professionals in a variety of career fields, and visiting college campuses.

Over the past several years, we have built strong working relationships with our local community colleges. This relationship has allowed us to move beyond basic tours of these colleges. On several occasions, we have been able to gain access to several college classes so that our students can step into the shoes of a college student and take one or two classes in a day. This opportunity to "be a college student for the day" helps our students to expand their horizons and see the role post-secondary education can play in their lives as they strive for success.

College Co-Enrollment and Post-Secondary Support

Despite the pandemic and all of the hardships it has brought and/or highlighted, our 2020 - 2021 school year was not without successes. Specifically, our efforts to help students explore local colleges and the programs they offer have yielded more positive results than in recent prior years. Nine students from MCS/Phoenix Academy successfully registered at the College of

Marin, and another registered at Santa Rosa Junior College. Of these ten total students, four enrolled in at least one Spring semester college class.

As a school, this experience of helping students co-enroll was a valuable one. We were able to get a better understanding of the particular challenges facing our students as they move to explore life beyond high school. Specifically, one challenge that came to light was the level of organization and time management needed to be successful in college. A few of our students expressed concern with being able to navigate an environment where the teacher in the room may not have the time to check in with each student regarding their progress in class. This highlighted the need to strengthen the self-advocacy skills of our students. Knowing that many of them first came to us feeling as though they had no place in a traditional classroom, it's incredibly important that each of our students not only values their relationship with education but that they feel empowered to take hold of the direction it can take them.

In addition to being able to self-advocate, we will also focus on giving our students successful tools to help them stay organized and manage their time. To do this, we will concentrate on exploring different ways to calendar not only what work and assignments need to be done, but to calendar when those assignments will be done. We have already started this learning process in our College and Career course last school year. Students used personalized calendars that focused on three areas:
1.   WHAT needs to be done
2.   WHEN I will do it
3.   WHO can I call on for support with this (leveraging resources)

Oracle Independent Study
Oracle Independent Study is a program offered through Marin's Community School. Independent Study is an alternative to classroom instruction for students whose educational needs cannot be met through the typical, daily classroom program for a variety of reasons. Students must be able to study independently, and attendance is based on one weekly meeting plus progress made in the curriculum or in a particular subject area. This independent study program has often proven successful for students who are close to graduation or find themselves needing extreme flexibility in when and where they complete their work. Students are able to work at their own pace within the limits of individual contracts that they agree upon and sign with teachers. All students participate in the Oracle Independent Study Program voluntarily with permission from their parents or guardian.

Online Instruction

While neither MCS nor Phoenix Academy offers online programs separate from our regular full-day program, we do have online instruction tools. For example, the platform used most often for student instruction is [Virtual Job Shadow](). This program allows students to explore over a thousand different career options while giving instructors the ability to create and assign personalized assignments like creating a resume or exploring a particular college or vocational school.

Summary of Support Programs

MCS/PA receives supplemental and concentration grants from the state of California and Title 1A, Title 1D, Title 3, Title 4, and ESSR federal funds based on the student population that we serve. The expenditures of these funds align with our LCAP goals, and actions as determined by our community stakeholders each year and as approved in our budget ([2021 - 2022 MCOE Budget](), [2019 - 2020 LCAP Update, 2020 - 2021 LCP Update, and 2021 - 2024 LCAP]()). We use a significant portion of these funds to hire our Learning Coaches through the Multicultural Center of Marin. Our bilingual Learning Coaches provide significant social, emotional, and academic support for our English language learners, homeless/foster youth, and socioeconomically disadvantaged students. In addition, our student support team identifies our students who need the most support and partners our students with our Learning Coaches as after-school mentors too. We have also used our federal funds to support professional development and to build our Learning Through Interest program to connect students with additional off-campus learning opportunities. Federal funds have also helped us pay for technology such as Chromebooks and hotspots to ensure every student has internet connectivity and adequate technology to learn at home.

Our students who are English language learners receive both integrated and designated instruction to develop skills outlined in the [California English Language Development Standards](). All core and elective classes integrate English Language Development standards as part of the instruction. Teachers utilize Universal Design for Learning principles and strategically use linguistic and conceptual scaffolds to support English language learners develop reading, writing, listening, and speaking skills. English language learners also receive designated English Language Development instruction through our ELD classes.

MCS/PA has one full-time Special Education teacher and one paraeducator. We abide by all applicable state and federal laws serving students with disabilities. Services and accommodations for qualifying students are provided on campus, including specialized academic instruction for students with extensive support needs, and regular consultations with qualified personnel for vision, mobility, or hearing loss support.

Additionally, all students with an active IEP have access to the [Marin County Office of Education Workability Program](#). This program provides comprehensive pre-employment skills training for youth looking for work. A Workability Counselor can schedule appointments to meet with each of our students with Individualized Education Plans to work one-on-one with them to set employment goals and steadily work towards them.

C.   SCHOOLWIDE LEARNER OUTCOMES / GRADUATE PROFILE

Over the past year, our staff has worked to revise our [profile of a graduate](#). This graphic will serve as a north star for our goals and actions moving forward. After revising our profile of a graduate, we did a self-assessment as a team to identify where in our curriculum, structures, and systems we are providing opportunities for students to develop the schoolwide learner outcomes. We each used our initials to indicate who and where we are already aligned to these updated outcomes. Please see this link to our [schoolwide self-assessment.](#)

In terms of students' progress towards our previous schoolwide learner outcomes, including progress in standards-aligned courses, the most relevant/useful data is from our 2019 - 2020 LCAP Update ([2019 - 2020 LCAP Update, 2020 - 2021 LCAP Update, and 2021 - 2024 LCAP](#)).

STUDENT GROWTH / PROGRESS 2019 - 2020
Quarter 1 Progress:
English – 84.2% of students made progress
English – 100% of EL students made progress
Social Studies – 76.3% of students made progress
Social Studies – 79.0% of EL students made progress
Science – 65.8% of students made progress
Science – 84.2% of EL students made progress
Math – 97.4% of students made progress
Math – 100% of EL students made progress

Quarter 2 Progress:
English – 95.1% of students made progress
English – 88.9% of EL students made progress
Social Studies – 95.2% of students made progress
Social Studies – 100% of EL students made progress
Science – 73.2% of students made progress
Science – 79.0% of EL students made progress
Math – 90.0% of students made progress
Math – 83.3% of EL students made progress

Quarter 3 Progress:

English – 85.7% of students made progress

English – 94.4% of EL students made progress

Social Studies – 68.0% of students made progress

Social Studies – 65.0% of EL students made progress

Science – 91.7% of students made progress

Science – 88.9% of EL students made progress

Math – 97.8% of students made progress

Math – 100% of EL students made progress

Quarter 4 Progress (COVID – Distance Learning):

N/A – Due to COVID-19, we assigned universal basic credit

In addition to student progress in coursework, our graduation rates are an important indicator of our progress toward schoolwide learner outcomes.

Graduation Rates for MCS and PA Combined for Seniors who started the year with 60 or fewer credits.

School Year	*Graduation Rate*
2020 - 2021	49%
2019 - 2020	56%
2018 - 2019	56%

Findings, trends, patterns, and anomalies for this data: Because students need variable credit for each class, we defined progress in each class as earning any credit. Moving forward, we will collect this data to reflect individual needs towards graduation (e.g. earning 2.5 credits or more). At times, students who are English Learners outperformed their peers and at other times there were gaps. One reason English learners may have earned more credit in English is because they were enrolled in both English and English Language Development classes. Graduation rates remain relatively low and dipped 2020 - 2021 in part due to lack of engagement during the pandemic.

D.   DEMOGRAPHIC DATA
A Statistical Breakdown of School Data

A [recent statewide analysis](#) ranked Marin County as number one among 58 California counties for racial disparity. MCS/PA is currently serving 70 students, of which 44.3% are female and 55.7% are male. Of the total roster of students at MCS/PA, 87% identify as students of color. The vast majority of those students identify as Hispanic/Latinx, and 34% are designated as English language learners.

Our student demographics and enrollment history breakdown are as follows:

Total Student Enrollment - Marin's Community School and Phoenix Academy Combined

GRADE LEVEL	SCHOOL YEAR and SCHOOL											
	2015 / 2016		2016 / 2017		2017 / 2018		2018 / 2019		2019 / 2020		2020 / 2021	
	MCS	PA	MCS	PA	MCS	PA	MCS	PA	MCS	PA	MCS	PA
7th	0	0	0	0	1	0	0	0	2	0	3	0
8th	3	0	5	0	5	0	3	0	3	1	3	2
9th	3	1	1	1	6	1	7	0	2	1	2	5
10th	11	1	5	3	15	2	11	1	5	3	7	1
11th	19	0	18	6	17	1	25	3	21	6	10	9
12th	17	0	18	5	23	2	31	2	26	12	26	11

Findings, trends, patterns, and anomalies for this data: MCS/PA disproportionately serve students in grades 11 and 12. This is primarily due to how students are referred to MCS by local districts. Oftentimes, MCS is used as a Tier-Three intervention for students who have had challenges with attendance or who have needed additional academic support to find success. Districts refer more students to MCS during their junior and senior years. As students decide they want to stay at our school, they then enroll at Phoenix Academy.

Parent Education Level (MCS and PA Combined)

SCHOOL YEAR	EDUCATION LEVEL					
	Did Not Graduate High School	*High School Graduate*	*Some College*	*College Graduate*	*Graduate School*	*Declined to State*
2020-21	35%	10%	11.25%	7.5%	2.5%	33.75%
2019-20	51.43%	14.29%	2.86%	5.71%	0%	25.71%
2018-19	43.63%	18.18%	7.27%	3.64%	3.64%	23.64%
2017-18	45.95%	21.62%	8.11%	5.41%	2.70%	16.22%
2016-17	25%	25%	13.46%	13.46%	3.85%	19.23%
2015-16	26.67%	22.22%	15.56%	6.67%	8.89%	19.99%

Findings, trends, patterns, and anomalies for this data: The majority of our students' parents have not graduated from high school. Relatively few of our students' parents have graduated from college and/or graduate school. Many of our students' families immigrated to the United States to increase opportunities for their children and to leave challenging political, economic, and/or domestic situations. Some of our students' parents received very limited educational opportunities, then needed to work to support their families. Given the close relationship between economic opportunity and education, this chart highlights the challenge our families face.

Students Eligible for Free and Reduced Lunch (Total MCS and Phoenix Academy Student Enrollment - Data Below Reflects Fall of Applicable School Year)

SCHOOL YEAR	TOTAL NUMBER OF STUDENTS	PERCENTAGE OF ELIGIBLE STUDENTS
2020-21	77	74.3%
2019-20	79	80.7%
2018-19	83	79.5%
2017-18	73	72.6%

2016-17	62	71.7%
2015-16	55	63.6%

Findings, trends, patterns, and anomalies for this data: A large proportion of our students qualify for Free and Reduced Lunch as a result of their household income levels. The data in 2020 - 2021 may be slightly lower due to the difficulty in obtaining the verification forms during the pandemic. Instead of filling out the forms in-person to qualify for free and reduced lunch, we needed to make phone calls and have parents complete an alternative form to qualify. Despite our efforts, we were not able to connect with all families to complete the form.

Demographics: Students Served - Marin's Community School

SCHOOL YEAR	LATINX	AFRICAN AMERICAN / BLACK	ASIAN	WHITE	2+ RACES	FEMALE	MALE
2020-21	65.2%	13%	2.2%	10.9%	8.7%	33.7%	66.3%
2019-20	73.2%	3.6%	5.4%	12.4%	5.4%	44.6%	55.4%
2018-19	75.3%	9.1%	2.6%	11.7%	1.3%	41.6%	58.4%
2017-18	64.2%	10.4%	3%	17.9%	4.5%	40.3%	59.7%
2016-17	63.8%	4.3%	4.3%	23.3%	4.3%	29.8%	70.2%
2015-16	60.5%	7.5%	0%	22.6%	9.4%	49.1%	50.9%

Demographics: Students Served - Phoenix Academy

SCHOOL YEAR	LATINX	AFRICAN AMERICAN / BLACK	ASIAN	WHITE	2+ RACES	FEMALE	MALE
2020-21	83.9%	3.2%	9.7%	3.2%	0%	48.4%	51.6%

2019-20	87%	3.2%	6.5%	0%	0%	30.4%	69.6%
2018-19	83.3%	0%	0%	16.7%	0%	66.7%	33.3%
2017-18	83.3%	0%	0%	0%	16.7%	66.7%	33.3%
2016-17	73.3%	6.7%	0%	13.3%	6.7%	40%	60%
2015-16	50%	0%	0%	0%	50%	0%	100%

Findings, trends, patterns, and anomalies for this data: MCS has consistently served more males than females. This disproportionality is due to the districts referring more males to our school than females, especially Latinx and Black males. There is a stark contrast between the predominately White student population in the county (71%) and the population we serve at MCS/PA (87% students of color). This disproportionality is a disturbing trend nationally as well. PA's enrollment has fluctuated over the years in terms of gender, but has consistently served a disproportionate number of Latinx students. We suspect that the proportion of students who are Latinx has trended upwards because we have increased our support systems for students over the years and many of our students opt to stay at our school by enrolling in PA.

Demographics: Student Enrollment By Sub Group - Marin's Community School

SUBGROUP	SCHOOL YEAR					
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
English Learners	20.8%	36.2%	26.9%	44.2%	39.3%	10.6%
Foster Youth	1.9%	2.1%	1.5%	0%	0%	0%
Homeless	3.8%	0%	1.5%	0%	1.8%	2.1%
Special Education	13.2%	10.6%	6%	18.2%	12.5%	8.6%
Socioeconomically Disadvantaged	56.6%	61.7%	68.7%	77.9%	67.9%	85.1%

Demographics: Student Enrollment By Sub Group - Phoenix Academy

SUBGROUP	SCHOOL YEAR					
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
English Learners	0%	26.7%	16.7%	16.74%	56.5%	26.7%
Foster Youth	0%	6.7%	0%	0%	4.3%	10%
Homeless	0%	6.7%	0%	0%	0%	0%
Special Education	0%	6.7%	0%	0%	17.4%	13.3%
Socioeconomically Disadvantaged	100%	80%	83.3%	100%	82.6%	90%

Demographics: EL DATA OVER 6 Year

SUBGROUP	SCHOOL YEAR					
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
(1) EO/I-FEP	51.5%	48.8%	31.5%	20.2%	17.6%	30.7%
(3) EL	25.8%	26.2%	28.3%	55.8%	51.1%	36.4%
(4) R-FEP	22.7	27.4%	32.6%	24%	31.1%	31.8%

Findings, trends, patterns, and anomalies for this data: MCS/PA supports some of the most marginalized students in the county, as evidenced by the high numbers of students who are socioeconomically disadvantaged. As a general process, most of our students are referred to MCS through the county Student Attendance Review Board (SARB), expulsions, or by way of Juvenile Probation referrals. Often, these students are survivors of severe trauma, which can directly impact their ability to feel safe, trust others, and their ability to learn. The decrease in students who are classified as English learners is likely an anomaly during the 2020 - 2021 school year because we received fewer new referrals overall that year because of the pandemic.

Trauma and MCS/PA Students

The needs of our students go beyond the realm of classroom academics. Many of our students have experienced a variety of severe traumatic childhood episodes which can lead to chronic stress. This level of persistent stress can result in difficulty with emotional regulation, substance use issues, difficulty learning, and chronic school absences. In turn, chronic absences lead to a lack of school credit and/or being off graduation track. This level of trauma can be triggered in many ways and when these internal states are triggered, it reminds them of past traumas whether they are aware of the connection or not. The resulting behavior is unfortunately often labeled as "defiance, disobedience, negativity, and/or hostility." Statistically, this labeling (and resulting school disciplinary actions) are often aligned with race and ethnicity. In Marin, Latinx students are three times more likely to be suspended than white students, and Black students are nine times more likely to be suspended than white students. In addition, Latinx students account for just over half of all juvenile arrests in Marin, despite the Hispanic population making up just over 16% of the population in the county. We know, however, that students suffering from this level of chronic trauma need more support and a more inclusive, trauma-sensitive approach. Despite the fact that many of the students that come to us bring a variety of strengths and skills, a vast majority of them have never felt seen or heard by their former teachers or school staff members. They have not felt a sense of belonging in their previous educational environments. Our school model is designed to build on our students' assets and create a community where each students' identity is validated and affirmed.

E.   DATA ON ADDRESSING THE EIGHT STATE PRIORITIES

LCFF Priority 1 - Basics (Teachers, Instructional Materials, Facilities)
A.   All MCS/PA teaching staff are assigned to teach only the core subject in which they are credentialed. The only deviation from this is in regards to elective classes, where any of our teachers that normally teach English, Social Studies, Math, or Science will also opt in to teach an elective class of their choosing, and one that they are knowledgeable in. As an alternative school, this aligns with California teacher credentialing requirements. As an example, our Math teacher has also taught our Financial Literacy elective, and our Science teacher has also taught our Innovate Lab/Robotics elective.
B.   Additional Qualifications:
1. The number of National Board Certified Teachers on-staff is one (Erin Ashley).
2. None of our teachers are teaching outside their credential areas.
3. The number of teachers enrolled and successfully progressing in an intern program is one. This teacher officially completed the program on May 1, 2021, and is now a fully credentialed teacher on our staff. In addition, we also had one other teacher complete a master's degree program during the 2020 - 2021 school year.

4. We have four teachers on staff with advanced degrees. For more information on staff and teacher education levels, please refer to this chart:

Name	Position	Education Level	Years in Education
Erin Ashley	Co-Principal - MCS, Phoenix Academy, Oracle Independent Study	Masters in Education Bachelors in Biology Single Subject Teaching Credential in Biological Sciences	17 years
Katy Foster	Co-Principal - MCS, Phoenix Academy, Oracle Independent Study	Masters in Education, Administrative Services Bachelor's Degree in International Relations Credential, Single Subject Teaching Credential,	30 years
Teresa Magaña	Teacher - Math	Bachelor's Degree in Mathematics, Single Subject Credential	4 years
Ryan Scott	Teacher - English, Social Studies	Bachelor's Degree in Business Admin (Management), Masters of Arts Degree in Teaching, Single Subject Teaching Credentials	13 years
Candice Aguirre	Teacher -Science	Bachelor's Degree in Marine Biology; Secondary Teaching Credential in Science,	6 years
Chris Low	Teacher - Resource,	Bachelor's Degree in	7 years

	Special Education	Anthropology; Master's Degree in Education, Education Specialist Credential	
Eve Rosen	Teacher - Government	Bachelor's Degree in Clinical Psychology; Multiple Subjects Credential; Highly Qualified Teaching status in Language Arts and Social Science	22 years
Peter Burchard	Teacher - Oracle Independent Study	Bachelor's Degree Multiple Subject Credential	48 years
Howard Nakagawa	Teacher - Oracle Independent Study	Bachelor's Degree in Mathematics; Single Subject Credential	35 years
Kathleen Mira	Learning Coach, Youth Mentor through the Multicultural Center of Marin	Bachelor's Degree Communicative Disorders	6 years
Yessica Garcia	Learning Coach, Youth Mentor through the Multicultural Center of Marin	Bachelor's Degree in Psychology	3 years
Sagrario Cordova Ramirez	Learning Coach, Youth Mentor through the Multicultural Center	Some College	2 years

	of Marin		
Herberth Barillas	Learning Coach, Youth Mentor through the Multicultural Center of Marin	Some College	1 year
Vincent Chew	Special Education Paraeducator	Associate's Degree	12 years
Lucia Echeverria Madera	Administrative Assistant	Bachelor's Degree in Chicano\a's Studies	3 years
Laura Gonzalez	Senior Administrative Assistant	Some College	4 years
Saul Godinez	Family Empowerment Specialist	High School Diploma	20 years
Jonathan Lucha	College and Career Specialist	Bachelor's Degree in Psychology	14 years

5. We deepen our equity work with staff toward culturally responsive and relevant pedagogy using Zaretta Hammond's work as a central text. Accordingly, we focus on professional development and coaching with 100% of our Marin's Community School and Phoenix Academy staff. All staff members participate in Beyond Diversity parts 1 and 2. Additionally, four staff members also participated in the Beyond Diversity: Latinx three-day conference. Aside from culturally responsive practices, organization and time management training are also available. Over the last three years, five staff members have participated in full-day seminars covering this topic. All Learning Coaches on campus have also participated in Crisis Intervention training. All teachers have been trained in project-based learning, competency-based learning, trauma-informed education, blended instruction, and integrated social and emotional learning.

C.   All students enrolled in Marin's Community School or Phoenix Academy have access to 16 draft courses of study. These standards-aligned courses have been designed over the last two

years, and now need to be aligned with our updated profile of a graduate. Once they are ready, we will submit them to our Board of Education for approval.

D.   All school facilities are continually and regularly inspected and maintained. We have a maintenance staff that is on campus daily and conduct regular cleaning and maintenance services. Aside from our routine campus upkeep, all lab items used in our science classes are maintained in accordance with state and health requirements. All chemicals requiring refrigeration are refrigerated separately from any other food items on campus. All lab hardware/equipment is stored in a locked safe as needed, such as microscopes and robotics hardware.

In addition, during the pandemic, our maintenance staff increased both the amount and quality of their services on campus. All computers, doorknobs, doors, tabletops, countertops, benches, and tables were routinely cleaned and disinfected daily. Our campus received an "exemplary" rating on our last FIT assessment (19-20 SARC Online - Marin's Community School, 19-20 SARC Online - Phoenix Academy).

Findings, trends, patterns, and anomalies for this data: Our teachers and staff are appropriately assigned and fully credentialed for the subject areas and students they teach. Our students have access to standards-aligned instructional materials and our facilities are in excellent condition.

LCFF Priority 2 - Implementation of Academic Standards
In total, 16 new courses of study were created in Math, English/Language Arts, Science, and Social Studies. All courses were aligned with Common Core State Standards, Next Generation Science Standards, and the California Standards for History and Social Studies. These courses were also aligned with the Stanford Center for Assessment, Learning and Equity (SCALE) skills rubrics, and were centered on competency-based learning. Our teachers use these courses as a guide to design units of study. However, these courses need to be updated to reflect our new profile of a graduate and our needs of students.

LCFF Priority 3 - Parent Engagement
On a regular basis, we involve the parents and families in our school community through evening and weekend parent events, such as Exhibition Nights, Parent and Family Community Events and Trainings, Back to School Night, and holiday and cultural celebrations. In addition, we invite and encourage parents to get involved in the Family Leadership Group, and leadership on our Combined School Site Council (SSC)/English Learner Advisory Committee (ELAC). Parents and families also participate in meetings regarding their students, through text and phone

conversations, and through parent and family surveys, interviews, and school board meetings. In total during the 2020 - 2021 school year, we held 19 separate parent and family events on top of the bi-annual parent surveys sent out to families.

While working through the WASC self-study process, parents and families were integral to our process. Their feedback on our strengths, areas of growth, and goals/metrics/action steps are reflected on pages 72-82 of the LCAP (MCOE LCAP Update 2019 - 2020, Learning Continuity Plan Update 2020 - 2021, and 2021 - 2024 MCOE LCAP).

LCFF Priority 4 - Performance on Standardized Tests

A.   Due to the COVID-19 pandemic and subsequent implementation of distance learning, no standardized tests were given to Marin's Community School or Phoenix Academy students during the 2020 - 2021 school year. Additionally, during the second semester of the 2019 - 2020 school year, we did not offer any state assessments due to the pandemic-related closure of schools and move towards distance learning.

Beyond the issues related to the COVID-19 pandemic, you will find that most of our indicators for Marin's Community School and Phoenix Academy on the California Dashboard do not have colors (CA Dashboard Data for Marin's Community School, CA Dashboard Data for Phoenix Academy Charter School). In large part, this is due to the small number of students that we serve and the low number of students that complete all of the state assessments. Many of the students do not feel the tests are relevant to their lives and do not finish the tests. Recognizing this as an area of concern and potential growth for our school, we have committed to focusing on increasing the number of students both participating and completing standardized assessments such as the California Assessment of Student Performance and Progress (CAASPP). Our team will also consider administering local alternative assessments that meet state requirements as permitted and reported in the California School Dashboard: Dashboard Alternative Status.

School Year	Assessment Results / Information (three-year Trend)
2020-21	Four students from MCS and PA completed all sections of the CAASPP assessment
2019-20	No CAASPP Tests were administered due to COVID.
2018-19	Four students from MCS and PA completed all sections of the

	CAASPP assessment

The primary way we assess school-wide achievement towards standards-aligned, academic outcomes is by progress in each subject area. Percentages of students that made progress in each subject area are outlined in the table below.

Student Progress by Subject Area (MCS/PA Combined)

Student Progress by Subject Area (Marin's Community School and Phoenix Academy Combined)	School Year (Three-Year Trend)					
	2018 - 2019		2019 - 2020		2020 - 2021	
	All Students	English Learners	All Students	English Learners	All Students	English Learners
English	71.33%	75.86%	90.63%	87.88%	88.46%	85.71%
Social Studies	68%	75.86%	87.5%	84.85%	88.46%	80.95%
Science	79.67%	82.76%	85.94%	81.82%	87.18%	80.95%
Math	93.67%	86.21%	62%	90.91	94.87%	100%

Findings, trends, patterns, and anomalies for this data:
One area of strength at our school is our ability to engage students across all subjects. While we may not be able to move everyone forward academically in each subject, every year consistently, we can comfortably say that we enjoy a larger margin of success with our population over our other local comprehensive schools. The table above depicts this. Over the course of the past three years, over 80% of our students have made progress in all four core subjects (averaged over the three years displayed).

One area specifically reflected here is the struggle of our EL students. While there is statistical evidence showing these students making steady progress, we know that this group continbues to be underserved. This is addressed in other areas of this self-study report.

B.   Students at MCS/PA typically do not take the PSAT, SAT, or ACT. While we do not have enough data to reflect subgroup performance on the California School Dashboard or on the California Department of Education Site, we do engage all students in a College and Career Readiness program. During the 2020 - 2021 school year, all Marin's Community School and Phoenix Academy students were enrolled and participated in the College and Career elective. Additionally, 44 of our students took the added step of participating in the accompanying Learning Through Interest program, which is designed to support students as they develop interest in future careers and pathways.

As touched on above, our College and Career course adheres to many of the College and Career readiness standards detailed on the California Department of Education website. We ensure that students have a firm knowledge of what post-secondary options are available for students after high school, such as CSUs, UCs, community and junior colleges, vocational schools, and trade and certificate programs. We also connect with community-based organizations like 10,000 Degrees to help students broaden their understanding of scholarship and financial aid opportunities.

Lastly, we also focus on executive-level functioning skills needed to be successful on their post-secondary journey. These skills include time management, organization, self-advocacy, leveraging resources, and public speaking.

C.   Our courses are not yet UC/A-G approved, so none of our students meet UC A-G requirements upon graduation. To attend a California public university, students need to first attend a local community college, then transfer. Due to the admissions standards at those schools, students graduating from our high school are not required to take the Scholastic Assessment Test (SAT) and/or American College Testing (ACT).

D.   Currently, we do not offer any Advanced Placement (AP) courses or International Baccalaureate tests to students enrolled at Marin's Community School or Phoenix Academy.

E.   English Learner Proficiency
         a.   Data on EL status, placement, and progress

Marin's Community School and Phoenix Academy ELPAC Completion Rates

Year	Number of English Learners enrolled at the time of testing	Number of English Learners who completed all four sections of the ELPAC	Completion Rate
2018 - 2019	27	21	78%
2019 - 2020	No Test	No Test	No Test
2020 - 2021		3	

Findings, trends, patterns, and anomalies for this data:

We have found that our English Learner students were hit among the hardest of all of our students in the pandemic. While as a group they make progress in academic classes at about equal rates as the school population in general, during this last year we had many monolingual Spanish speakers drop out of school or come sporadically without completing much learning. The reasons for this are vast, but particularly have to do with the lack of governmental support for families who lack legal status, as well as the rising housing prices in the area. Our Spanish-speaking learning coaches are extremely helpful in providing support through translation, explanations, and guidance for level one and two English learners.

We also have a large number of Long-Term English Learner students. This makes sense, because our student body comprises students who have not found success in their traditional school settings, and have therefore not attended school regularly for a while.

LCFF Priority 5 - Pupil Engagement

A.   Graduation Rates from MCS/PA Combined for Seniors who started the year with 60 or fewer credits.

School Year	Rate
2020 - 2021	49%
2019 - 2020	56%
2018 - 2019	56%

B.   Chronic Absenteeism from MCS/PA Combined

School Year	Rate
2020 - 2021	90%
2019 - 2020	75.68%
2018 - 2019	90%

*Due to the COVID-19 pandemic and subsequent distance learning protocols, we saw sharp changes in our absentee and attendance rates.

C.   Dropout Rates from MCS/PA Combined

School Year	Rate
2020 - 2021	3%
2019 - 2020	5%
2018 - 2019	5%

D.   Average Daily Attendance from MCS/PA Combined

School Year	Rate
2020 - 2021	67%
2019 - 2020	67%
2018 - 2019	65%

E.   Other Local Survey Data - for more survey data, please refer to the hyperlink located below in LCFF Priority 6, section B.

Findings, trends, patterns, and anomalies for this data: Graduation rates fell in 2020 - 2021 in part due to a decrease in student engagement during the pandemic and many of the related challenges our families needed to contend with. However, the graduation rates have been low for several years, reflecting several needs, including a need for increased student attendance and processes for credit recovery. Chronic absenteeism has continued to be high and daily attendance rates have continued at approximately 67%. The level of student disengagement and chronic absenteeism undermines students' academic progress. Digging deeper into

individual students' needs, many students who are chronically absent also have underlying mental health care needs and suffer from depression and/or anxiety related to trauma. Other students have not been in the habit of going to school for many years and have felt unseen and unheard at their schools. Our team is working to take a holistic approach to our curriculum, culture, and policies so that all students feel a sense of belonging and, as a result, increase their attendance, academic achievement, and graduation rates.

LCFF Priority 6 - School Climate

A.   Suspension Rates from MCS/PA Combined

School Year	Rate
2020 - 2021	0%
2019 - 2020	14%*
2018 - 2019	29%

*The suspension percentage during the 2020 - 2021 school year reflects quarters 1, 2, and three only. The fourth quarter did not see a single suspension.

B.   California Healthy Kids Survey

We saw an increase in participation on the California Healthy Kids Survey between 2017 - 2018 and the 2018 - 2019 school year. In 2017 - 2018, 27% of our students completed the survey. In 2018 - 2019, 50% of the students completed the survey. Again, we made a concerted effort as a staff to have students complete the survey when they were absent. The 2019 - 2020 and 2020 - 2021 surveys were canceled due to the COVID-19 pandemic.

C.   Expulsion Rate - Currently, our school (Marin's Community School and Phoenix Academy) has a zero percent expulsion rate. We did not expel a student from 2017-2021.

D.   Discipline Referrals - Students are referred to the office for a wide variety of reasons - social and emotional needs, time to deescalate emotions, and for disciplinary reasons. We keep track of individual referrals to the office in Aeries under "Counseling Notes." We also include what actions we took (ex. notified parents, connected students with a resource/opportunity, had a restorative conversation). In general, we have seen a decrease in referrals to the office as we have moved from a punitive system towards a more restorative and relational system. Our staff has both prevented situations from escalating and has intervened in situations with a variety of strategies to decrease the numbers of office referrals and subsequent suspensions. We have not kept track of numbers and reasons for referrals schoolwide. Over the next year, we

are exploring using Salesforce to better track data overall. This may be an opportunity to do further data analysis to improve our systems.

E.   Student Participation in Co- and Extra-Curricular Activities - Students at Marin's Community School and Phoenix Academy have the opportunity to participate in several extra-curricular activities, such as:

a.   Mentor Program

Our school's Mentor Program has served 25 students (36% of MCS/PA) in the 2020 - 2021 school year alone. This is a voluntary program that is highly encouraged for students needing extra academic or social/emotional support. Four Learning Coaches engage students one-on-one after school or on the weekends in enrichment activities, like going to the gym, going on hikes, playing mini-golf, studying, or simply going out for a meal or a cup of coffee.

b.   Running Club

Our Running Club is a new addition to the school this year. It was started at the request of two students that had an interest in physical fitness. This club has quickly grown in size from two students to ten students (14% of MCS/PA) over the course of three months. This program is led by our Science teacher and one of our Learning Coaches.

c.   Boxing

Students have had the opportunity to either participate in scheduled boxing training on campus with our College and Career Counselor/boxing coach or to participate in skill development with a boxing coach and gym located in Marin City. Our school has fostered a strong working relationship with Marin City Boxing Club over the course of the last three years. This relationship has allowed our students to be able to join on certain days free of cost. Over the past two years, 15 (21.4% from MCS/PA) students have taken the opportunity to learn boxing techniques, exercise, and learn self-control.

d.   Learning Through Interest

With our Learning Through Interest program, our students have the opportunity to engage in career planning and other activities that place them with working professionals. These activities come in the form of informational interviews, job shadows, and internships. Currently, 44 (63% of MCS/PA) students have been able to participate in this program.

We anticipate continuing with these enrichment activities, as well as adding new programs as needed and able.

F.   Other Local Measures - Survey Data: Transforming Education Survey analysis.

We typically administer two Transforming Education Surveys twice per year. One survey is about the culture and climate of our school. The other survey looks at the change in individual students' mindsets, essential skills, and habits. The data is disaggregated by grade level and

year. As we analyzed trends in the surveys we reported these as general shifts in the positive direction (an up arrow), flat, or in the negative direction (a downward arrow) to ease communication with our stakeholders. This survey is provided through our relationship with New Schools Venture Fund, so our school's data is compared across the New Schools cohort of schools across the nation. Our 2019 Q1 Data Summary includes the trends in data from 2018 - 2019. Note: We have not administered these surveys since the fall of 2019 because of the COVID-19 pandemic.

Transforming Education
Student Culture and Climate:
Students report from fall 2018 to fall 2019

↑ Increase in Cultural and Linguistic Competence

↑ Increase in Engagement

↑ Increase in Learning Strategies

↑ Increase in Rigorous Expectations

↑ Increase in School Safety *Note: All grades reported levels higher than the New Schools cohort

↑ Increase in Sense of Belonging

↑ Increase in Teacher-Student Relationships

Student Social and Emotional Learning Data:
Students report from fall 2018 to fall 2019:

↑ Increase in Curiosity

↑ Increase in Growth Mindset

↑ Increase in Self Regulation

→ Minimal change in Perseverance

→ Minimal change in Self Awareness

↓ Decrease in Self Efficacy

↓ Decrease in Social Awareness

Teacher Culture and Climate:
Teachers report from fall 2018 to fall 2019:

↑ Students are helping each other much more frequently*

↑ More students are supportive of one another in their interactions

↑ Students are much more enthusiastic about being at school*

↑ Students are much more respectful to teachers*

↑ Teachers are much more trusted to teach in the way they think is best*

↑ Teachers respond positively to new initiatives to improve teaching and learning *

→ The working environment about the same as last year*

↓ Teachers are less optimistic that the school will improve in the future

↓ Teachers' perceptions of the attitudes of their colleagues are lower

*=Overall data is higher than New Schools' cohort

Findings, trends, patterns, and anomalies in this data: Over the last few years, we have seen a steady decrease in suspensions. While the 2020 - 2021 school data was an anomaly due to the pandemic, we have seen referrals to the office and suspensions overall decrease. We attribute this shift to the work our team has done to move from punitive practices to more restorative and relational practices. We anticipate that these trends will continue to improve as we build relationships on campus and through after-school/off-campus activities such as our running club and Learning Through Interest program.

Between 2017 - 2018 and 2018 - 2019, the California Healthy Kids Survey showed positive trends in the percent of students that felt that they had a caring adult on campus, the percent of students that feel staff have high expectations of them, the percent of students that feel safe on campus, and the percent of students whose parents are involved with the school. Increases in school safety, sense of belonging, and high expectations were also echoed on the Transforming Education surveys. While we saw increases in student motivation and meaningful participation in school, these remain significant areas for growth. The California Healthy Kids Survey also demonstrated a wide range of reasons students are absent including feeling sad/hopeless, substance use, illness, lack of sleep, feeling disconnected from school, and caring for family members. Many of these reasons point to potential underlying mental health needs, physical health needs, and/or greater access to resources such as child care. Mental health needs are also associated with substance use. According to the California Healthy Kids Survey, alcohol and marijuana use are high and some students are using other substances such as methamphetamine and prescription medications. This indicates the need for continued health education, substance use counseling, and access to mental health care services.

In 2019, we saw a dip in teachers' optimism about the future in the school. After discussing this data with the team, this dip reflected the overall level of challenge of trying to make shifts in the education system overall.

LCFF Priority 7 - Access to a Broad Course of Study

A.   All of our students participate in a College and Career elective to make progress towards their post-secondary goals. Because our students do not take the SAT and ACT, and our classes are not CTE, our students do not register as College and Career ready on the California Dashboard. As we revise our courses to be aligned with our profile of a graduate, we will develop a clearer process to determine if each student is College and Career ready.

B.   The number of students currently meeting UC A-G requirements at Marin's Community School or Phoenix Academy is zero, as we are not A-G aligned at the moment. As our team revises our courses of study, our community will determine if it wants to continue prioritizing courses to be UC A-G approved. Our Principal is responsible for submitting courses to the Board of Education for approval.

LCFF Priority 8 - Other Pupil Outcomes

The school budget is outlined under Marin County Office of Education's Alternative Education budget, which includes students from Marin's Community School, Phoenix Academy Charter School, Oracle Independent Study, and Juvenile Hall. The alignment of resources to LCAP goals, metrics and actions is included in the LCAP ([2021 - 2022 MCOE Budget](#), [2019 - 2020 LCAP Update, 2020 - 2021 LCP Update, and 2021 - 2024 LCAP](#)). Overall, the Marin County Office of Education (MCOE) has planned expenditures of $50,548,970. Of this budget, MCOE's Alternative Education Program plans on utilizing $2,084,890. Our alternative education budget includes students at Marin's Community School. Phoenix Academy Charter School, Oracle Independent Study, and Juvenile Hall/Loma Alta. Across our programs, per-student expenditures are approximately $23,165. For a more detailed look at our school budget resources please follow [this](#) link for an overview.

LCFF Priorities 9 and 10 - Describe services for expelled and foster youth

Locally, we provide expelled and foster youth services in the form of additional social, emotional, and academic support through our Learning Coaches, 1:1 after-school mentorship, transportation to and from school, and resources and opportunities as needed through our Family Empowerment Specialist and College and Career Specialist.

As a County Office of Education, MCOE also provides countywide services for expelled and foster youth. Services and expenditures are outlined on pages 111-116 of our LCAP ([2019 - 2020 LCAP Update, 2020 - 2021 LCP Update, and 2021 - 2024 LCAP](#)).

MCOE provides relevant professional development, intervention programs, and targeted support to districts and students. Districts have also indicated that they are committed to the

more intensive needs that some of our students in foster care need both academically and socially and emotionally. MCOE provides ongoing training and support for district staff on the aspects of being a youth in foster care in an effort to minimize changes in school placements and the transfer of records. MCOE also provides education-related information to child welfare agencies to assist in the delivery of services to our students.

Marin County has a Countywide Triennial Expelled Youth plan in place. MCOE continues to work with districts to reduce the number of students expelled and increase the number of restorative justice programs in place. MCOE also provides ongoing professional development specific to race, trauma, and social-emotional well-being to districts and child welfare agencies.

F.   PERCEPTUAL DATA

MCS/PA administers several family and student surveys throughout the school year. These surveys serve multiple purposes, chief among them being the ability to continually evaluate ourselves as a school, and the ability to have our students and families have a direct effect on the direction the school takes. Links to our 2020 - 2021 surveys are here: Quantitative student survey, a qualitative student survey, parent, and staff surveys.

Student Surveys: 2021 Quantitative student survey, 2021 Qualitative student survey,

We administered a quantitative survey to identify trends in data that align with our school-wide priorities. In addition, we conducted individual interviews with students from a variety of grade levels and identities to more deeply understand their perceptions of our school. For the quantitative surveys, a score of one meant "I strongly disagree," a score of three meant, "I partially agree," a score of five meant, "I strongly agree." Stakeholders' scores were then averaged to get an overall score for each question, with a five being the highest/best score.

Here is what we found:

Question	Average Score
1. Do you feel like you have an adult on campus that you can talk to? ¿Te sientes apoyado por un adulto en el campo escolar y que puedas hablar con el/ella?	4.0
2. Do you feel like you have a peer on campus that you can talk to? ¿Tu crees tener un compañero en la escuela que puedes hablar con el/ella?	3.6
3. Do you feel included, seen and heard as a person at MCS? ¿Te sientes incluido, escuchado y presente como persona en la escuela?	4.3

4. Do you feel like you have access to the instruction and materials you need for learning?¿Sientes que tienes las suficientes instrucciones y materiales para tu aprendizaje?	4.2
5. Do you feel challenged by the school work and is the work relevant to you? ¿Te sientes desafiado por el trabajo escolar y es relacionado a lo que te gusta?	3.1
6. Do you feel like you have the support you need to meet your goals? ¿Sabes si tienes el apoyo necesario para alcanzar tus metas?	4.3

Parent Survey: 2021 Parent survey

Question	Average Score
1. Do you feel like your student has an adult on campus that you can talk to? ¿Siente que su estudiante tiene a un maestro en la escuela que el cual puedan hablar con el/ella?	4.82
2. Do you feel like your student has a peer on campus that you can talk to? ¿Sabe usted si su estudiante tiene un amigo en la escuela que lo apoye y pueda platicar con el/ ella?	4.11
3. Do you feel your voice is heard as a parent at MCS? ¿Se siente escuchado por el personal de la escuela MCS	4.96
4. Do you feel like your student has what they need to learn? ¿Siente que su estudiante tiene lo necesario para aprender?	4.86
5. Do you know how to access your student's schoolwork? ¿Sabe usted como ver el trabajo escolar de su estudiante?	3.89
6. Do you feel your student is being challenged and that they are engaged in learning? ¿Puede ver que su estudiante esta siendo desafiado con el trabajo escolar y su aprendizaje?	4.36
7. Do you feel like your student has the support they need to meet their goals? ¿Siente que su estudiante esta apoyado y en linea para cumplir sus metas?	4.86

Staff Survey: 2021 [Staff survey](#)

Question	Average Score
The school staff has a unified mission and vision.	4.5
The school staff supports students in their social and emotional well-being.	4.8
The school staff supports students in their academic and success.	4.8
I would recommend MCS to a friend looking for a job.	4.8
My voice and opinion are important in making decisions at my school.	4.8
I get support from the administrators in my school for my professional growth and success.	4.8
I get support from the administrators in my school for my social and emotional well-being.	4.9
Policies and practices at this school promote students to have a strong sense of self and self-awareness.	4.4
Policies and practices at this school promote students to develop strong and supportive relationships.	4.8
Policies and practices at this school promote students to act and solve problems for themselves and their communities.	4.3
Policies and practices at this school promote students to broaden their perspectives and develop lifelong skills.	4.8
Policies and practices at this school lead to dismantling racist systems and outcomes.	4.5

Findings, trends, patterns, and anomalies in this data:

Both the student and parent surveys indicate that the vast majority of students have a positive, trusting relationship with an adult on campus and feel seen and heard. In addition, most students and parents feel supported to meet their goals. An area of growth reflected on both the student and parent surveys is to create opportunities for more peer-to-peer relationships so that students feel an even greater sense of belonging. Another area of growth is to provide more challenging and meaningful opportunities to learn. This was reflected on both the student and the staff survey data. Staff would like students to have more opportunities for students to take leadership at the school and solve authentic problems in the community.

In general, our staff's perceptions of the school are very strong and they feel we are mission/vision aligned and support one another. We recognize that we are making progress toward dismantling racist structures and policies at our school and that we have work to do. In general, our staff feel connected and supported and 100% would recommend our school as a place of work to a friend.

G. SUMMARY OF PROFILE

Implications of the data with respect to student performance: MCS/PA needs to continue to make progress to support students in meeting their academic, social, and emotional needs. Student graduation rates and attendance rates need to increase. Barriers to attending school include mental health needs, addressing substance use issues, and feeling a sense of belonging through relationships and relevant learning experiences. Our school climate is improving, which is supporting students as they develop social and emotional skills to meet their personal goals.

Major Student Learner Needs Moving Forward:

a. Students have mental health needs (often related to trauma) that lead to depression, anxiety, substance use, and other issues. These issues often lead to attendance issues and impede academic progress. We need to find additional mental health support for students.

b. Our students are referred to us by local districts late in their high school careers and are often credit deficient. We need to provide additional opportunities and systems for students to recover credit and graduate while also maintaining a rigorous and relevant education.

c. Strengthening support for English language learners in the classroom continues to be of paramount importance to us. We need to develop stronger systematic linguistic support throughout the curriculum.

d. Students need more peer-to-peer interaction at school to develop stronger relationships and a sense of belonging.

e. Another identified area for improvement would be expanding and strengthening our College and Career Readiness program. While our school does provide a College and Career class, we are specifically looking to enhance our support for students as they transition from high school to any post-secondary institution, whether that be a college, apprenticeship program, or vocational school.

Important questions that have been raised:

a. What is the best strategy to connect students with more mental health resources considering our budget?

b. How can we continue to work with districts to refer students earlier in their careers instead of waiting until it is often too late? How do we continue to address racism throughout our education system and the disproportionate number of students of color who are referred to our school in the first place?

c. How can we find a balance between connecting students through relevant and collaborative learning experiences on campus while meeting their individual needs?

Chapter III: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and academic standards.

Indicators

A1.1 Vision-Mission-Schoolwide Learner Outcomes- Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1. Prompt**:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
In March of 2017, we began a redesign of our schools with our students, staff, families, and community stakeholders. Through the design thinking process and extensive stakeholder interviews and input, we developed a new mission, vision, values, and student outcomes for the school. Our mission, vision, and values are based on a belief that all students can learn and be college and career-ready. The mission of Marin's Community School and Phoenix Academy Charter School is: To empower each other to follow our passions and lead purposeful lives. Our vision is: We will prepare ALL students with the knowledge, skills, and habits needed for success in college, career, and life. By deeply engaging	Marin's Community School Website: About Us Page. Updated Values Profile of a Graduate Profile of a Graduate Analysis 2020 Phoenix Academy Charter Renewal CA Dashboard Data for

each student through personalized learning experiences, our students will master rigorous academic content and develop skills for the modern workplace. Our students will become conscientious global citizens as they solve real-world problems and strengthen their connections to other people and the environment. Through our collaborative, supportive, and inclusive environment, our diverse students will develop their social and emotional skills and find individual pathways to achieve their goals.

During the 2020 - 2021 school year, we updated our values for our school as part of the WASC self-study process. Our original values included Multiculturalism, Achievement, Resilience, Innovation, and Networks, which spelled out "Marin". We found that our students did not identify as much with these values and did not identify with the word "resilience" as it perpetuated the idea of "pulling oneself up by the bootstraps" which does more harm than good. Through feedback from students, parents, and our staff we first developed a draft of our values. Next, we had our students and staff help us narrow down and edit our values. Here are our new values that resulted from that process:

In Lak'Ech
Relationships, love, trust, belonging… all of these values and more contribute to the meaning of In Lak'ech. In Lak'ech describes the role we play in the lives of those around us, and the impact others have on our own lives. Our community uses this philosophy as a guide to create a culture of understanding and acceptance, and to broaden our perspective of the world.

Empowerment
Our community believes that everyone can achieve at high levels and pursue their own definition of success. We value the strengths that each member of our community brings to the table. We gain confidence to take action and try new things as we support and encourage one another.

Purpose

Marin's Community School

CA Dashboard Data for Phoenix Academy Charter School

MCOE LCP Update 2019 - 2020, Learning Continuity Plan Update 2020 - 2021, and 2021 - 2024 MCOE LCAP

By understanding ourselves more deeply, developing an awareness of what we can offer others, and learning what matters most to us, we can cultivate a sense of purpose. This purpose can provide meaning, connection to community members, and a sense of direction as we navigate the world. Connecting with what is relevant to each of us can be a powerful force that motivates us to be the best version of ourselves.

Growth

We value the strengths and experiences each individual brings and understand that we cross paths with people at different points in their lives. We practice self-awareness and reflection to continuously improve.

We also updated our student outcomes/ profile of a graduate during the 2020 - 2021 school year. Previously, our student outcomes were:

All students will be prepared for success in college and career upon graduation:
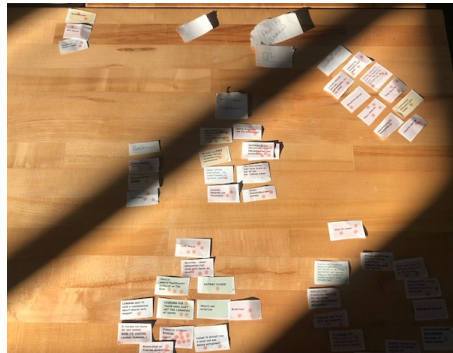
- Academics: Students will master content knowledge and skills necessary to be successful in the modern economy.
- Mindsets, Essential Skills, and Habits: In addition to academic mastery, all students will develop the skills of self-efficacy, self-management, growth mindset, and social awareness to enable them to continue to learn as they set and achieve their goals.
- Personal Goals: All students will identify a postsecondary path to lead a healthy and purposeful life that allows them to follow their passions and become financially independent.

As we navigated the pandemic and movement for racial justice, we thought even more deeply about how we could be anti-racist through our curriculum, instruction, and organization as a whole. Again, through stakeholder feedback and numerous meetings, we revised and refined our student outcomes. Our new schoolwide learner outcomes are reflected in this profile of a graduate

[infographic](#).

We have evaluated the degree to which we have made progress towards this mission, vision, values, and profile of a graduate. After updating our [profile of a graduate, we did an analysis of each outcome](#) to determine which outcomes we were already focusing on and where there were gaps to inform our strategic planning process for both WASC and the LCAP. We also reviewed a variety of data to determine our progress towards our previous LCAP goals and WASC areas of growth, as outlined in Chapter 2 and analyzed throughout this report.

A1.2 Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure the involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
As described above, we used the WASC and LCAP processes to update our schoolwide values and schoolwide learner outcomes to better reflect our community's reflections and aspirations for learners. Throughout the year, we held weekly staff meetings to review data, identified our strengths and areas of growth, and made strategic plans to work towards our vision. Of these meetings, we dedicated six staff meetings throughout the year to revise and update our schoolwide values and learner outcomes, including our updated profile of a graduate. Three of our family engagement meetings were dedicated to reviewing and updating our school values and learner outcomes. We also met with our student leadership team and	Participants' ideas for learner outcomes in the process of being organized: First draft of our Profile of a Graduate:

representatives from the staff to get their feedback on our values and learner outcomes.

As part of the process to build our profile of a graduate, we asked participants to consider which student outcomes were necessary for us to realize our mission and vision. We gathered ideas remotely through Jamboard, then printed out, cut up, and organized participants' ideas to make a coherent framework to guide our work and build on current research and best practices. The pictures to the right are the participants' ideas being organized and our first draft of the profile of a graduate.

As one of our values is "growth" and we have a culture of always being at the drawing board, we will continue to update our mission, vision, values, and student outcomes to align with our community's needs and current research.

The profile of a graduate incorporates both local outcomes for students as well as required state standards from the Common Core State Standards for English Language Arts and Mathematics, the Next Generation Science Standards, and the California History and Social Science Framework.
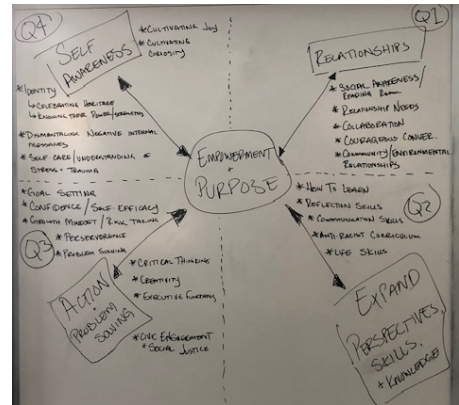
[Updated Values](#)

[Profile of a Graduate](#)

[Profile of a Graduate Analysis](#)

[Common Core English Language Arts Standards](#)

[Common Core Mathematics Standards](#)
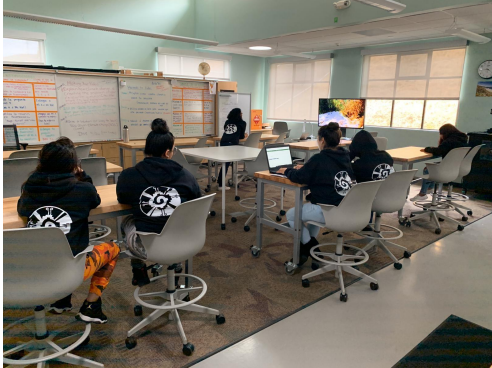
[Next Generation Science Standards](#)

[California History and Social Science Framework](#)

A1.3 Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
As a result of the inclusive processes that we used to develop our mission, vision, schoolwide learning goals, our stakeholders have a strong understanding of what we are trying to do and why. For example, when we onboard new students and welcome them to our school, we have them read an excerpt from the poem *Pensamiento Serpantino* by Luis Valdez that describes the Mayan concept of In Lak'Ech, then we reflect together on its collectivist message. When we hire staff and provide constructive feedback to each other, we also ground our work in our values. For example, we frequently discuss the value of a "growth mindset." During interviews, we include a role-play and feedback scenario to gather information on a candidate's ability to reflect and consider constructive feedback. In math class, this could look like a learning coach helping a student persist through a difficult math problem or a celebration of how a student tried a second time after making a mistake. In a coaching session with a teacher, it could be a discussion about how teacher beliefs inform student achievement. We have used resources from Carol Dweck's book, *Mindset: The New Psychology for Success* as well as Transforming Educations' Growth Mindset resources to establish a common language in our community. While students, staff, and parents generally understand that we are taking an asset-based approach and understand our mission and values, we need to continue reaching out to our district partners and community at large to dismantle the negative messages that persist as a result of systemic racism and how alternative schools have been set up in the education system at large. For example, we are	Students proudly wear their school sweatshirts with the "In Lak'Ech" symbol on the back: In Lak'Ech Poem *Mindset: The New Psychology for Success* by Carol Dweck Transforming Education Growth Mindset Toolkit District Partner Slide Deck MCOE LCP Update 2019 - 2020, Learning Continuity Plan Update 2020 - 2021, and 2021 - 2024 MCOE LCAP

working with our district partners to no longer refer to us as "County" but rather, "Marin's Community School." Instead of using our school as a threat, we encourage our district partners to communicate about our school as an opportunity. We have held multiple meetings with district leaders to discuss the importance of using asset-based language. Our reputation in the community has been improving as a result of these conversations and we need to continue our outreach to stakeholders. Here are a few of the shifts in language that we recommend to district leaders in the picture below.

Shifts in our approach and identity

Deficit-based approach to asset based approach

"County" → "Marin's Community School"

"Intake" → "Admissions"

Seat time → Competency based learning

Shame in attending → Sense of belonging

Threat → Opportunity

No choice → School of Choice

Over the last year, as we updated our LCAP, we involved all of our stakeholders through a process to deeply understand where we are going and the actions we will take to get there. While our current students and families generally have a strong understanding of our goals and what we are trying to do, we will need to keep the communication of these goals and our progress towards our goal as a priority so that all stakeholders (including new stakeholders) can support our mission.

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and

college and career readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

A2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
The Marin County Board of Education's Board Policies clearly outline the roles of the board and administration and clarify how stakeholders can be involved in the governance process. There are seven board members who are elected from local regions in the county. Some of the Board of Education's responsibilities include reviewing and approving our Local Control and Accountability Plan (LCAP), accountability reports such as the Phoenix Academy Charter School Renewal Documents, annual audit reports, and MCOE's annual budget. School leaders regularly report to the board to provide updates on new programs and our progress toward our mission and vision. The Board of Education has been extremely supportive of our school's mission and vision. When we wanted to launch our Work Experience Education Program that supports our Learning Through Interest Program, the Board unanimously approved the program. At the June 22, 2021 Board meeting, board members commented how much they appreciated the actions our school community is taking to dismantle	Marin County Board of Education Website Board Policies Board Meeting Schedule Ralph M. Brown Act 2021 - 2024 Local Control and Accountability Plan (LCAP) Phoenix Academy's 2020 Charter Renewal 2021 - 2022 MCOE Budget Adopted Budgets and Audit Reports Work Experience Education Board Meeting Materials

systemic racism and asked how they can continue to support our work. Board policies support the engagement of parents and community members in the governance of the schools. However, there are no board seats specifically reserved for parents of our school. The Board follows the Ralph M. Brown Act for all board meetings and committees. Parents, students, and community stakeholders are invited to participate and comment on agenda items according to the Ralph M. Brown Act. Board meeting agendas and minutes are posted on the Marin County Office of Education's website. Participants in the meetings can request translation of the meeting and materials in advance. To make meetings more accessible to non-native English speakers, it would be helpful if MCOE could use technology that provides translation of materials into any language.	

A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Parents have been involved in the development of the Local Control and Accountability Plan each year through both community-wide meetings and through the Combined School Site Council and English Learner Advisory Committee meetings. Their ideas and input have been integrated into the plans and budget. The LCAPs are presented to the Board of Education for approval each year.	Parent stakeholder meeting to develop the 2021 - 2024 LCAP Combined School Site Council/ English Learner Advisory Committee Website Combined School Site Council/English Learner Advisory Committee Meeting

School leadership communicates about parent and family meeting dates and times through a variety of media. At the start of the year, parents receive a printed calendar of the meeting dates for the year as part of a welcome packet in the mail. These dates are also listed on our school website. In addition, our Family Empowerment Specialist sends texts and reminders to parents via Remind 101 and personal phone calls in English and Spanish to all of our families. The Marin County Board of Education's meeting information, agendas, materials, and minutes are all posted online and on the doors of the meeting location in the MCOE main building in accordance with the Ralph M. Brown Act.	Minutes Example MCOE LCP Update 2019 - 2020, Learning Continuity Plan Update 2020 - 2021, and 2021 - 2024 MCOE LCAP Phoenix Academy's 2020 Charter Renewal MCS/PA Event Calendar ENGLISH MCS/PA Event Calendar SPANISH Website Calendar Board Meeting Schedule, Meeting Agendas and Minutes

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
District administration shares the Uniform Complaint Procedures with families and staff at the start of each school year. The uniform complaint procedures are also posted online and available to families in the front office. In addition, the Williams Act is posted in every classroom, and notice of the Family Educational Rights and Privacy Act is provided to all the parents through the registration	Uniform Complaint Procedures Williams Settlement Title 9 Annual Parent Notice English Annual Parent Notice Spanish

process. Uniform Complaint Procedures, Williams Settlement information, and Title 9 information are also posted on MCOE's website.	

A3. Leadership: Data-Informed Decision-Making and Continuous School

Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based and Collaborative: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Our school community uses a broad-based and collaborative planning process that supports our continuous improvement cycle. The process begins by analyzing our data each quarter with our entire team. The data and metrics that we review are aligned with the goals and actions from our Local Control and Accountability Plan each year. As a staff, we identify strengths to keep our momentum going and identify areas of growth to inform our next steps. Based on our review of quarterly data, our school leadership and staff plan strategies and take actions to continually improve (Please see the Q1 and Q2 data summaries in the	2019 - 2020 Q1 Data Summary 2019 - 2020 Q2 Data Review WASC Task 1 WASC Task 2 WASC Task 3 WASC Task 4

supporting evidence section). For example, when we identify gaps in performance between groups of students such as students who are English Language Learners and students who are fluent in English, we discuss factors that may be leading to these discrepancies. These gaps in performance could lead to additional instructional support and professional development for teachers for how to support English Language Learners. Depending on the story the data tells, these gaps might require additional interventions for individual students. As a small school, a change in performance for a single student might make a big change in the overall data. As we make changes we continually review the data to determine our impact.	
On a weekly basis, we use our staff meeting structure as a place to provide updates, respond to needs, and identify students that need more immediate interventions. The data we gather from our team is often more qualitative and gives us a deep understanding of individual and community needs.	
On an annual basis, we meet with all of our stakeholders-parents, students, staff, and community partners to develop and update our Local Control and Accountability Plan (LCAP). This year, because we were going through this WASC self-study process, the WASC and LCAP processes were combined. Please see WASC Tasks 1-4 in the supporting evidence section.	

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence

Each spring, we meet with our staff and stakeholders to review our data, determine our progress towards our goals and decide if the action steps in our plan are still the correct actions given our students' needs. This past year was a bit different due to the pandemic. As we prepared our 2021 - 2024 LCAP, we reviewed data from our 2019 - 2020 LCAP update, our 2020 - 2021 Learning Continuity Plan update, and conducted our WASC self-study process to identify and prioritize needs, and focus our goals and actions on learning. Data analysis includes quantitative data such as attendance, grades, suspension rates, and enrollment data. We also review qualitative data such as testimonials and survey responses from students, staff, and parents. Pages 72-82 of the MCOE LCP Update 2019 - 2020, Learning Continuity Plan Update 2020 - 2021, and 2021 - 2024 MCOE LCAP highlight the data we used to identify our strengths, identified needs, and how specific stakeholder input was used to create the goals, actions, and metrics. Please also see Chapter 2 for a more detailed review of data used to identify needs and drive planning. We used a data analysis process and community engagement activities to prepare the Single Plan for Student Achievement (SPSA) through 2019, which was also aligned with our LCAP. The SPSA was discontinued after the 2018 - 2019 school year.	MCOE LCP Update 2019 - 2020, Learning Continuity Plan Update 2020 - 2021, and 2021 - 2024 MCOE LCAP Single Plan for Student Achievement (SPSA) through 2019

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
MCS/PA school leadership values shared decision-making and responsibility. In a 2021 staff survey, all staff reported positively that their "voice and ideas are valued in decision making." One staff member added, "My voice matters here and that empowers me." For example, as our school transitions back to a full-time, on-campus school model this fall, we established a schedule committee to consider the structures and schedule that will best support our students' needs and academic model. While the staff is regularly included in decision-making, we need to create more opportunities for students to take more leadership in the school and their community. Authentic learning and leadership opportunities will increase student engagement and self-efficacy. Co-leaders have made a conscious effort to delegate responsibilities and support the team to promote ownership of the school and empower individuals to take on more leadership. In the coming year, one of our teachers will be stepping up to become a Beginning Teacher Support Coach through BTSA, each of our Learning Coaches will be leading a specific student support program, and administrative roles and responsibilities will be shared to build capacity and sustainability. Our Co-leaders take responsibility and are accountable for the schools' actions, services, and programs that support learning. Our leaders show vulnerability, share what they have learned when they make mistakes, and encourage the team to take on a similar growth mindset to support student	Spring 2021 Staff Survey Spring 2021 Schedule Survey Spring schedule constraints and ideas New Schedule for Fall 2021

achievement and continual improvement. Our community supports one another and when we need to have courageous conversations with each other to address a need, our team members engage and put students at the center.	

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Internal communication is effective at MCS/PA and is supported by a combination of emails, texts, and face-to-face communication. Each week, our co-leader sends a "This Week" email with updates, reminders, links to important information, and motivational quotes. The email helps organize communications and minimize the number of emails staff receive so that they can focus their efforts more directly on students. Our staff also uses the text app "WhatsApp" to communicate more immediate information. Staff uses this app to communicate important safety information, notify administrators that they need support, celebrate students, and create a joyful, connected community. We use weekly staff meetings to identify students who need additional support, professional development, and involve our team in important decisions for the school, such as the analysis of data, or the development of plans and actions. All of our staff have been trained by Pacific Education Group in "Courageous Conversations" about race. As a	Sample "This week" Email Agendas for Staff Meetings Restorative Practices Courageous Conversations Compass

staff, we regularly use the Courageous Conversation Compass tool to be self-aware and socially aware during difficult conversations. When there is a difference that needs to be resolved, many of our staff use this tool both at school and in their personal lives to keep the conversations going. As we continue this work, this is an opportunity for students to similarly develop this skill so that they can engage in courageous conversations. Our staff has also been trained to use restorative practices. The handout in the evidence section includes conversation prompts to increase empathy and understanding between individuals in a conversation. While we don't always use these specific questions, most of our staff ground conversations in these types of questions to repair harm. This is also an area where our students could take on more leadership and resolve issues between students.	

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence

The school has confidence in the district and school procedures to ensure that both the leadership and staff are qualified based on the staff's background, training, and preparation. All administrative and teaching staff have the necessary credentials for their respective positions and receive ongoing training to support them in their roles through coaching, on-site professional development, and conferences/workshops where necessary. As evidenced by the information on staff and experience in Chapter 2, our staff's experience and skill set align strongly with their roles.

MCS/PA has done a great deal of outreach to partner organizations, the community, and our personal networks to recruit a staff that reflects the diversity of its students. In a county that is 80% white, 70% of the staff at MCS/PA identify as people of color. That said, there is much work to be done at the district level to recruit more diverse talent and remove barriers for people to apply. As a result of the MCOE Racial Equity Team meetings, the personnel department recently removed the requirement for letters of recommendation because it was an unnecessary barrier.

One of the next steps to recruit and retain a more diverse staff is to develop organization-wide definitions for diversity, equity, inclusion, and anti-racism. Next, personnel policies and practices in the MCOE should be revised to recruit, hire, and retain more staff of color organization-wide. The MCS/PA staff will begin this work in the fall and we will connect with MCOE leaders to encourage the work to take place organization-wide. Clear definitions for these terms will support our organization in developing goals and actions to address the significant racial equity gaps in our county.

[Job Posting/Description for Administrator](#)

[Job Posting/Description for Teacher](#)

[Job Posting/Description for Paraeducator](#)

[MCOE Racial Equity Team](#)

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
MCS/PA places a high value on professional development and coaching of staff. All teachers meet with a coach for weekly or bi-weekly 1:1 sessions. The coach has either been a Co-Principal or BTSA coach so that teachers can have a partner to work through challenges and so that student performance can increase. Coaching time is built into each teacher's schedule with extra prep time as well.	Sample Schedule
	Professional Development Budget--Contained within LCAP: MCOE LCP Update 2019 - 2020, Learning Continuity Plan Update 2020 - 2021, and 2021 - 2024 MCOE LCAP
Since 2017, Co-leaders have led a paid summer professional development workshop that has lasted between 1-2 weeks. The summer workshops have helped staff have a clearer understanding of the instructional model and provided valuable time for collaboration and curriculum development. Topics have included project-based learning, competency-based learning, blended learning, social and emotional learning, trauma-informed practices, restorative and relational practices, supporting English Language learners, culturally relevant pedagogy, and Courageous Conversations about race.	Sample Teacher Professional Development Slide Deck
	Sample Teacher Professional Development-Project
	Sample Administrator Training: Learning Through Interest Process
During non-Covid years, we also led ten professional development days during the year to deepen teachers' understanding and implementation of the concepts above and provide additional time for curriculum development. These sessions occurred at the same time as field trips/excursions.	

In addition to the professional development opportunities listed above, we meet for at least an hour and a half each week as a whole staff to build a common understanding of our schoolwide learner outcomes and support staff with the knowledge, skill, and practice they need to support student achievement.

Finally, Co-leaders prioritize individuals' requests for professional development as much as possible. The staff has attended Latinx Courageous Conversation summits, National Equity Project trainings, Domestic Violence Awareness, California History Project, Marine Mammal Center Teacher Trainings, Science Conferences, Youth Leadership, and STEAM trainings.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
After the goals and metrics were identified for our 2017 - 2020 LCAP, administrators aligned the goals to create instructional goals and a coaching rubric to align with both our instructional model and our schoolwide learning outcomes. Our Co-leaders used this rubric for teachers to self-assess their relative strengths and areas of growth during coaching conversations. We also used an informal classroom observation tool that aligned with the goals and schoolwide learning outcomes to inform the next	Instructional Goals and Coaching Rubric

Classroom Observation Tool

Coaching Conversation Framework

Spring 2021 Staff Survey |

steps in coaching conversations and instruction. While coaching conversations often go a variety of directions depending on needs, the framework to the right is an example of how our coaches support teachers to identify a clear instructional goal and how they collect and review data to inform the continual improvement process. One staff member wrote on a recent survey, "My inbox is assaulted with professional growth opportunities and I love it. I love that across the parking lot is a slew of professional development opportunities as well. Also, without the 1-on-1 coaching I have had for the past 3 years, I'm not sure I'd be as confident in this job. I can feel the growth!" During the 2020 - 2021 school year, we updated our profile of a graduate and schoolwide learning outcomes. These coaching tools will need to be updated in the fall to reflect the updated schoolwide learning outcomes. Learning goes both ways during these coaching conversations/meetings with staff. Understanding the on-the-ground challenges that teachers are facing has helped the Co-leaders improve as leaders and has helped them remove barriers for student achievement.	

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote the professional growth of staff.

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence

Teacher and staff monitoring includes a formal evaluation process according to the position, job description, and bargaining unit contract. Teachers belong to the Marin County Educators Association and Classified Employees belong to the California School Employees Association. Administrators do not have a bargaining unit, but do have evaluations that align with their particular role. Teacher evaluations align with the California Standards for the Teaching Profession. Teachers select one to two priorities to focus on each year as part of the evaluation process. The process is highly collaborative and focused on improving student achievement for all learners. The evaluation process is a way to support each staff member in their professional growth.	Marin County Educators Association (MCEA) Contract California School Employees Association (CSEA) Contract

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Administrative, certificated, and classified handbooks are located on the MCOE website and are updated on an annual basis. At the start of each school year, all staff participates in a day where they review annual updates to administrative and board policies, and conduct mandated reporter trainings, sexual harassment trainings, suicide prevention trainings, and other necessary trainings. The school safety plan is also reviewed at the start of the year and necessary actions are listed and implemented to	Administrative Handbook Certificated Handbook Classified Employee Manual Board Policies Safety Plan

ensure the safety and wellbeing of individuals on campus.	[Parent and Student Handbook - English](#)
At the start of each school year, the MCS/PA staff discusses protocols, procedures, school rules, and norms for the school. These conversations occur on an ongoing basis as necessary throughout the year. When a policy or procedure needs to be revised or updated, the Co-leaders determine the best decision-making process to use. For example, with respect to a cell phone policy, a consensus process might be used. When the dress code was changed to allow red and blue clothing to be worn, there was a much longer process involving student input and staff input, but Co-leaders ultimately made a decision to allow red and blue clothing. When a new schedule was created for this fall, a staff committee process was used.	[Parent and Student Handbook - Spanish](#)
	[Sample Schedule](#)
Co-leaders make an effort to make decision-making as inclusive as possible, recognizing that time is limited and there is not enough time to make all decisions by consensus. An area of growth is to involve students more in the decisions that impact them most.	
The whole staff uses a wide range of communication strategies to both follow the outlined rules and norms and recognize that there is often a lot of "grey area" when it comes to holding students and each other accountable to school rules and norms. We strive to be both consistent and flexible given each situation may require a slightly different approach.	

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Each year, stakeholder input from staff, students, families, and community members is used to create the LCAP and/or the LCAP update. The LCAP outlines how our team will set priorities and allocate resources to support our school's vision, mission, schoolwide learner outcomes, and address major student needs. For example, our community identified that we need additional after-school opportunities for students, so we allocated resources from our AB1913 grant, Title 1A, and Title 1D resources to support this goal. This action will support the social and emotional well-being of our students and will support their individual college and career goals. In the early spring, school leaders meet with the MCOE Business Services Department to develop the alternative education budget so that they can support the community's priorities and follow Ed Code and accounting best practices. There are currently 19 different resources that are used to support alternative education programs. These resources are listed in the "Alternative Education Resources Overview" document in the evidence section. Resources include state LCFF funds, Title 1 funding, and a variety of other local, state, and federal resources. Our team looks at all of the Alternative Education programs holistically because students often move between the programs. The resources and budgets are outlined in the LCAP and	[Alternative Education Resources Overview](#) [2021 - 2022 MCOE Budget](#) [MCOE LCP Update 2019 - 2020, Learning Continuity Plan Update 2020 - 2021, and 2021 - 2024 MCOE LCAP](#)

presented to the Marin County Board of Education each year for approval. Throughout the year, school leaders can request budget transfers within resources to meet the programs' needs.	

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
The Superintendent and Assistant Superintendent who oversees Business Services are knowledgeable about the California Department of Education's audit guide ("Standards and Procedures for Audits of California K-12 Local Education Agency") and, as required under California Education Code Section 47605 (b)(5)(I), hire an independent auditor to complete a comprehensive, annual, fiscal audit of the books and records of MCOE programs. In the past few years, MCOE has contracted with Christy White and Associates, a CPA who has experience working in education. The audit, which is completed by December 15 of each year, is conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. The independent auditor prepares a financial	2021 - 2022 MCOE Budget Adopted Budgets and Audit Reports Phoenix Academy's 2020 Charter Renewal (See Element I)

report, which is then submitted to the Marin County Office of Education, the State Controller's Office, and the California Department of Education. At the conclusion of the annual audit, school principal(s) and leaders meet with business services to review audit exceptions or deficiencies, and resolve them. The annual budgets and annual audit reports are available for review by the public both at Marin County Board Meetings and on the MCOE website.	

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and schoolwide learner outcomes).

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Each year, school leaders use the Facilities Inspection Tool to ensure that facilities are safe, functional, well-maintained, and adequate to meet students' learning needs and support the education program. The alternative education facilities have an overall "exemplary" facility rating. The results of the Facility Inspection Tool analysis are published as part of the School Accountability Report Card (SARC) each year for each school and are also included in the yearly LCAP report because it relates to state priority 1: Basic conditions for learning.	Safety Plan Safety Plan Compliance Confirmation Form 18 - 19 SARC- Marin's Community School 18 - 19 SARC- Phoenix Academy Charter School 19 - 20 SARC Online - Marin's Community School 19 - 20 SARC Online - Phoenix Academy MCOE LCP Update 2019 - 2020, Learning

In response to COVID-19, our team made a wide variety of adjustments to ensure a safe re-entry for students and staff. MCOE was a national leader in developing re-entry plans and our work was highlighted by NBC Bay Area, Edutopia, and the Learning Policy Institute. The plans, posted on MCOE's Rethinking Schools website, were also used to inform the Biden Administration's team on how to support safe school reopenings. MCS/PA were some of the first Bay Area schools to reopen on May 18, 2020, and while we have had to quarantine cohorts, as of the writing of this document, there have been no known transmissions of COVID-19 on campus.	Continuity Plan Update 2020 - 2021, and 2021 - 2024 MCOE LCAP Rethinking Schools Website Edutopia Article About MCS's Reopening NBC Bay Area News Segment about reopening Learning Policy Institute White Paper highlighting Marin County's Reopening Plans

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
MCS/PA supply all the instructional materials and equipment students need for learning. Teachers use a combination of board-approved learning materials and supplemental materials to differentiate or extend learning for each student. Each year, the staff reviews its needs with school leaders and instructional materials and equipment are updated. The quality, currency, and availability of textbooks and instructional materials are included as part of the SARC report for each school on a yearly basis. All	2021 - 2022 MCOE Budget SARC- Marin's Community School SARC- Phoenix Academy Charter School MCOE LCP Update 2019 - 2020, Learning Continuity Plan Update 2020 - 2021, and 2021 - 2024 MCOE LCAP

students have access to the instructional materials and resources they need. If a student or parent does not feel they have adequate materials, they can submit a Williams Act Complaint form, which is posted in each classroom, in the office, and on the MCOE website. Most of the textbooks and materials that we use for our core classes are located online. As we transitioned from in-person learning to distance learning, we made sure that every student had access to a Chromebook and the internet. This meant purchasing 60 hotspots and additional computers to distribute to students and their families. Because of the instructional processes and procedures we had in place and our incredibly flexible and creative staff, we were able to pivot from in-person to a fully online schedule in one day. Throughout the pandemic, we supported families to troubleshoot the technology and repair devices as needed.	Williams Act Complaint Form

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of well-qualified personnel for all programs.

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Recruiting, retaining, and developing our staff is a high priority for our entire team. Developing a talented and collaborative staff enables us to realize our mission and support	2021 - 2022 MCOE Budget Job Postings Salary Schedules

students in achieving schoolwide learning outcomes.

The MCOE Personnel department posts jobs on Edjoin.org and on the MCOE website in collaboration with MCS/PA school leaders. A committee is selected to do the paper screening of candidates, then the top candidates are selected for interviews. We recently added students on our hiring panels, because their insight is invaluable to the process. Resources are dedicated to cover staff time as they participate in the interview process. Salaries and benefits for positions are competitive within the region, however, the cost of living in Marin is high, so many of our staff live outside of Marin and commute.

One area of need that we have is for an additional case manager/therapist, especially for the mental health of our students. Marin County Probation used to provide a .8FTE counselor who worked at Marin's Community School. During the pandemic, this position was unfilled. MCS/PA leaders need to continue to find resources and partner organizations that support case management and mental health care. Addressing students' basic needs will support them as they meet their personal and academic goals.

As we described in sections A4.2 and A4.3 above, we spend considerable time and financial resources to support the professional development of our team. Professional Development activities and their associated resource expenses are outlined in

Benefits

MCOE LCP Update 2019 - 2020, Learning Continuity Plan Update 2020 - 2021, and 2021 - 2024 MCOE LCAP

Spring 2021 Staff Survey

MCS/PA Heart

MCS/PA Staff and School Gear

MCS/PA Staff on Halloween

the LCAP and aligned with our schoolwide learning outcomes.

As evidenced by the staff responses in the 2021 Spring Survey, the work they are doing is incredibly demanding and challenging. At the same time, staff feels strongly supported by the administrative team. One of the staff shared, "When in staff meetings you get five minutes to share how you are feeling or what went well for you this week. I truly appreciate these five minutes because I can talk about what is going on and I can go home feeling better." Another staff member shared, "I have never been at a job where my mental health was given such a high importance."

We have a variety of rituals to create a strong and supportive staff culture. For example, each week one of the staff members shares a heart (pictured on the right) and an appreciation of another team member. We create community by regularly wearing our school gear on campus, doing outdoor excursions and field trips as a community and even taking on challenges such as Tough Mudder together. The pandemic was particularly difficult because part of our "secret sauce" as a team is the energy we get from each other on campus. We look forward to being all together this fall to support each other in person.

MCS/PA at Walker Creek

MCS/PA Staff at Tough Mudder

ACS WASC Category A. Organization: Vision and Purpose,

Governance, Leadership, Staff, and Resources:

Synthesize Strengths and Growth Areas

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.

Areas of Strength

1. Our community is strongly aligned with our mission, vision, and values. We have an updated "profile of a graduate" to guide our work moving forward.

2. We have worked hard to shift the language and culture of our school from being deficit-based to asset-based. With our communication and outreach to stakeholders, and with communication from families via word-of-mouth, our reputation in the community is improving.

3. We provide significant professional development opportunities for staff through coaching, collaboration, staff workshops, and conferences.

4. We have a strong and supportive staff culture that fosters a sense of belonging and promotes growth for each individual.

5. MCOE became a national leader for the reopening of schools during the COVID-19 pandemic through the work of the MCOE Rethinking Schools team and the organization's dedication to getting students back on campus. MCS/PA were some of the first Bay Area schools to reopen on May 18, 2020.

Areas of Growth

1. The Marin County Office of Education (MCOE) needs to develop organization-wide definitions for diversity, equity, inclusion, and anti-racism. Personnel policies and practices in the MCOE should be revised to recruit, hire and retain more staff of color organization-wide. The MCS/PA staff will begin this work in the fall and we will connect with MCOE leaders to encourage the work to take place organization-wide. Clear definitions for these terms will support our organization in developing goals and actions to address the significant racial equity gaps in our county.

2. MCS/PA leaders and teachers need to expand opportunities for students to take more leadership in the school and their community. Authentic learning opportunities increase engagement and self-efficacy in students.

3. MCS/PA leaders need to continue to find resources and partner organizations that support case management and mental health care. Addressing students' basic needs will support them as they meet their personal and academic goals.

4. The Business Services department could increase capacity and support the communication of accounting and business procedures with an updated manual so that all staff could use it as a reference.

List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)

Preliminary major student learner needs identified in Chapter 2 include:

● More systematic linguistic support for students who are English language learners.
● More targeted interventions to support credit recovery for individual students.
● More opportunities for students to develop college and career readiness skills through internships, work experience, and co-enrollment at local community colleges.
● Greater access to mental health resources for all student groups, especially given the level of trauma that students have and are experiencing.
● More peer-to-peer interaction at school for students to develop stronger relationships and a greater sense of belonging.

List any additional identified student learner needs that resulted from the Focus Group analyses.

Additional student learner needs that resulted from the Focus Group analyses include:

● Greater representation of people of color throughout the MCOE organization and a continued focus on developing an organizational and school culture that is diverse, equitable, inclusive, and anti-racist.
● Validation of their personal identities and the identity of the school by the community at large.
● More opportunities for student leadership at the school and in the community.

In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to:

○ **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
○ **Identify important next steps within the schoolwide action plan/SPSA.**

Given the major student learners needs, and the strengths/growth areas listed above, the school-wide action plan (LCAP) needs to:

- Include action steps to continue to develop a more diverse, equitable, inclusive, and anti-racist culture. This includes developing common definitions for these terms at the school, along with a revision of curriculum to align with our updated profile of a graduate.
- Include action steps for students to participate in authentic leadership experiences both at the school and in the community. This includes structures for greater student involvement in decision-making and building more authentic project-based learning experiences in the community.
- Include action steps to improve access to more mental health care resources in the community.
- Include action steps that promote an asset-based mindset about our students and school, including continued outreach to local districts.
- Include action steps that support the linguistic development of English language learners, including more professional development for teachers, and targeted support strategies.

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career- readiness standards in order to meet graduation requirements.

B1.1 Current Educational Research Thinking: The school provides an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; including supporting evidence.*

Findings	Supporting Evidence
Teachers at MCS/PA align their curriculum, instruction, and assessment for each disciplinary course to the adopted California State standards including the Common Core for English Language Arts and Mathematics, the Next Generation Science Standards, the California History and Social Science Framework, the National Art Standards, the California Physical Education Standards, and the California English Language Development Standards (see the list of relevant California State Standards in the "Supporting Evidence" column). Our school provides an effective, rigorous, relevant, and coherent curriculum that blends competency-based learning, project-based learning, blended instruction, and integrated social and emotional learning (see links to websites that describe each of these instructional elements in greater detail under "Components of our Instructional Model"). Our schools' unique learning model is based on researched-based principles to prepare students with the necessary content knowledge and skills to become	Graduation Requirements Descriptions of our Instructional Model: Marin's Community School's Webpage on our Instructional Model Marin's Community School's Webpage on our Learning Through Interest Program Phoenix Academy's 2020 Charter Renewal: See Element A with grounding research for our instructional model. California State Standards: Common Core English Language Arts Standards

self-motivated, competent, and lifelong learners. See Element A of [Phoenix Academy's 2020 Charter Renewal](#) for a description of our research-based instructional model.

Current educational research and publications that have provided a foundation for our professional development, coaching, curriculum, and instruction include:

The Deepest Well by Dr. Nadine Burke-Harris Dr. Burke-Harris explores how adverse childhood experiences and trauma can lead to chronic stress. She considers how communities can provide antidotes to this trauma and create environments where people both heal and thrive. Because many of our students have experienced significant trauma in their lives, staff have explored this resource to develop a greater understanding of how trauma can manifest itself and how we can restructure our school policies, culture, and practices to be more trauma-sensitive.

Culturally Responsive Teaching and the Brain by Zaretta Hammond
All of our teachers have read Zaretta Hammond's book and we ground our school-wide professional development opportunities and coaching so that we can all be culturally responsive with our students and each other.

Deeper Learning by Dr. Monica Martinez and Dennis McGrath
Our school model blends competency-based learning, project-based learning, blended instruction, social and emotional learning, and off-campus internships. Our teachers have read Deeper Learning to gather stories and examples of schools that are implementing innovative education models such as ours.

Mindset: The New Psychology for Success by Carole S. Dweck
Growth is one of our schools' values and we encourage our

[Common Core Mathematics Standards](#)

[Next Generation Science Standards](#)

[California History and Social Science Framework](#)

[National Art Standards](#)

[California English Language Development Standards](#)

[California Physical Education Standards](#)

Components of our Instructional Model:
[Competency-Based Learning: Aurora Institute](#)

[Project-Based Learning: PBL Works](#)

[Social and Emotional Learning: Transforming Education](#)

[Blended Learning Explanation: Edutopia](#)

Grounding Research:
The Deepest Well by Dr. Nadine Burke-Harris (Trauma and Learning)

students and each other to cultivate a growth mindset so that we may continually improve.	*Culturally Responsive Teaching and the Brain* by Zaretta Hammond (Culturally Responsive Teaching) *Deeper Learning* by Dr. Monica Martinez and Dennis McGrath (Innovative School Models) *Mindset: The New Psychology for Success* by Carol S.Dweck (Growth Mindset)

B1.2 Academic and College and Career Readiness Standards for Each Area: The school has defined academic standards and college and career readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; including supporting evidence.*

Findings	Supporting Evidence
The schools have defined academic standards and college and career readiness standards for each subject area and course so that all students can meet or exceed our graduation requirements. When students enroll at our school, we create a graduation "Road Map" for them to keep track of their progress towards credits and graduation requirements in each discipline. Since our last WASC visit we have written 16 courses of study aligned with Common Core, Next Generation Science, and CA History/Social Science standards. The courses also aligned with our previous schoolwide	Graduation Requirements Sample Road Map New Profile of a Graduate Courses of Study (in folder) Competency-Based Learning Links: ● Proficiency Scale Levels ● SCALE Skills Rubric

learner outcomes and were written so that they could be UC A - G approved. We recently updated our profile of a graduate as part of this process to update our schoolwide learner outcomes. These courses will need to be revised and updated to reflect our new profile of a graduate, especially as it relates to building a curriculum that is anti-racist. In addition, we also need to update course descriptions for several of our elective courses. All students take a college and career elective where they have age-appropriate curriculum and guidance to make post-secondary plans. In addition to content and skills taught in core classes, the Exploratory Work Experience and General Work Experience course descriptions outline additional college and career readiness skills. Since we updated our profile of a graduate, we identified that we need more "life skills" electives such as financial literacy, driver's education, and other areas identified as high priorities by students and their families. Because we are a small school and serve students in grades 7 - 12, students attend classes in multi-grade cohorts. Differentiating content for students in grades 7 - 12 is very challenging. In general, teachers connect learners from multiple grades through projects that connect learners through common skills and contexts. The projects also provide opportunities for students to learn different content at the same time. The curriculum materials we use are outlined in each course description. A growth area is to identify additional curriculum materials that are relevant to our context and students. Our teachers report progress towards standards-aligned course goals through a competency system. Time is variable and learning is fixed. Teachers are flexible in how	● competency-based Grading Explanation

and when students learn and provide multiple opportunities for students to show proficiency. A description of the proficiency scale levels is listed in the evidence. For standards-aligned skills, teachers use the SCALE skills rubric, which supports teachers as they differentiate for students in grades 7 - 12. For content, teachers use proficiency scales that are listed in the course descriptions or that they create to align with their current unit of instruction. Prior to the pandemic, we used letter grades to communicate students' progress in each learning goal. A description of how grades are calculated using competency-based grading is included on the right. During the pandemic, we shifted to using "Credit/No Credit" instead of letter grades. This approach was supported by the California Department of Education and subsequently by AB104. As we transition back to school in the fall we will need to recalibrate as a team how to approach competency-based grading.	

B1.3 Congruence: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college and career readiness indicators or standards.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; including supporting evidence.*

Findings	Supporting Evidence
Our teachers create standards-aligned units in our Powerschool learning management system by using the 16 courses above as a guide and also based on student interests and social justice issues. For example, in science, students explored concepts relating to cellular biology through the history of the	Courses of Study (in folder) Science - Water Unit Integrated Science - Photosynthesis Project

exploitation of people of color during vaccine development. This was a highly relevant and engaging unit because of the pandemic.

Our course descriptions have been written to be highly flexible and adapt to students' interests. Each course is broken into skills and content knowledge that can be mixed and matched according to students' interests.

Students are in multi-grade classrooms, but enrolled in courses according to their needs. Teachers support students to learn together by contextualizing learning through common projects and supporting students to develop the same standards-aligned skills (but make progress according to their grade level). However, students may learn different content within the unit depending upon students' interests or needs.

The challenge to differentiate for each learner is great, especially when students have such a wide range of grade levels, educational backgrounds, experiences, and interests. Teachers keep each student at the center of their learning and create opportunities for students to explore concepts deeper or further through passion projects. Similarly, students who need more time and support can receive additional support through our competency-based learning system and from our teachers and Learning Coaches. One challenge is that this personalized approach can make collective experiences challenging to implement. This became even more challenging during the pandemic as students were isolated from one another.

Examples of these units from each core subject area

Science Vaccine Unit

Humanities - "What is Success?" Unit

Humanities - "Why do Humans Migrate?" Unit

Humanities- Why Government Project Plan

Integrated Math - Solving one-step equations

Integrated Math - Graphing Linear Equations

Integrated Math - Determining Linear Equations

Integrated Math - Career Project with Local Partner

Sample Lesson Plan (Math)

College and Career Links:
C&C Checklist
SMART Goals & Weekly Planner
Pathway Outline
Virtual Job Shadow

are included in the evidence section on the right. Note: In this coming year, we will transition from Powerschool to use Google Classroom instead so these units are included as Google documents.	

B1.4 Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; including supporting evidence.*

Findings	Supporting Evidence
All of our core classes (math, science, English, and social studies/history) align with the relevant state standards for each discipline (See B1.1 and B1.2 above). The skills that are included in each course often overlap with multiple disciplines. For example, "Constructing Viable Arguments" is a skill that aligns with Math, Science, English, and History/Social science (See Skills Overlap document). This overlap of skills allows teachers to design units for a single discipline or combine multiple disciplines in a single project, as we often do with Humanities where English Language Arts and History/Social Science Standards are combined. The Stanford Center for Learning, Assessment and Equity (SCALE) created the SCALE skills rubric which outlines the alignment between each discipline's standards and the skill as well as provides a learning progression for each skill that can be applied from grades 4 - 12. We use this skills framework in all of our courses to promote common learning experiences while differentiating for students in multiple grade levels. To make lesson planning easier, our teachers also created a "SCALE Skills and Activities/Products Menu" that highlights different	Courses of Study (in folder) SCALE Skills and Activities/Product Menu Skills Overlap Proficiency Scale Levels SCALE Skills Rubric Competency-Based Grading Explanation Passion Project Link

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instructional and assessment opportunities that align with each skill. These skills are also used in our college and career electives as well as to create passion projects that can align with multiple disciplines.

Because the same skills, such as argumentation, are included in multiple subject areas, this can make some skills assessments duplicative. An area of growth is to develop a system for teachers to communicate students' progression towards each skill more streamlined. This would also support the development of more interdisciplinary projects.

In addition to academic skill alignment, teachers in all of our classes support and explicitly teach the same social and emotional skills. These skills include self-efficacy, self-management, growth mindset, and social awareness. Having a common language around social and emotional learning has supported our team as we empower each other and our students.

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B1.5 Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; including supporting evidence.*

Findings	Supporting Evidence
MCS/PA staff engage with a wide range of community partners to provide additional resources, authentic learning experiences, and opportunities to extend learning in the community and beyond graduation. One of our strongest partners is the Multicultural Center of Marin	Multicultural Center of Marin Student participating in Presente Program through MCM

(MCM). We subcontract with MCM and they provide Learning Coaches and after-school mentorships for students who need social and emotional support beyond the school day. MCM also provides childcare, translation services, and catering services during parent and community engagement meetings. MCM also leads a program called Presente, which some of our students participate in. On campus, our bilingual Learning Coaches provide additional academic, social and emotional support for students which increases our capacity as a team to personalize the learning experiences for each student. The strong relationships they cultivate with students are invaluable.

To support curriculum development and authentic projects with community partners, before the pandemic, we were working with an organization called Sidekick Education.

We have worked with Marin MOCA and Marin Shakespeare to support arts instruction on campus, including a summer school arts program, a documentary film class, and 1:1 afterschool mentorships.

Huckleberry Youth has supported the curriculum for our Health Class.

Youth Leadership Institute has helped our student leaders connect with other alternative school student leaders in the county to drive positive change.

Next Steps Liaison Project provided additional 1:1 academic support in English to students who are English language learners. They also helped set up our school garden.

The Marine Mammal Center has supported curriculum development and field trips to support our Science

Sidekick Education

Marin MOCA
Student Self-Portrait during a Marin MOCA summer session:

Marin Shakespeare

Marine Mammal Center

Youth Leadership Institute-Marin

Next Steps Liaison Project
Marin County Probation

Curriculum.

Marin County Probation, Marin County Probation, Bay Area Community Resources, and Marin Community Clinics have all provided mental health services including group counseling for substance use issues, a counseling program in Spanish for trauma related to immigration, teen clinics, food resources, internship opportunities, and 1:1 counseling services. Unfortunately, the group counseling services were largely discontinued during the pandemic.

To support our Learning Through Interest/Work Experience Education program, we have partnered with North Bay Workforce Alliance to expand our network of potential mentors. We also partner internally with the MCOE School to Career program so that our students may take advantage of internships and career education opportunities. Marin County Probation's Career Explorers Program has also supported many of our students in connecting with internship and work experience.

Our school leaders meet regularly with local feeder districts, both to communicate about the programs we offer, but also to learn about their needs and closely support students as they transition to or from one of our schools.

Finally, this past year, we have also partnered more closely with the College of Marin and Santa Rosa Junior College so that our students may have community college experience both while they are enrolled at our school and after they graduate. This last year, ten of our students were co-registered at a community college. Five students enrolled in classes and none of the students completed their classes. One lesson that we learned is that we need to provide more academic support for students while they co-enroll so that all students can finish their community

Bay Area Community Resources

Marin Community Clinics

Huckleberry Youth

Marin County Health and Human Services- Access

Learning Through Interest Program: Work Experience Education

North Bay Workforce Alliance

Marin County Office of Education School to Career Partnership

Career Explorer's Program

College of Marin

Santa Rosa Junior College

college coursework.	

B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides career exploration, preparation for postsecondary education, and career technical options for all students.

B2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence*.

Findings	Supporting Evidence
We do an extensive analysis of student needs based on their prior education and interests when they enroll at our school. Based on their credit needs and interests, we enroll them in the appropriate courses. Each student receives a "Road Map" that charts their progression towards earning credits and graduation. Each student has a different credit profile and post-secondary goals, so our College and Career Specialist closely monitors students' progress and supports students to make annual and quarterly goals. There is no tracking at MCS/PA. All students have access to a wide variety of classes and electives. Our elective offerings change each quarter based on students' needs and interests. Elective offerings during the 2020 - 2021 school year included Financial Literacy, Social Justice, Wellness, Student Leadership/Participatory Action Research, English Language Development, Art, and Physical Education.	Sample Road Map Courses of Study (in folder) Learning Through Interest Program/Work Experience Education Passion Project Link Field Trips (Sonoma Raceway Pictured Below):

In addition to core classes and elective class offerings, all students take a College and Career Class (Exploratory Work Experience class or General Work Experience class) as part of our Learning Through Interest program. During these classes, students learn to write a resume, cover letter, identify their interests and explore a wide variety of career and education opportunities. During the 2020 - 2021 school year, 100% of our students were enrolled in a college and career class and did Virtual Job Shadows through an online program. 60% of students participated in an internship, paid work experience, or job shadow opportunity.

Before the pandemic, we offered ten days of expeditions/field trips to connect students with a wide variety of colleges, careers, and community-building opportunities. We look forward to launching our field trips again when safety protocols permit field trips again.

We recognized a need for more after-school activities and will be launching several opportunities for students to engage in this fall. During the 2020 - 2021 school year, several of our teachers began an after-school running club, which provided an outlet for our students to connect socially and provided exercise and stress relief for everyone.

Students also have the opportunity to explore concepts and interests beyond what is on campus through co-enrollment at our local community colleges, College of Marin, and Santa Rosa Junior College. Last year, students enrolled in Visual Art, History of Latin American Women, and Automotive courses.

Finally, we have an opportunity for all students called "Passion Projects" where students can work with a teacher to craft their own personal project for exploration based on their interests. We use this strategy both to promote

After School Opportunities (ex. Running Club)

Co-Enrollment at College of Marin and Santa Rosa Junior College

Summer Program

student agency and engagement, but also as a strategy to help students recover credits based on their needs and in collaboration with the subject area teachers. One area of growth as we move forward is to better connect our Learning Through Interest program with the learning experiences in class so that it is all integrated.	

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real-world applications is accessible to all students through all courses/programs offered.

B2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
All MCS/PA students have access to a rigorous, relevant, and coherent curriculum that includes real-world applications. All of our teachers are trained in project-based learning and problem-based learning (See Awesome Toolkit for project-based learning planning resources). Teachers have also been trained to use Universal Design for Learning, culturally responsive teaching, and scaffolding curriculum for students who are English language learners. For example, in 2019 - 2020, we partnered with Sidekick to help us find an authentic partner for a photosynthesis unit. Our science teacher collaborated with members of the Halsey Lab at Oregon State University to do a laboratory experiment about photosynthesis as part of the development of an educational game. In the 2020 - 2021 year, our teacher decided students needed more hands-on experience outside, so she connected her ecology project to have students help build our school garden. In mathematics, students have built personal budgets as part of the math	Courses of Study Project-Based Learning Sample: Integrated Science - Photosynthesis Project Awesome Toolkit Professional Development to

curriculum. In humanities, students have served as historians to understand issues associated with migration and have written narratives to document first-hand experiences. Students have also had the opportunity to follow their own passions in the community through our Learning Through Interest program. This past year, some students worked in automotive repair shops, interned with professional photographers, wrote and recorded their original rap songs in a studio, and/or had mentorships with doctors, nurses, and chemical engineers. Given the wide range of student interests and skillsets, there is room for growth to make the curriculum more authentic and relevant for students, which is confirmed by student survey results. To do this, teachers will need to connect with our community partners and community members to connect students to more problems that directly impact the lives of our students. We also need to provide more opportunities for students to take action through civic engagement. This will support our students in developing the competencies outlined on our updated profile of a graduate.	support English language learners. Ex. Quality Teaching for English language learners Universal Design for Learning Student Survey Learning Through Interest Program/Work Experience Education

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence*.

Findings	Supporting Evidence
When students are referred to MCS by local districts or	Family Empowerment Specialist

fill out the Intent to Enroll form for Phoenix Academy, our Family Empowerment Specialist immediately reaches out to the family to make a personal connection and welcome the family to our community. Next, our Family Empowerment Specialist and Co-Principal meet with the student and family to better understand the students' individual needs and post-secondary goals. They communicate how we take an asset-based approach and connect the student and family with resources and opportunities with the appropriate community partners. Next, the student meets with the College and Career Specialist to select elective courses, get set up with technology, and get familiarized with our instructional approach.

Our Family Empowerment Specialist follows up with the parents/guardian to get them set up on our texting system, Remind101, and help parents understand how to navigate our learning management system. He also encourages families to participate in the Family Leadership Team and School Site Council/English Learner Advisory Committee to support the leadership of the school. In addition, he makes regular phone calls with individual families to provide positive updates around student progress and notify parents when there are areas of concern.

Throughout the year, our Principal, Family Empowerment Specialist, and College and Career Specialist monitor student progress via Aeries and our Road Map process to communicate with students and parents as necessary. We send report cards home each quarter by the mail to notify parents about students' academic progress.

In addition, we have community meetings throughout the year to connect parents and students with resources

Combined School Site Council/English Learner Advisory Committee

Powerschool Training/Support

Aeries

Pre-pandemic community meeting:

Spring 2021 Exhibition Night:

IEP Meetings

504 Plans

and opportunities in the community and get their input for the direction of our school. In the winter and spring, we also hold Exhibition Nights where students and teachers can showcase student work and reflect on the learning process.

Our resource specialist maintains IEPs for all students receiving special education services. The Principals maintain any 504 plans. Both communicate regularly with the teachers and parents to ensure that the student receives the appropriate accommodations and/or modifications as necessary. The Co-Principal and resource specialist also ensure all IEP meetings and assessments are conducted in a timely manner in accordance with the law and best practices.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
MCS and PA implement a wide variety of strategies and programs to facilitate transitions to college, career, and other postsecondary high school options. To start, we use our Road Map system so that we can closely monitor students' progress toward graduation and provide interventions wherever it is necessary. During our College and Career Class (Learning Through Interest Program/ Work Experience	Sample Road Map Learning Through Interest Program/Work Experience Education Virtual Job Shadow program

Education), students explore what careers and industries interest them through our Virtual Job Shadow Program. Students also do informational interviews, job shadows, internships, and paid work experience as they explore a variety of roles. We are intentional about connecting students with mentors who reflect our students' lived experiences and/or identities so that students can see themselves in a wide variety of roles. After one student who identifies as Latinx had an informational interview with a biomechanical engineer, she said, "I never thought I would say this, but I think I want to go into engineering now!" Other students know their interests when they come to us, so we try to connect them with relevant mentors in the community as quickly as we can.

All students also have the opportunity to participate in Career Pathway programs offered by MCOE and through Marin County Probation's Career Explorers Program.

Finally, all students have the opportunity to co-enroll at local community colleges such as the College of Marin and Santa Rosa Junior College. We highly encourage and support our seniors to register at one of the local community colleges so that they are prepared and smoothly transition to their postsecondary education.

An area of growth is for our team to track students' post-secondary pathways after they leave our school to determine how effective we are in helping them meet their goals. We have set up an account with the National Clearinghouse, but need to set up all the data with MCOE's IT department to access these reports.

Marin County Office of Education School to Career Partnership

Student and staff at graduation:

Career Explorer's Program

College of Marin

Santa Rosa Junior College

ACS WASC Category B. Curriculum:

Synthesize Strengths and Growth Areas

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.*

Areas of Strength

1. The curriculum is available for all classes through our learning management system. Teachers provide multiple ways in which students can learn and demonstrate their learning.
2. Teachers create projects, units of study, and daily lessons using the courses of study as a guide and based on students' interests. Teachers bring a social justice lens to lessons and units of study. Teachers use competency-based learning to differentiate learning for students. Teachers align their learning goals with standards-based skills and content.
3. We have 16 draft courses of study that are aligned with our instructional model and written to be UC A-G approved. They will need to be revised to reflect our updated profile of a graduate and our student populations' needs.
4. We have built out our Learning Through Interest (LTI) program to connect students with mentors in the community and support students as they develop positive identities. We have a wide range of community partners to support learning. Also, more students are co-enrolling at local community colleges.
5. Social and emotional learning is integrated throughout the school day.

Areas of Growth

1. MCS/PA teachers and leaders need to update our courses of study to align with our updated profile of a graduate (ex. Anti-racist curriculum, expanding perspectives, focus on social justice). We also need to determine if getting the courses approved by the University of California system for UC A-G approval is still a priority for our community.
2. Teachers need to provide more authentic learning experiences that connect to the community and that integrate multiple disciplines. Students need more opportunities to take action and problem solve through civic engagement. This will support our students in developing the competencies outlined on our profile of a graduate.
3. MCS/PA teachers and leaders need to provide more life skills electives such as financial literacy, driver's education, and other areas identified as high priorities by students and their families.
4. MCS/PA teachers and leaders need to identify additional curriculum materials and support that are relevant to our context and students. Differentiating content for students in

grades 7 - 12 is very difficult and additional materials could support teachers and students alike.

5. MCS/PA leaders need to track students' post-secondary pathways after they leave our school to determine how effective we are in helping them meet their goals.

List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile).

Preliminary major student learner needs identified in Chapter 2 include:

● More systematic linguistic support for students who are English language learners.
● More targeted interventions to support credit recovery for individual students.
● More opportunities for students to develop college and career readiness skills through internships, work experience, and co-enrollment at local community colleges.
● Greater access to mental health resources for all student groups, especially given the level of trauma that students have and are experiencing.
● More peer-to-peer interaction at school for students to develop stronger relationships and a greater sense of belonging.

List any additional identified student learner needs that resulted from the Focus Group analyses.

Additional student learner needs that resulted from the Focus Group analyses include:

● Greater representation of our students' identities in the curriculum, especially as it relates to race.
● More authentic opportunities to learn the curriculum both at school and in the community so that they may be engaged, challenged, and develop civic engagement experience.
● More access to life skills electives such as financial literacy, driver's education, and other courses that are student-driven.
● Greater differentiation of content knowledge for each student.

In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to:

○ **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
○ **Identify important next steps within the schoolwide action plan/SPSA.**

Given the major student learners needs, and the strengths/growth areas listed above, the school-wide action plan (LCAP) needs to:

- Include action steps to continue to develop a more diverse, equitable, inclusive, and anti-racist curriculum, including developing a framework to assess that each unit and course is aligned with schoolwide definitions of anti-racism.
- Include action steps for teachers to provide more authentic learning experiences that connect to the community and that integrate multiple disciplines. This includes professional development, coaching, and time to develop curriculum. The design of these learning experiences should also support the systematic linguistic development of English language learners.
- Include action steps for MCS/PA teachers and leaders to provide more life skills electives such as financial literacy, driver's education, and other areas identified as high priorities by students and their families.
- Include action steps to identify additional curriculum materials and support that are relevant to our context and students.
- Include action steps that more systematically support credit recovery for students.
- Include action steps to grow our Learning Through Interest program and co-enrollment at local community colleges. Include additional academic support for students who are co-enrolled.
- Include action steps for MCS/PA leaders to track students' post-secondary pathways after they leave our school to determine how effective we are in helping them meet their goals.

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators

C1.1. Results of Student Observations and Examining Work: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Our new courses of study demonstrate standards-aligned units in every core course. Our teachers use a wide variety of teaching strategies to engage and support all students as they learn the curriculum. For example, our teachers draw from the list of instructional strategies to teach specific standards-aligned skills (Skills and Activities/Product Menu). Our teachers also use principles from the Universal Design for Learning to provide equitable access and support for our students. For example, in a unit on Climate Change, our science teacher used multiple means for representation for students to access the content. In the "What is Success?" project, our humanities teacher provided linguistic and conceptual scaffolds, instructions in multiple modalities, and benchmarks to support executive functioning. Our math teacher supports a wide range of math content and provides multiple means for representation through both synchronous and asynchronous instruction and multiple means for students to express their learning. She uses exit slips, Desmos activities, and 1:1	Courses of study Skills and Activities/Product Menu Sample Student Work Universal Design for Learning Climate Change Unit - shows choice of input. What is Success? Humanities Unit: Scaffolding, language, benchmarks with feedback loops. Math Units Showing Differentiation Integrated Math - Solving one-step equations Integrated Math - Graphing Linear

conversations to assess and provide feedback on learning.

Because of our small size and the wide range of students' prior skill and knowledge development, our teachers and support staff differentiate in multiple ways: including but not limited to different input types and structures; varied groupings; flexible assessments; flexible time and flexible contexts for learning.

Students can access all units, scaffolds, instructions, and more through PowerSchool.

Teachers engage students in creating unit ideas, and designing units through the ideas in one of our central texts, *Culturally Responsive Teaching and the Brain*. Units, lessons, texts, videos, podcasts, and other materials reflect the diversity of our community. For example, the student work sample from a unit on vaccines explored the exploitation of Henrietta Lacks in cellular biology. The student's response in the work sample demonstrates the ability to support claims with evidence from the unit, and a beginning understanding of the relationship of scientific terms such as cells, DNA, clones, and genes.

Another example of a unit that was designed from student interests was around water. A teacher learned that students were interested in what was in their water. So, students tested their water for a variety of minerals and contaminants. Throughout the project, they learned essential science and engineering practices along with NGSS disciplinary core ideas related to chemistry.

Our teachers use a variety of technology to engage, differentiate, and gather information to inform the next steps in instruction. For example, in mathematics, our

Equations

Integrated Math - Determining Linear Equations

2020 - 2021 Staff schedules that show in-person learning, Zoom learning, and multiple times for 1:1 support from teachers and Learning Coaches.

Science- Social Justice Screenshot Example in Student Work (unit on cells - centered on Henrietta Lacks)

Why Do People Migrate? Unit designed around student voice and choice

Science Water Unit

Sample Content for Math from Khan Academy

Math Desmos Activities

Nearpod Example: Cell Cycle

Special Education:
Reading Resources/Accommodations
Math Resources/Accommodations
Multimodal Instruction/Expression
Tech in SPED
1 on 1 Support

Oracle Independent Study work

teacher uses Desmos for students to explore math content. She can see how students perform on a dashboard to support students. She also uses Khan Academy and assigns students assignments, including in their primary language to both differentiate content and provide linguistic support. Our science teacher uses Nearpod to engage students and gather feedback on their learning.	sample
	Sample Summer Professional Development Google Slides: including CRT and Trauma-Informed Practices

teacher uses Desmos for students to explore math content. She can see how students perform on a dashboard to support students. She also uses Khan Academy and assigns students assignments, including in their primary language to both differentiate content and provide linguistic support. Our science teacher uses Nearpod to engage students and gather feedback on their learning.

Our special education program is designed to meet the learning needs of all students by providing resources and 1:1 instruction to support students with IEPs to achieve their goals. Creating an inclusive environment by providing multimodal instruction and allowing for multimodal expression benefits ALL students, not just those that have an IEP. The use of technology in special education makes the learning process engaging and extends learning opportunities beyond school hours by providing tools students can use from their homes or on their phones.

Our whole staff uses trauma-informed practices and is trained in relational and restorative practices. They show great flexibility and support for students socially, emotionally, and academically. For example, if a student is having a difficult day, a Learning Coach may step outside and have a 1:1 conversation with the student or go for a walk with the student. Each teacher also embeds social and emotional learning practices such as mindfulness exercises, reflective quotes, and goal-setting strategies.

An area for growth is to provide more learning experiences that connect learners to each other. This is difficult because we have a wide variety of students who span ages 13 - 19. The pandemic has worsened this because students have been learning more

asynchronously. As we come back this fall we will need to develop strategies and rituals in each class for students to engage in more collectivist experiences. In addition, we need to continue to focus on building systematic linguistic, social and emotional, and academic support for our English language learners. As evidenced in Chapter 2, we have gaps in achievement with students who are learning English that we need to address, particularly for our newcomer students. This could include additional professional development for our whole staff and increased support both in the curriculum and for the students' social and emotional needs.	

C1.2. Student Understanding of Learning Expectations: The students understand the

standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Teachers communicate the skill and content learning goals in a variety of ways including on the main page of each unit on Powerschool learning, on the board in class, and verbally during class. Teachers also notify students of how they will be assessed on learning goals throughout a unit (ex. On benchmark formative assessments, and a final product). In all core courses, content standards are aligned with learning goals. Teachers use competency-based learning which provides students multiple opportunities to demonstrate growth and mastery towards each course's	Competency-Based Learning, Credits and Grades Description SCALE Rubrics with descriptors Skill Rubrics and Grading Course Descriptions - every unit ends with a table showing alignment with learning goals, SCALE skills, and content standards.

learning goals. It also allows teachers to differentiate for students based on their progress. Please see the "Competency-Based Learning, Credits, and Grades" description to the right for details on the relationship between cognitive levels, grades, and credits.

Because teachers have students from multiple grade levels in each class, they use the same SCALE Skill Rubric, but expect students to be at different levels on the rubric. Teachers communicate students' progress toward content and learning goals through our learning management system, Powerschool Learning. Each time a student demonstrates a higher level of learning for that learning goal, their grade for that goal is replaced.
Ex. Powerschool Screenshot
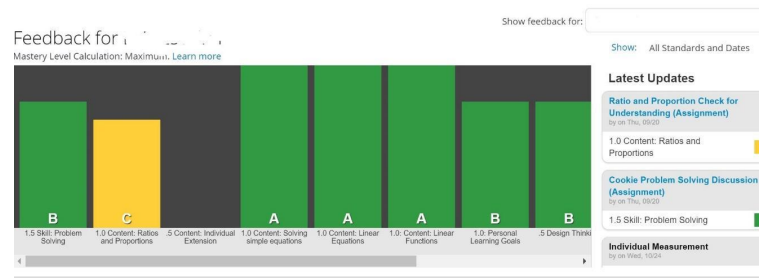
Teachers use examples, models, and SCALE rubrics to ensure students understand performance levels. Some teachers even have students explain to each other how the process works (See "Video: student explaining learning expectation levels in math). This student generally understands what needs to be done to arrive at each level, however, his explanation does not explain what each level means in terms of understanding the material. We need to continue to highlight what it means for students to understand and apply content and skills.

Students are enrolled in a College and Career Readiness class and engage at their level to progress towards

Skills and Activities/Product Menu

Video: Student Explaining Learning Expectations and Performance Levels in Math

Virtual Job Shadow
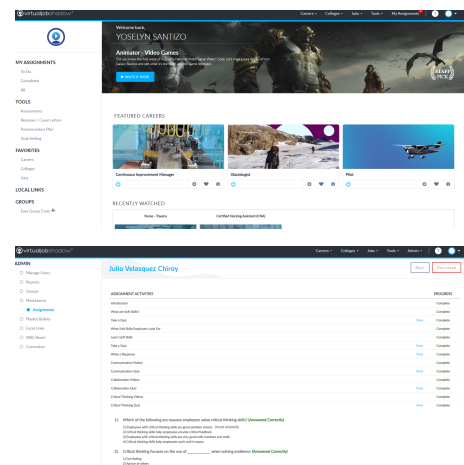
Sample Student Work

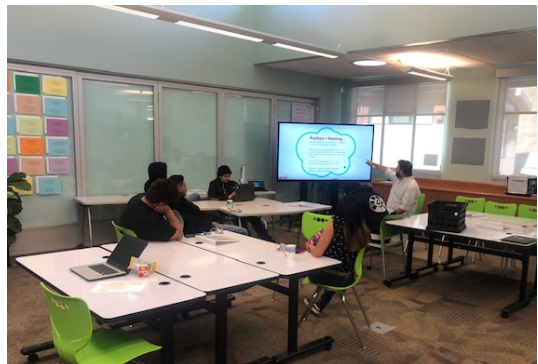|	
course-aligned skills in College and Career. For example, Virtual Job Shadow includes a variety of learning activities from videos, resume writing, and self-reflection assignments for students to build career-related skills.	

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidenc*e.

Findings	Supporting Evidence
Teachers use project and problem-based learning to introduce problems that become the context for learning goals. As teachers engage students at the onset of a unit with a problem that is meaningful to students' lives, they activate students' prior knowledge through the metacognitive process of identifying what they already think they know and what they need to learn to solve the problem. For example, our teachers use a strategy called Question Formulation Technique to support students in critical thinking and idea generation. Teachers use systems where students do specific learning experiences tailored to the students' needs. Through these projects, teachers provide	Phoenix Academy Charter Renewal, p. 71: Role of the Teacher Slides: Project-based Learning PD English teacher supporting a workshop:

students with opportunities to practice social and emotional skills such as social awareness, self-efficacy, self-management, and growth mindset.

As facilitators, our teachers empower students by giving them space and time to take leadership in their own learning. Students give teachers input on the contexts for learning that most interest them. They give teachers feedback to improve upcoming projects, debrief past projects, and solve problems that arise. Our teachers create space for students to express themselves, their emotions, and build relationships.

Teachers all receive several days of summer professional development and weekly or bi-weekly coaching, to ensure they are current in instructional methodology. Teachers all use and are trained on Powerschool, Google Suite, and many other education applications. Teachers also share learning with each other and with other staff members.

Students use technology and a variety of resources to access learning. Powerschool is an organizational tool that helps facilitate communication with students about learning objectives, expectations, and pathways for learning. Teachers use it to provide a variety of learning opportunities including videos, graphic organizers, annotated readings, etc. Powerschool also helps Learning Coaches better support students in all curricular areas.

To be even more student-centered in our instruction, we need to revise our courses to

Question Formulation Technique

Staff Anti-Racist PD - White Fragility

MCS Awesome Toolkit (teacher generated)

Sample Student Work

center the lives of students of color and English learners and develop a more anti-racist curriculum and instruction. While we have made progress in this area, we have work to do so that all students see themselves reflected in the curriculum and instruction.	

C2.2. Creative and Critical Thinking: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
MCS/PA uses project-based learning and encourages students to take ownership of prioritizing their work. Our student-centered instructional approach encourages students to take ownership of prioritizing their work, understanding what information they need to make decisions, and collaborating with others to learn and create. Through this system, we move from a compliance-oriented structure where students earn points for turning papers in on time to a structure in which we explicitly help students strengthen their knowledge and skills such as self-management, social awareness, self-efficacy, growth mindset, critical thinking, and creativity. For example, in a unit about waves, our science teacher invited students to learn the NGSS standards by experimenting with different materials and gave students the option to make their own instrument to demonstrate their learning. Students have also used Google Cardboard to do virtual reality and augmented	[Phoenix Academy Charter Renewal-Element A](#) [SCALE Skills and Activities/Product Menu](#) [Skills Overlap](#) [Sample Student Work](#) Student working with a guest speaker to learn about waves on a double bass:

simulations to better understand molecular relationships.

During the pandemic, our history/social sciences teacher conducted virtual field trips all over the world and created opportunities for students to critically think about how natural resources and geography intersect with culture and politics.

All of our teachers use project and problem-based learning which creates opportunities for students to address issues that matter most to them. In Humanities, students selected and researched social justice issues that were important to them and created a communication campaign that used a variety of appeals to connect with their target audience.

All projects align with standards-aligned skills that are listed on the SCALE Skills Rubric. Teachers select instructional activities that promote the development of each skill and prepare students to be critical thinkers and problem solvers. For example, to teach students the skill "Critique the Reasoning of Others," our teachers use activities such as claim-evidence-reasoning, individual research, peer review, and "my favorite "no"". Projects to support this skill could include debates, Socratic Seminars (See Skills and Activities and Product Menu).
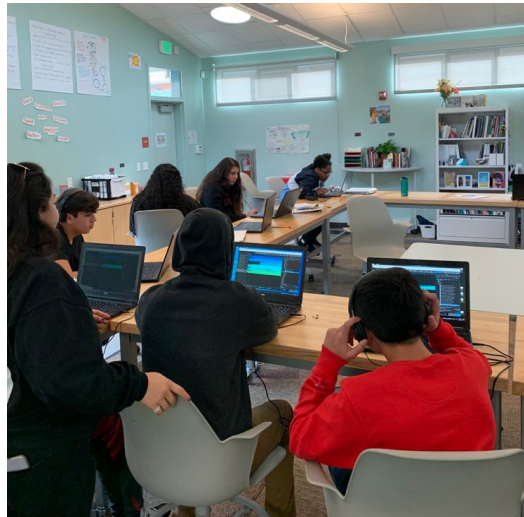

Students using Google Cardboard to learn about science through a virtual reality simulation:

C2.3. Application of Learning: Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidenc*e.

Findings	Supporting Evidence
Our instructional model and competency-based learning framework are designed to promote higher-level thinking and application through authentic, project-based experiences. In project-based learning, the project is the "meal" of the unit, not the dessert at the end of a unit. The project and context create the reason to learn. Teachers at MCS/PA provide a wide range of learning experiences for students to apply what they are learning. For example, our science teacher partnered with the Marine Mammal Center to support a sand crab research project that connected to disciplinary core ideas related to ecology. In one of our electives, Innovate Lab, students applied their understanding of circuitry and coding to build a remote control robot. While there are many opportunities for students to apply what they are learning and deepen their understanding, the student work that was selected could have demonstrated deeper connections and higher-order thinking. This will need to become a focus moving forward. Leaders will need to provide more professional development opportunities and teachers will need to implement more instruction that asks students to demonstrate higher-order thinking and problem-solving.	Competency-Based Learning, Credits, and Grades Description Sample Student Work Sand Crab Research at Rodeo Beach: Students using technology during a research project in science: Students applying their coding skills to design a remote-controlled robot in our Innovate Lab elective.
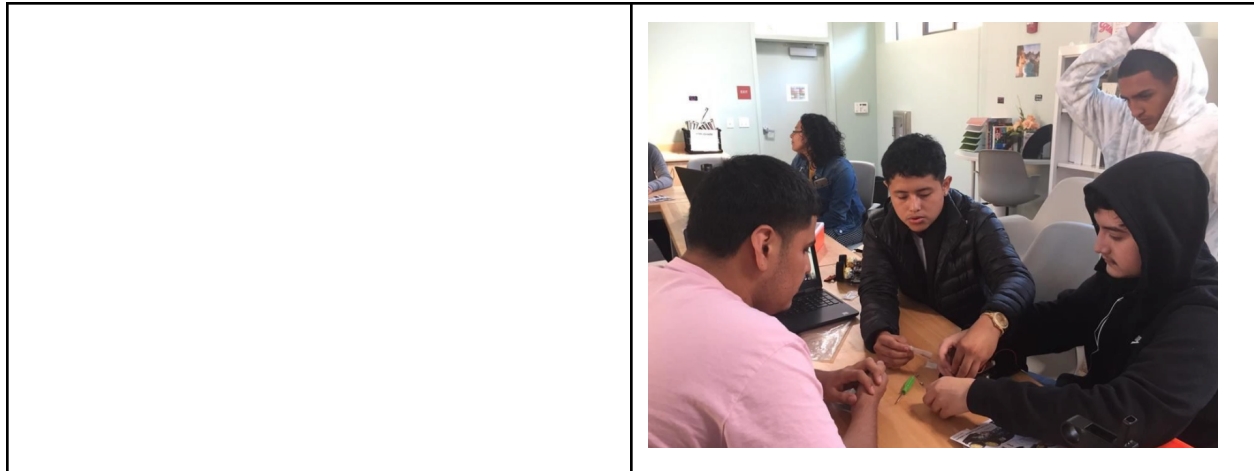
C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidenc*e.

Findings	Supporting Evidence
All students are enrolled in a College and Career class that promotes our Learning Through Interest (LTI) program. Through LTI, students connect with career-related mentorships, internships, and paid work experience. All students use Virtual Job Shadow as part of the curriculum to explore a wide variety of interests and career paths. All students also get support writing resumes, cover letters, and exploring their strengths and interests. When students find something that interests them, our LTI coordinator helps set up opportunities through our Work Experience Education Program. Even though there was a pandemic during the 2020 - 2021 school year,	Virtual Job Shadow Learning Through Interest Program: Work Experience Education Student Internship at the Public Defender's Office:

60% of our students participated in one or more mentorships, internships, and/or paid work experiences.

Students also have the opportunity to co-enroll in a local community college. This year, ten of our students co-enrolled in a community college. Unfortunately, they needed more social, emotional, and academic support to find success and none of the students completed the courses. Moving forward, we will need to provide students more support.

Before the pandemic, we also took students on ten expeditions/ field trips per year to visit local colleges and universities, explore local natural and cultural sites, and build our community culture. These off-campus learning experiences are also valuable to students as they expose students to people and places they might not have experienced.

Student Internship with a local artist where he recorded an original song in a studio:

Field Trip to Muir Beach where students tried surfing:

ACS WASC Category C. Learning and Teaching:

Synthesize Strengths and Growth Areas

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.*

Areas of Strength

1. Teachers' units and lessons are aligned with standards for content and skills and include learning goals for academic content, skills, as well as social and emotional skills.
2. Teachers are highly trained in content and pedagogy, including methodologies to support all students in culturally responsive ways, competency-based learning, and project-based learning.
3. Teachers organize courses, units, and lessons around students' interests as much as possible to increase engagement and achievement. Students' interests are also supported through the Learning Through Interest program.
4. Teachers differentiate for six grade levels as well as a wide range of students' social, emotional, and academic needs. Teachers use technology and collaborate closely with Learning Coaches to support each learner.
5. Teachers use technology to organize, communicate, and differentiate their curriculum. All students have access to computers and the technology they need.
6. Learning coaches are bilingual in English and Spanish and work to support academic achievement as well as the social and emotional well-being of students.

Areas of Growth

- Leaders need to provide additional professional development opportunities for teachers and Learning Coaches to support English learners' academic achievement.
- Teachers need to implement more collective learning experiences to promote collaboration, problem-solving, and development of social and emotional skills.
- Leaders need to provide professional development opportunities and teachers need to implement more instruction that asks students to demonstrate higher-order thinking and problem-solving.
- Leaders and teachers need to revise both courses and instruction to center our students of color and our English learners so that students see themselves reflected in the curriculum and instruction.

List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile).

Preliminary major student learner needs identified in Chapter 2 include:

- More systematic linguistic support for students who are English language learners.
- More targeted interventions to support credit recovery for individual students.
- More opportunities for students to develop college and career readiness skills through internships, work experience, and co-enrollment at local community colleges.
- Greater access to mental health resources for all student groups, especially given the level of trauma that students have and are experiencing.
- More peer-to-peer interaction at school for students to develop stronger relationships and a greater sense of belonging.

List any additional identified student learner needs that resulted from the Focus Group analyses.

Additional student learner needs that resulted from the Focus Group analyses include:

- Students need more opportunities to learn collectively so that they can have more opportunities to collaborate, problem-solve, and develop social and emotional skills.
- Students need to demonstrate higher-order thinking and problem-solving.
- Students of color and English language learners need to see themselves reflected more both in the curriculum and the instruction.

In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to:

○   **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
○   **Identify important next steps within the schoolwide action plan/SPSA.**

Given the major student learners needs, and the strengths/growth areas listed above, the school-wide action plan (LCAP) needs to:

- Include action steps that provide additional professional development opportunities for teachers and Learning Coaches to support English learners' linguistic development and academic achievement.
- Include action steps and professional development opportunities for teachers to implement more collective learning experiences to promote collaboration, problem-solving, and development of social and emotional skills.
- Include action steps and professional development to promote higher-order thinking and problem-solving skills.

- Include action students for leaders and teachers to revise both courses and instruction to center our students of color and our English learners so that students see themselves reflected in the curriculum and instruction.

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report school-wide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
MCS/PA uses a wide variety of assessment processes and tools to collect, disaggregate, analyze, and report student performance data. Assessment methods and tools are categorized below by the type of data and how it is used. Schoolwide Data: We use our student information system, Aeries, to collect and report attendance data, chronic absentee data, suspension rates, graduation rates, grades, and credits towards graduation. Upon enrolling at our school, we review and analyze these metrics as part of the enrollment process to determine students' needs and which courses to enroll the student in. Relevant student data is entered into Aeries. We collect attendance every day and review and report students' attendance ten times per year to our Business Services department in accordance with our attendance procedures. Each quarter, we disaggregate grade and	Aeries Sample Transcript Sample Road Map Report Card Powerschool Learning Transforming Education Survey Results CAASPP ELPAC California Healthy Kids Survey: 2017 - 2018, and 2018 - 2019

credit data by discipline and by linguistic level to inform our instructional next steps. We review this data with our whole staff each quarter to inform our progress and next steps (See 2019 Q1 and Q2 Data). Our student support team uses attendance data, behavioral data, and grade and credit data to inform the resources and support that are allocated to students and sets up meetings and communications with families as appropriate. We send grade and credit report cards home to families on a quarterly basis.

As grades and credits are updated in Aeries each quarter, we translate this information to our Road Maps. This process supports communication regarding students' individual progress toward graduation, communication with students, their families, as well as supports internal communication with our Passion Project process, especially as students are close to graduation. Our College and Career Specialist meets with students on a quarterly basis to review students' progress, and make goals for each quarter.

Attendance, chronic absentee data, suspension data, graduation rates, grade, and credit data are all reported to our Board of Education as part of our LCAP and Phoenix Academy Charter School Performance Audit each year.

Prior to the pandemic, we administered NWEA MAP assessments in English and Mathematics three times per year as diagnostic and progress monitoring schoolwide assessments. The time it took to administer these assessments and the quality of data we gathered from the assessments were not worthwhile. As we come back this fall, leaders and teachers need to identify a more comprehensive diagnostic assessment system for new students to determine their social, emotional, and

MCOE LCP Update 2019 - 2020, Learning Continuity Plan Update 2020 - 2021, and 2021 - 2024 MCOE LCAP

Courses of study

Skills and Activities/Product Menu
Universal Design for Learning

Teacher assessments:
Sample Student Work
Climate Change Unit - shows choice of input.

What is Success? Humanities Unit: Scaffolding, language, benchmarks with feedback loops.

Math Units Showing Differentiation
Integrated Math - Solving one-step equations

Integrated Math - Graphing Linear Equations

Integrated Math - Determining Linear Equations

2020 - 2021 Staff schedules that show in-person learning, Zoom learning, and multiple times for 1:1 support from teachers and Learning Coaches.

academic strengths and areas of growth.

Internal Survey Data:
We collect internal survey data from our students and families at least two times each year. We align the survey questions with our school priorities/LCAP goals, and we report survey data to our staff during regular meetings, as well as with our families and community partners. With all stakeholders, we analyze the results and gather feedback to help us form next steps. We collect staff survey data twice per year through the Transforming Education surveys listed above and through internal surveys at least once per year. Our leadership team uses this information to inform our next steps and continually improve.

State Standardized Assessments:
Students at MCS/PA take the CAASPP and CSTs as required each year. During the 2019 - 2020 school year, students did not take the tests because they were canceled that year due to the pandemic. As a small school, our subgroups are too small, so much of the subgroup data is not available. Our test completion rate is low too. While we offer multiple opportunities for students to complete all sections of the test, many students either do not take all of the sections or get frustrated by the process because the tests are not relevant to their lives. In general, students do not see themselves reflected in the tests and do not see it as a meaningful use of their time. For this data to be more useful, leaders and teachers will need to increase student participation on state assessments and/or develop alternative local assessments that address state assessment requirements. Our completion rates for CAASPP and CST data are reported with our LCAP update each year and in the Phoenix Academy Charter School performance audit.

Science- Social Justice Screenshot Example in Student Work (unit on cell centered on Henrietta Lacks)

Why Do People Migrate? Unit designed around student voice and choice

Science Water Unit

Sample Content for Math from Khan Academy

Math Desmos Activities

Nearpod Example: Cell Cycle

Special Education:
Reading Resources/Accommodations
Math Resources/Accommodations
Multimodal Instruction/Expression
Tech in SPED
1 on 1 Support

Student demonstrating how his glider works for a project in math:

ELPAC

We administer the ELPAC assessment each spring to assess the linguistic development of our students who are English Learners. This information is reported on a student-by-student basis and used to redesignate students as proficient in English. This assessment was not administered in the spring of 2020 due to the pandemic.

Classroom Assessments:

Our teachers use a competency-based grading system to report progress towards standards-aligned content and skills. They use a learning management system called Powerschool Learning to communicate students' progress with students and their families. Students and their families are trained to use Powerschool, email, Zoom, and other tech tools during onboarding sessions as they enter our school.

All teachers use the SCALE skills rubric to calibrate their assessment data and measure students' growth and proficiency towards skills in their respective disciplines. As students work in Project-based Units, teachers assess their learning through benchmark assessments that serve as formative assessments on students' skill development and content understanding. Based on students' benchmarks, teachers provide feedback to support their individual growth.

To measure students' understanding of content knowledge, teachers use or adapt the proficiency scales that are listed in the course descriptions.

For example, in Integrated Math, students' understanding of content is broken down into levels one-four, with levels one and two as knowledge, level
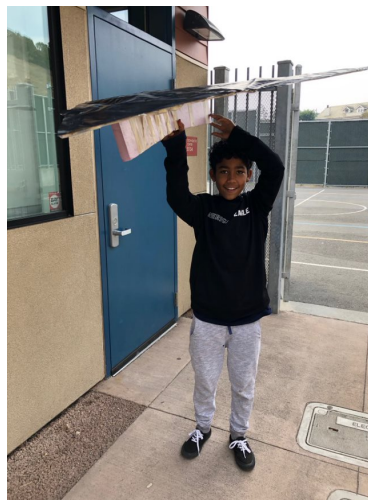
Differentiation to support students meeting IEP goals:

Reading Resources/Accommodations

Math Resources/Accommodations

Multimodal Instruction/Expression

Oracle Independent Study work sample

2019 - 2020 Q1 Data Summary

2019 - 2020 Q2 Data Review

three as meaning-making, and level four as application. As students demonstrate a greater understanding of the content on formative assessments, their grade for that concept is updated in Powerschool. The levels of learning correspond to the content and work that students need to complete either online or in class. Our math teacher uses a wide range of assessments including exit tickets, Desmos activities, online discussions, individual graphic organizers, and 1:1 conversations with students to demonstrate their learning.

In Science, our teacher uses Robert Marzano's NGSS Proficiency Scale book to write learning progressions and communicate expectations to students. She posts learning goals at the start of each unit on the online module and on the board. In addition to project products, she also uses a wide variety of assessments (that take the form of benchmarks) including labs, experiments, online and in-class conversations, graphic organizers, and Nearpod responses to gather information on student learning to inform next steps.

In Humanities (English and Social Science), our teacher uses a variety of tools to support students' learning including benchmark/milestone assessments that align with projects (ex. CRAAP test), tech tools such as Kahoot, student self-reflection and peer-review activities, text analysis assignments, essays, podcasts, and other project products (See Skill and Activity/Project Menu).

Social and Emotional Assessments:
Our students take the California Healthy Kids survey as required by the state. However, we did not administer the assessment in 2019 - 2020 or 2020 - 2021 due to the pandemic. When administered, the California Healthy Kids Survey has been helpful to assess students' needs at the schoolwide level.

We also administer Transforming Education's Climate and Culture Surveys and Mindset/Essential Skills/Habits Surveys twice per year (in the fall and spring). While we administered the Fall 2019 surveys, we did not administer the Spring 2020 - Spring 2021 surveys due to the pandemic. The Transforming Education survey is very helpful as it gives us information that is aligned with our profile of a graduate on each student's social and emotional strengths. Having a fall and spring survey allows us to also analyze the growth and change in each individual student, and to see trends across grade levels and subgroups. We report the results of the Transforming Education Survey two times per year when we administer it and include the summary of results in our LCAPs. For example, please see the Q1 Data Summary from 2019 for an example of this data analysis.

D1.2. Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
In all core courses, content standards are aligned with learning goals. Teachers use competency-based learning which provides students multiple opportunities to demonstrate growth and mastery towards each course's learning goals. It also allows teachers to differentiate for students based on their progress. Prior to the pandemic, we developed a common system for competency-based learning, credits, and grades. A description of this system for details on the relationship between cognitive levels,	Graduation Requirements Sample Road Map New Profile of a Graduate Courses of Study (in folder) Competency-Based Learning Links:

grades, and credits (Competency-Based Grading Explanation and Skills Rubrics and Grading Discussion). We have an opportunity to share students' progress towards skills in a more systematic way, especially because teachers all use the same SCALE skill rubric as a base for assessments. Teachers and leaders need to develop a system to share student progress on shared skills across courses. Developing a system like this will reduce redundancies and will promote collaboration and calibration of assessment tools. Because of the pandemic, we made a decision to only report grades as "Credit/No Credit" in each course instead of reporting letter grades. We have reflected on the benefits and drawbacks of grading practices over the last year and will need to discuss and recalibrate our practices when we return this fall to ensure our system is consistent across grade levels and content areas.	[Proficiency Scale Levels](#) [SCALE Skills Rubric](#) [Competency-Based Grading](#) Explanation [Skill Rubrics and Grading](#)

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
MCS/PA has an effective system to determine and monitor all students' growth and progress toward meeting schoolwide learner outcomes, academic standards, and college and career readiness skills. During the 2020 - 2021 school year, we organized	[Aeries](#) [Powerschool Learning](#) [Graduation Requirements](#)

students into cohorts led by a teacher and Learning Coach. This allowed each student to have two adults who were their main point of contact and who were responsible for communicating with administration and parents regarding their social, emotional, and academic needs and progress. During the 2020 - 2021 school year each cohort had a synchronous meeting (either on campus or off campus) so that we could support each student. For urgent concerns, staff members contacted the administration immediately. Every week during our staff meeting, we dedicated time to report individual student concerns and celebrations to the team. Our student support team then followed up with the students and families as appropriate to make positive phone calls and/or connect the student with resources or opportunities for support. We use Aeries counseling notes to track communications with families and important notes regarding students' social, emotional, and/or academic progress.

To monitor students' progress towards academic goals, we use Powerschool learning. Teachers use the grading function to list student goals and update their progress as students demonstrate their learning. Students, parents, and staff have access to review students' academic progress at any time. For a variety of reasons, including wanting to take advantage of greater Google-Suite integration, we will transition from Powerschool learning to Google Classroom this fall. Our teachers will discuss ways to integrate our competency-based learning system with the new learning management system before school starts. For example, one of our teachers currently uses a "Humanities Progress Tracker" to track students' progress towards goals. This type of system could be adapted to track growth in multiple classes.

[Sample Road Map](#)

[2019 - 2020 Q1 Data Summary](#)

[2019 - 2020 Q2 Data Review](#)

California Healthy Kids Survey: 2017 - 2018, [2018 - 2019](#)

[Phone log re: PowerSchool instruction](#)

[Powerschool Videos](#)

[Humanities Project Progress Tracker](#)

Counseling Notes in Aeries

IEP Meetings

To monitor students' progress towards graduation in terms of credits, we use our Road Map to communicate with the student, staff, and parents about their progress. When students are close to graduation, they might need nine credits in English, two in math, and two in Art. So, we work as a team through a combination of in-class projects, passion projects, and individual assignments to support students. The Road Map helps us communicate these projects/plans with each other so we know who is supporting which subject area. All work is eventually certified by the content area teacher, but the tool helps us make sure each student is supported.

Our College and Career Specialist meets with students each quarter to discuss students' academic progress and what they need to meet their college and career goals. He uses the Road Map tool with students so that they may monitor their own progress and make quarterly goals.

Our Co-Principal, Family Empowerment Specialist, and College and Career Specialist also meet with Seniors to support students' post-secondary needs and plans (ex. filling out the FAFSA, applying to or enrolling in college or trade school, and/or finding employment).

At a schoolwide level, we monitor the data outlined in D1 above, to identify our strengths and needs to inform the next steps for programs and instruction (See Q1 and Q2 Data).

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership, and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Our staff regularly examines data together to make recommendations for planning and instruction. We use feedback from our students and families to drive decision-making as well. Our staff meets on a quarterly basis to review data that is aligned towards our LCAP goals and metrics to determine the efficacy of our actions (See Q1 and Q2 data summary). We use the data to determine our areas of strength and need to inform the next steps. When we notice discrepancies in performance, Co-leaders follow up with individuals to understand teachers' and students' needs and discuss options to improve student performance. During the pandemic, some students fell far behind academically as they were taking care of younger siblings, working, managing health concerns, or supporting their families to survive. As a staff, we responded to move to a system of "universal credit" for the fourth quarter of the 2019 - 2020 school year. We revised this policy in the fall to award credits according to learning progress, but did not reinstate letter grades. In addition, our administration met with district leaders to explore possible changes to the graduation requirements so that students would not be harmed. District administration is currently in the process of drafting plans to address this need.	2019 - 2020 Q1 Data Summary 2019 - 2020 Q2 Data Review WASC Task 1 WASC Task 2 WASC Task 3 WASC Task 4 Quantitative student survey Qualitative student survey Parent Survey Staff surveys

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Each year, we review progress on our LCAP goals with staff at the end of the quarter. We pride ourselves on our flexibility and make changes as necessary based on that data to ensure we are creating systems that support teaching and learning. For example, we have changed our schedule in the middle of the year because it was getting in the way of student success. In addition, for Phoenix Academy, we audit our progress each year as well. Through this WASC process, we dove more deeply into our data over time, meeting with all of our stakeholders and reviewing a wide variety of data in focus groups to develop our three-year LCAP goals, metrics, actions, and resource allocation (See WASC Task 1-4). Pages 72 - 82 of the LCAP outline the strengths and areas of growth identified by stakeholders through data analysis. Our professional development is always geared around our LCAP goals and the data we see. Finally, because we are a small, community school we get constant formative information from our stakeholders. Students are not shy about letting us know what is or isn't working for them, and we consult teachers as much as possible. Our Parent Empowerment specialist often calls parents, asking for feedback or information that would help us support students better.	Family meeting: Shared progress on LCAP goals and got feedback. WASC Task 1 WASC Task 2 WASC Task 3 WASC Task 4 Quantitative student survey Qualitative student survey Parent Survey Staff surveys Phoenix Academy Charter School Performance Evaluation 2021 Sample form used to get staff feedback on LCAP Goals LCAP Presentation for Board of Education MCOE LCP Update 2019 - 2020, Learning Continuity Plan Update 2020 - 2021, and 2021 - 2024 MCOE LCAP

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Teachers consistently use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches. Courses, units, and lessons are developed with the desired student outcomes, standards, skills, and content in mind. Individual lessons are aligned with assessments and feedback opportunities for students to see their progress towards learning goals. Through our competency-based system of learning, students have multiple opportunities to demonstrate their understanding of a learning goal tied to standards-based content or skill. For example, in English, students learn the skill of evaluating the quality of sources and arguments. Our teacher uses a strategy called a "CRAAP Test'' for students to consider how relevant a source is and the quality of the arguments. Students have multiple opportunities to demonstrate this skill within the "Why do humans	Humanities - "Why do Humans Migrate?" Unit The CRAAP Test (2nd part of Milestone #2) Milestone #3 (2 more CRAAP Tests) Humanities - "Who Am I?" Unit Milestone #2 - Point of View Skill Practice: Reading a story and identifying the identity aspects found from the author. Milestone #3 - Point of View Skill Practice Again (After Feedback): Gathering Various Art and practicing Point of View Skill by identifying self identity aspects in those pieces of art as well as the artists'.

migrate?" project. As students turn in the benchmarks/milestones for the project, the teacher tracks student growth by using the SCALE skills rubrics and provides feedback to direct next steps in learning through Google Docs and Powerschool.

In math, our teacher uses teacher-created assessments, Desmos activities, and materials from CK12 and Khan Academy that align with content goals. Each standards-aligned learning goal is tied to a learning progression one through four. As students demonstrate higher order thinking and the ability to apply what they have learned to new contexts through the assessments, the teacher provides students with feedback and communicates their progress through Powerschool.

In addition to using multiple formative assessment opportunities for students to learn, teachers use multiple means for assessment of learning. Our teachers have been trained in Universal Design for Learning and understand that how a student learns may be varied, so teachers provide options to students to express their learning too. Teachers use the SCALE Skills/Activities and Products menu to consider a variety of assessment activities and project products that would support the development of a skill.

WW1 Student work with feedback

What is Success feedback iteration

Integrated Math - Solving one-step equations

Integrated Math - Graphing Linear Equations

Integrated Math - Determining Linear Equations

Math Desmos Activity Feedback
Math Desmos Activities

Climate Change Unit - shows choice of input.

Engaging Assessment (Quizizz on Story Arc Knowledge)

ELA 10th (shows skills/product alignment)

Courses of study

SCALE Skills Rubric

Skills and Activities/Product Menu

Sample Student Work

Universal Design for Learning

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Teachers provide timely, specific, and descriptive feedback aligned with the learning goals to support students. With our competency-based system of learning, teachers focus their feedback on students' progress toward learning goals as opposed to assigning points and collecting every assignment to assess compliance and work completion. This allows them to direct their energy where it will best support students in developing their understanding of content knowledge and developing skills. Teachers use multiple forms of formative assessment to ascertain where students are in their learning and to make adjustments in individual and small group instruction. For example, in the humanities project, "Who am I?," the teacher provided multiple opportunities to assess and provide feedback on the skill, "point of view." After each assessment opportunity, he provided feedback to students both through Google Docs and through 1:1 conversations that directly align with their developmental level along the "point of view" skill on the SCALE skill rubric. After each assessment, students had more opportunities to practice and demonstrate their learning. In all classes, course skills are tied with "products" that allow teachers to give multiple iterations of feedback and culminate in the product as the final assessment.	SCALE Skills Rubric Humanities - "Why do Humans Migrate?" Unit The CRAAP Test (2nd part of Milestone #2) Milestone #3 (2 more CRAAP Tests) Humanities - "Who Am I?" Unit Milestone #2 - Point of View Skill Practice: Reading a story and identifying the identity aspects found from the author. Milestone #3 - Point of View Skill Practice Again (After Feedback): Gathering Various Art and practicing Point of View Skill by identifying self identity aspects in those pieces of art as well as the artists'. What is Success work with feedback What is Success feedback iteration Integrated Math - Solving one-step

	[equations](#)
	[Integrated Math - Graphing Linear Equations](#)
	[Integrated Math - Determining Linear Equations](#)
	Math Desmos Activity Feedback Math Desmos Activities
	Engaging Assessment (Quizizz on Story Arc Knowledge)
	ELA 10th (shows skills/product alignment)
	[Sample Student Work](#)
	Student and teacher reviewing an assignment in College and Career:

ACS WASC Category D. Assessment and Accountability:

Synthesize Strengths and Growth Areas

Prioritize and list the strengths and growth areas for the criteria and indicators

Areas of Strength

1. Courses, units, and lessons are developed with the desired student outcomes, standards, skills, and content in mind. Individual lessons are aligned with assessments and feedback opportunities for students to see their progress towards learning goals.
2. Teachers use multiple types of assessment to meet students where they are and to ascertain their needs moving forward.
3. Our team regularly examines data together to make recommendations for planning and instruction. We use feedback from our students and families to drive decision-making as well.
4. Our Road Map process is a comprehensive way to communicate student progress toward graduation. We have a strong system of communication with students and families to help them see their progress and to get support where needed.

Areas of Growth

1. Leaders and teachers need to identify a more comprehensive diagnostic assessment system for new students to determine their social, emotional, and academic strengths and areas of growth.
2. Teachers and leaders need to develop a system to share student progress on shared skills across courses. Developing a system like this will reduce redundancies and will promote collaboration and calibration of assessment tools. This will also support credit recovery for individual students.
3. Leaders and teachers need to increase student participation on state assessments and/or develop alternative local assessments that address state assessment requirements.

List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)

Preliminary major student learner needs identified in Chapter 2 include:

- More systematic linguistic support for students who are English language learners.

- More targeted interventions to support credit recovery for individual students.
- More opportunities for students to develop college and career readiness skills through internships, work experience, and co-enrollment at local community colleges.
- Greater access to mental health resources for all student groups, especially given the level of trauma that students have and are experiencing.
- More peer-to-peer interaction at school for students to develop stronger relationships and a greater sense of belonging.

List any additional identified student learner needs that resulted from the Focus Group analyses.

Additional student learner needs that resulted from the Focus Group analyses include:
- We need more data about students' social, emotional, and academic strengths, especially as students are enrolling at our school throughout the year. An efficient diagnostic assessment system would allow us to support students' progress towards schoolwide learning outcomes.
- Students need more support to recover credits to graduate, particularly after the pandemic.
- Students need assessments at all levels (local and statewide) to be relevant to their lives and needs.

In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to
- **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
- **Identify important next steps within the schoolwide action plan/SPSA.**

Given the major student learner needs, and the strengths/growth areas listed above, the school-wide action plan (LCAP) needs to:

- Include action steps to develop or select a diagnostic assessment system to identify students' social, emotional, and academic strengths and areas of growth. The system would also be used to monitor students' progress towards schoolwide learner outcomes.
- Include action steps for teachers and leaders to develop a system to share student progress on shared skills across courses. Developing a system like this will reduce redundancies and will promote collaboration and calibration of assessment tools. This will also support credit recovery for individual students.
- Include action steps to make schoolwide and/or state assessments more relevant to students. Leaders and teachers need to increase student participation on state

assessments and/or develop alternative local assessments that address state assessment requirements.

Category E: School Culture and Support for Student Personal, Social Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicators

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
MCS/PA implements a wide range of strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process. Many of our families speak Spanish and/or English, so we provide all communications, school meetings, and materials in both languages via text, phone, and/or email according to the parents' communication preferences. Our administrative office staff, Family Empowerment Specialist, and all of our Learning Coaches are bilingual and bi-literate in English and Spanish, which supports our schools' communication with families. Parents are involved in the enrollment process where they meet with the Co-Principal, Family	Teacher demonstrating student work and highlights from the year during Exhibition Night: Combined SSC/ELAC (English Learner Advisory Committee) and/or SSC (School Site Council).

Empowerment Specialist, and College and Career Specialist to discuss the students' social, emotional, and academic strengths and areas of growth. The team discusses the students' interests, post-secondary goals and pathways to achieve those goals. We sign parents up for Remind 101 so that they receive communications, and train parents to use our learning management system. We connect parents to resources and opportunities in the community to support their needs and invite parents to participate in a wide range of leadership activities.

We provide many resources for families. For example, we connect students and their parents to mental health services through Access, at Marin Health and Human Services. We connect families with employment connections, rental assistance, teen health resources, and Center for Domestic Peace. While we have systems to connect families to resources, our students and their families need more therapeutic support for mental health care. In addition, we need to expand access to and awareness of community resources and support programs, especially for financial literacy, employment, and health care.

Once the student is enrolled at our school, parents receive regular communication about student attendance, progress, grades, events, policies, and opportunities through text, phone, and email as appropriate in English and Spanish.

Throughout the year, we host family and community engagement events for parents to learn about topics important to them. We have held events to discuss college and career planning,

Student showing his mom how he designed and coded a remote control car:

Parent Engagement Night:

Flyer for parent meeting:

mental health, trauma, domestic violence, gangs, substance use issues, and resources and opportunities available in the community. We work closely with our community partner, the Multicultural Center of Marin, to provide food, childcare, and translation services during the meetings. We also hold two Exhibition Nights per year, one in the fall and one in the spring, to celebrate students' academic achievements and growth. These events are often festive and fun—complete with pupusas, music, and spontaneous salsa and bachata dance lessons led by students.

Our team is proactive in building relationships with both students and families. Our Family Empowerment Specialist is critical to this communication and lets the school know when significant events occur in students' lives so that the team can provide appropriate support and challenge. We also make weekly positive phone calls home to celebrate students' growth and/contributions to our school community.

We hold meetings for individual students as behavioral and academic needs arise with parents and families. Our team uses motivational interviewing to empower parents and students to take steps both at home and school to meet their own goals. We also hold conferences with parents of junior and senior students as they prepare to transition to their post-secondary plans. In addition, students with Individual Education Plans receive ongoing Specialized Academic Instruction, counseling, and other services outlined in IEPs. Students with disabilities are supported through IEP meetings, assessments of progress toward

2021 Parent survey

Graduation:

meeting goals, and support and communication from the resource specialist and Co-Principal. Parents and families can be involved in leadership in several ways. In addition to attending our family events, responding to calls, meeting with school staff, and supporting students at home, parents serve on leadership groups. Our Family Leadership Group provides a space for families to share voices and ideas for the school program. Parents help plan events like graduation to be as culturally relevant as possible. Parents also serve on our Combined School Site Council/ English Learner Advisory Committee.	

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
MCS/PA is a safe, clean, and orderly place that nurtures learning and has a strong culture based on trust, professionalism, and a belief that each student can achieve at high levels. Our school site at 1111 Las	[Marin IJ article about Marin's Community School's Reopening](#)

Gallinas Avenue in San Rafael, now eight years old, is in beautiful condition with natural lighting, an inviting central courtyard, and clean and modern classrooms and furniture. Our MCOE custodial staff cleans the site daily and are very responsive to work orders when we need repairs.

We also have technology including Chromebooks, Dell laptops, document cameras, and large moveable screens for every classroom. We use GoGuardian software that is linked to each student's Chromebook account to support internet safety and to promote learning in class. Partitions between the classrooms allow us to adapt the physical space to our instructional needs as well. Students and staff take pride in our school and physical environment.

MCOE was a leader in developing strong protocols and procedures for students and staff to safely return to school during the pandemic. Our team went through many iterations of the planning process to consider safety questions and address concerns. We developed our School Site Specific Protection Plan (SSSPP) in collaboration with our stakeholder community, which is published on the MCOE website. As of writing this report, there have been no known transmissions of COVID-19 on our campus—a testament to the diligent planning and collaboration of our team. In addition to Covid-safety, we update our Safety Plan in collaboration with our community and conduct necessary safety drills throughout the year.

Uniform Complaint Procedures, Title IX complaints, and Williams Settlement information are all available on our website and in the main office as well.

Throughout the year, we offer health and safety

School Site Specific Protection Plan: SSSPP

MCOE Rethinking Schools Website

Safety Plan

Williams Settlement

Uniform Complaint Procedures

Title IX

Huckleberry Youth

Parent and Student Handbook - English

Parent and Student Handbook - Spanish

California Healthy Kids Survey: 2017 - 2018, 2018 - 2019

Transforming Ed Data in the 2019 - 2020 Q1 Data Summary

workshops to students in collaboration with Huckleberry Youth Programs. Topics include healthy relationships and consent, sexual health, substance use, human trafficking, suicide prevention, gender identity, and more.

As part of the enrollment process, students and their families receive a copy of the student handbook, which includes the rules and expectations of our school. During onboarding meetings, the Co-Principal and Family Empowerment Specialist review the expectations for students. The Co-Principal also reviews the rules with each cohort of students throughout the year. Teachers also develop norms with their students to guide the classroom climate and expectations.

Over the last three years, we have had a steady decrease in-school suspensions. We attribute the pre-pandemic decrease in suspensions to our shift in language and culture to be more asset-based and our shift from more punitive approaches such as suspensions, to a more proactive and humanist approach with relational and restorative practices. We invest time and energy in cultivating positive relationships, built on mutual respect, to develop our community. When harm occurs, we call each other in and use empathy, understanding, and accountability to repair the harm. We have used a common framework for restorative conversations which has been helpful in many conversations and has also felt contrived in other situations. As we return this fall, our entire team will need to continue developing our school-wide systems for relational and restorative practices to keep our suspension rate low.

As we have shifted our culture, students have felt less

Quantitative student survey

Qualitative student survey

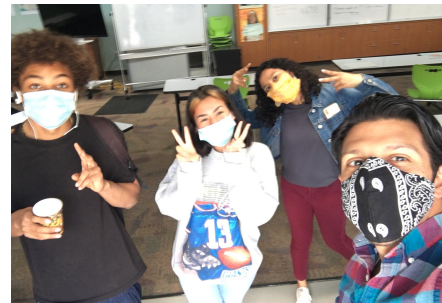Parent Survey

Staff surveys

Girls and Boys Group
Student Leadership Group

Students and staff returning to school:

that school is being done "to them" and rather, they have more influence and control over how and what they learn. Instead of focusing on how they might not have "fit in" the education before, we focus on what was wrong with the system to begin with. According to student, parent, and staff surveys, our community feels "seen and heard." We are intentional about validating the identities of everyone in our community. Many members of our school community have experienced or are currently experiencing high levels of trauma in their lives. As a result, our staff experience significant vicarious trauma that can lead to anxiety, depression, and burnout. Before the pandemic, our staff culture buffered against some of that trauma by providing an outlet for togetherness, community, and healing. While we have tried to recreate some of that magic online, it has not provided the same level of connection that we feel in person. We look forward to being all together this fall and developing more structures and systems to continue to care for each other.	

E2.2. High Expectations/Concern for Students: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social-emotional needs, and is conducive to learning.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
The MCS/PA staff demonstrate a high level of caring, concern, and high expectations for	California Healthy Kids Survey: 2017 - 2018, 2018 - 2019

students. We honor individual differences and social-emotional needs so that all students can learn. One of our focus areas as a community is to promote a sense of belonging at our school, where each student can be their authentic selves and be a valued member of our community. A core value our community holds is In Lak'ech. This Mayan philosophy perfectly describes the approach we take with our students, our families, or our community. As students enroll in either Marin's Community School or Phoenix Academy, we take special care to dive into the meaning of In Lak'ech and how that meaning helps shape our campus culture. We share the Luis Valdez poem with students, "You are my other me. If I do harm to you, I do harm to myself. If I love and respect you, I love and respect myself." This philosophy is reinforced daily in many different ways throughout our school programs. During school hours, our staff strives to foster a sense of empathy and community amongst our students by continually engaging them in relevant and community-based discussion topics that hold meaning for all of our students. By engaging in discussions and projects like that, our students begin to build a sense of belonging and an understanding of how their actions can positively or negatively impact those around them. We also did a schoolwide identity project where students selected "One Word" to describe themselves and posted pictures of themselves with their descriptions in the office.

Student and staff relationships emphasize trust, inclusivity, individuality,

Transforming Ed Data in the
2019 - 2020 Q1 Data Summary
Quantitative student survey

Qualitative student survey

Parent Survey

Staff surveys

Student leaders putting up the One Word projects around our "In Lak'Ech" poem in the main office:

Staff and Student Bar-B-Que:

communication, and growth mindset. According to our student surveys, most students feel seen, heard, and supported.

We support the social and emotional development of students in a variety of ways. First, teachers explicitly include social and emotional learning goals as part of their daily lessons and include activities and discussions to support each students' reflection and development of these skills. In addition, our staff takes a trauma-informed approach to teaching and understanding students. If a student is having a difficult day or demonstrating harmful behaviors, the teachers and Learning Coaches see the behaviors as symptoms related to students' needs as opposed to casting judgment or blame on the student. When students need a break, our Learning Coaches take students for a 1:1 conversation or go for a walk so that the student can learn self-regulation and get back to learning.

We also provide after-school mentoring opportunities for students who need an adult to connect with and support their social and emotional needs.

Through project-based units, our teachers provide many opportunities for students to make meaning of and apply their learning. As we move forward, teachers will need to partner more closely with the community and local agencies for students to take on more leadership both at our school and in the community. As students take on more leadership opportunities, they will build confidence, agency, and set even higher

Students attending a Women Business Leaders event in Marin:

expectations for themselves in the future.	

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, and professionalism.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Student and staff relationships emphasize trust, inclusivity, individuality, communication, and growth mindset. According to our student surveys, most students feel seen, heard, and supported. Our staff believes in the potential of each of our students to achieve and supports students socially, emotionally, and academically. We are very intentional about building relationships between our staff and students. Before the pandemic, we planned "Day 1" activities for students to play a wide variety of games to serve as ice breakers and build community. Our student leadership team also held several events to build community on campus throughout the year. We also plan ten expeditions throughout the year for students to explore local colleges and universities, natural locations, and build community. One highlight of the 2019 - 2020 school year was a schoolwide overnight trip to Walker Creek Ranch. This gave staff and students an opportunity to get to know each other more off-campus. These informal opportunities to grow relationships pay off through the year as the trust that is built on the field allows teachers to support students to achieve at higher levels. Our staff is very good at listening to students and respecting their boundaries. As a result, students feel	California Healthy Kids Survey: 2017 - 2018, 2018 - 2019 Transforming Ed Data in the 2019 - 2020 Q1 Data Summary Quantitative student survey Qualitative student survey Parent Survey Staff surveys Student-led community-building activities:

like they can trust confidentiality with the school. This is clear communication around which things are confidential and which are not, especially as it relates to student safety and wellbeing.

Our Learning Coaches bring tremendous lived experience and an understanding of our students. Their ability to provide an additional level of social, emotional, and academic support allows us to be as flexible and as personalized for each student as possible. Learning Coaches also work with students individually and in small groups after school through our mentoring program. The relationships they build strengthen bonds even further on campus.

As we mentioned in section E2.2 above, we use the concept of In Lak'Ech throughout our community to reinforce the importance of mutually respectful relationships and community.

Our staff also models professionalism for students. By this, we mean staff uphold standards of respect for themselves and others, we do not mean staff conforms to any particular mold of what it means to be professional. Staff model self-awareness, self-regulation, self-efficacy, social awareness, and growth mindset each day. When staff make a mistake or cause harm, they are generally quick to take responsibility, learn from the experience, and share their reflections so that the relationships can be repaired. This honesty, accountability, and vulnerability allows us to build the trusting relationships we need to support students and raise achievement.

We should note that the word professionalism can carry connotations that perpetuate white-supremacy work culture. We ask that students show up as their authentic selves and that they be respectful to others in the community. For example, through our Learning Through Interest program, students learn how to write

Expeditions to local colleges and universities such as UC Berkeley:

Students at Walker Creek Ranch:

Student-led documentary film class and interview of a local judge:

a resume, cover letters, do informational interviews, internships, and work experience. They gain valuable experiences and continue to practice proactive communication, follow-through, dedication, and kindness.

An area of growth that emerged from the student, staff, and parent surveys is that we need to provide more opportunities for students and parents to take on more leadership at the school and in the community through authentic opportunities to solve problems.

Student mentee rosters and weekly records of communications

Culture of kindness and joy:

E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional, and multi-tiered support to help ensure student learning, college and career readiness, and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develops and implements strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Our instructional model is designed to support the variety of student interests and needs in a supportive environment. Teachers contextualize learning through project-based learning, which supports students in learning at their own pace as they move through the project. Throughout the unit, teachers use a variety of formative assessments to provide students with timely feedback on their learning. Based on students' performance, students can skip a section if they have already demonstrated proficiency or take additional time to learn. Teachers identify who needs which support through our competency-based system, and break students into small groups and/or have 1:1 conversations with students as appropriate. We are flexible in terms of how and where students learn, especially with 1:1 meetings outside. Our teachers use Universal Design for Learning principles to engage and support all students as they learn. In addition, our teachers provide targeted cognitive and linguistic scaffolds for students to learn class content and/or develop their ability to read, write, listen or speak in English. In addition to integrated instructional support in English, we provided dedicated instruction through an English Language Development class. Our resource specialist works closely with our teachers to provide the accommodations and services students with IEPs need to access their learning within the classroom, helping them to differentiate for individual students as indicated in their IEP accommodations. He and the paraeducator work with small groups and with individual students to provide	California Healthy Kids Survey: 2017 - 2018, 2018 - 2019 Transforming Ed Data in the 2019 - 2020 Q1 Data Summary Quantitative student survey Qualitative student survey Parent Survey Staff surveys Paraeducator supporting a small group content workshop in Social Science: Small group personalized

the support students need to meet their academic goals.

Each classroom generally has a teacher and a Learning Coach, which allows a greater variety of activities to occur at once because there are two adults in the classroom to manage and support the different activities. Their teamwork allows us to personalize learning experiences and meet each students' needs. Because of the wide range of students and needs, a great amount of differentiation needs to occur. Teachers and students would benefit from additional curriculum materials and time to differentiate learning for students.

Another strategy we use to personalize learning for students is our passion project process. Through our passion project process, students can identify an area of interest to explore more deeply. While in a conversation with their teachers, they can identify standards-aligned skills to learn through the passion project. An area of growth is that we need to improve this process to better connect and align with our Learning Through Interest program. With increased communication, learning could be more connected between on-campus and off-campus learning.

To support credit recovery, provide more continuous education, and extend learning for students, we offer summer school each year. This year, in addition to core class offerings, we had a partnership with Marin MOCA to provide a summer arts program. Students can also co-enroll in local community colleges to extend learning.

Each week, our staff meets to discuss students' academic, social, and emotional needs. As we identify

assessments in Math:

[Marin MOCA](#)

<table>
<tr><td>students' needs, we make plans to address each students' needs as appropriate. For needs that go beyond the role of a teacher, our student support team meets to connect a student or their family with additional resources or opportunities or to recommend assessment for special education services.

Each quarter, our College and Career Specialist updates students' Road Maps and meets with students to determine their progress. This is another important process in our system to identify students who may need additional support to achieve academically. We follow up and meet with students and parents to identify strengths, needs, and connect students with support to meet their goals.</td><td></td></tr>
</table>

E3.2. Multi-Tiered Support Strategies for Students: School leadership develops and implements alternative instructional options and personalized, multi-tiered approaches to student support focused on the learning and social-emotional needs of students.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Our school develops a wide range of alternative instructional options and personalized, multi-tiered support strategies for students to support their learning and social and emotional needs. Oftentimes, students come to us at a major point of uncertainty in their lives. Feeling out of place or unwanted in the classroom is a common factor with our incoming students. This disconnect can contribute to a general undervaluing of education,	California Healthy Kids Survey: 2017 - 2018, 2018 - 2019

Transforming Ed Data in the 2019 - 2020 Q1 Data Summary

Quantitative student survey |

or how education can support them as they move forward in life. What sets our school apart from others, however, is our level of understanding regarding these issues and our ability to address them with specific strategies that focus on relationship building and connectivity. Every staff member at MCS/PA, backed by multiple trainings and lived experiences, is well versed in how to engage our students and validate their identities. In the classroom, we meet our students where they are academically and then scaffold support to increase their knowledge, skill, and achievement.

Our teachers explicitly teach and provide opportunities to practice social and emotional skill development in class through mindfulness, modeling, discussions, activities, and coaching conversations. We also use restorative and relational practices to build our community and repair harm when it occurs.

Because we have such strong relationships, students and their families generally let a staff member know what is going on when they are having a difficult time. Our staff members connect with an administrator when additional resources or opportunities are needed. Our student support team meets to discuss students' needs each week. Our Family Empowerment Specialist follows up and connects families with resources and opportunities as needed. Students who need additional social and emotional support may meet with an afterschool mentor through the Multicultural Center of Marin. We refer students for mental health services through Marin County Health and Human Services, Bay Area Community Resources, and Marin Community Clinics. We connect families with medical and dental care through Marin Community

Qualitative student survey

Parent Survey

Staff surveys

Learning Coach doing a home visit during the COVID-19 pandemic:

Mentor and Mentee:

Bay Area Community Resources

Marin Community Clinics

Clinics too. If a student has private insurance, we also help students and their families navigate the insurance system to connect with care. We also support teens as necessary to receive support through Planned Parenthood, Marin Community Clinics Teen Program, Huckleberry Youth, and Spahr Center. We refer students and their families for rental assistance through Adopt a Family and the Multicultural Center of Marin when support is available. Clothing and career resources are available at Bloom. We connect families with the Center for Domestic Peace when there are issues related to domestic violence. As mandated reporters, we also refer incidents to Children or Family Services or the police as appropriate. It has been difficult to offer as much therapeutic support as we need for a few reasons. Many of our students require "Tier Three" counseling, which is only provided by Marin County Health and Human Services. The pathway to receive care, "Access," can be a time-consuming and complicated process to navigate. Other behavioral health providers can offer care once students are connected, but care is typically limited to 12 sessions, isn't always available in Spanish, and depending on the provider, may only be available once per month. Before the pandemic, we had an on-campus counselor provided by Marin County Probation. Our counselor retired and this position has since been unfilled. Our leaders need to identify additional resources or pathways with community partners to address students' mental health needs.	[Huckleberry Youth](#) [Marin County Health and Human Services- Access](#) [Spahr Center](#) [Bloom](#) [Center for Domestic Peace](#) [Adopt a Family](#)

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Many of the interventions we provide our students would be considered Tier-Three interventions at most other schools. As countywide alternative schools, we provide personalized social, emotional, and academic support that are often not available at traditional schools because of our small size and high staff to student ratio. That said, we direct additional support such as after school mentors, additional linguistic support for English Language learners, resources and opportunities from our partner organizations, and additional resources and support for students with IEPs to students as necessary. We evaluate the effectiveness of each intervention on an individual basis. For example, after several weeks meeting with an after school mentor, we will assess if we have seen any change in the students' behavior or engagement in school by talking with the mentor and her teachers. Our new Student Support Specialist is devising a more robust data collection tool for Mentors to use, and we are exploring purchasing a database to better collect and analyze data. On a schoolwide basis, we look to our metrics for student engagement including graduation rates and attendance data to assess our systems for support. For example: Graduation Rates from MCS/PA Combined for Seniors who started the year with 60 or fewer credits.	California Healthy Kids Survey: 2017 - 2018, 2018 - 2019 Transforming Ed Data in the 2019 - 2020 Q1 Data Summary Quantitative student survey Qualitative student survey Parent Survey Staff surveys Relationships grow at MCS/PA:

School Year	Rate
2020 - 2021	49%
2019 - 2020	56%
2018 - 2019	56%

Average Daily Attendance from MCS/PA Combined

School Year	Rate
2020 - 2021	67%
2019 - 2020	67%
2018 - 2019	65%

As we review our graduation rates, we see a decrease in the 2020 - 2021 school year, which was likely due to a decrease in school engagement related to challenges students faced during the pandemic. The low graduation rates have made us consider additional options for academic interventions including alternative graduation pathways, especially for students impacted negatively by COVID-19, new credit recovery processes, and avenues for increased mental health support to address some of the root causes of attendance issues.

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Students have a variety of curricular and co-curricular activities that are tied to schoolwide learner outcomes. Prior to the pandemic, the first day of school was a day for games and community building. Students would do a variety of icebreakers and activities to connect students with each other and the staff. Our student leadership team would also plan several events throughout the year to maintain connections between students. We look forward to continuing to plan opportunities like this when we are all together again this fall. Throughout the year, we plan ten expedition days for students to explore local colleges and universities, local attractions, natural wonders, and community building. In addition to this, our teachers plan field trips that are tied to their curriculum so that students can do experiments in the field or learn about local history. During the pandemic, our teachers recognized the need for additional after-school activities and launched a running club. This was an outstanding opportunity for students to connect with each other, make new friends, and exercise. Through a participatory action research project, we learned that students want many more after-school opportunities to build relationships and avoid situations where they make decisions that take them away from their goals. We need additional opportunities	California Healthy Kids Survey: 2017 - 2018, 2018 - 2019 Transforming Ed Data in the 2019 - 2020 Q1 Data Summary Quantitative student survey Qualitative student survey Parent Survey Staff surveys See Participatory Action Research Podcast in: Sample Student Work School Website with Logo Students canoeing on an expedition to Walker Creek Ranch:

like the running club to meet this need. Students are interested in more after-school activities that are tied to art, music, and vocational/career opportunities.

We have a strong partnership with the Multicultural Center of Marin that provides our Learning Coaches who also serve as after-school mentors. Each mentor meets with their mentees for approximately two to five hours per week to do activities that support students socially, emotionally, and academically.

On campus, we offer several groups for students to be involved in. Our student leadership team identifies opportunities to make positive changes on campus. For example, through our student leadership team, we updated our dress code to be less restrictive. We also created a new mascot (the wolves) and a logo, which you can see on our website and school gear. Our student leadership group also meets throughout the year with other alternative school student leaders through a group convened by Youth Leadership Institute. In addition to the student leadership group, we have a girls group and a boys group that meet once per week to discuss issues that are important to them in a comfortable environment. We have found that separating students by gender has been helpful for the productivity of the group discussion and we need to find a better process and nomenclature for the groups to be more inclusive of nonbinary individuals.

College and Career Fair:

Student Internship at the Public Defender's office:

Students also have a wide variety of opportunities to build on their personal interests and career aspirations. Before the pandemic, we led two Career Day events where a variety of local businesses, leaders, and organizations would come and share about opportunities to do internships and get involved. We have also brought in 15 - 20 guest speakers to classes each year to connect students with individuals in the community doing the work that students are studying. We look forward to continuing the Career Day events and welcoming guest speakers back on campus when safety protocols allow it. Students can also co-enroll in local community colleges to take courses that we do not offer on campus. We need to provide more support for students doing co-enrollment in college so that they can complete their coursework and find success. We also need to increase awareness of more vocational and certificate opportunities that exist in our community.

Finally, as we have described in earlier sections, we have a Learning Through Interest program where students can explore a wide range of career opportunities. As students identify what they are interested in, we support them to connect with community members that can help grow these interests and build skills to support them in their careers.

ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

Synthesize Strengths and Growth Areas

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.*

Areas of Strength

1. Student and staff relationships emphasize trust, inclusivity, individuality, communication, and growth mindset. Most students feel seen, heard, and supported.
2. Our Learning Through Interest program helps weave relationship building and student interests into the school day.
3. Our team is incredibly flexible and we work with students and families to support their needs and interests.
4. We provide 1:1 social, emotional, and academic support to students and meet each individual both at school and through our after-school mentoring program.
5. We provide a wide range of resources and opportunities to our students through partnerships with local agencies.
6. We provide opportunities for parent involvement outside of student meetings, including a variety of community celebrations.

Areas of Growth
1. Our leaders need to expand access to and an awareness of community resources and support programs including financial education, employment support, and access to emergency or immediate healthcare.
2. Our leaders need to improve college and career readiness by increasing the number of students co-enrolled in local community colleges, providing academic support to students while they are co-enrolled, and broadening the awareness of certificate programs and vocational programs.
3. In addition to our after-school mentoring program through the Multicultural Center of Marin, our leaders need to add enrichment programs for students on and off-campus, including after-school programs, music and art programs, and trade/vocational skill programs.
4. Leaders and teachers need to improve on our passion project process to maximize student involvement and increase connection to student interests and the LTI program.
5. Our entire team needs to continue to build relationships and develop restorative practices as we work to keep our suspension rate low.

6. Leaders and teachers need to increase opportunities for more positive student-to-student interactions including collaborative assignments at school, field trips, student groups, and a student ambassador program for new students.

7. Leaders need to provide staff with more professional development opportunities around leadership development and how to connect students with resources in the community.

List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)[3]

Preliminary major student learner needs identified in Chapter 2 include:

● More systematic linguistic support for students who are English language learners.
● More targeted interventions to support credit recovery for individual students.
● More opportunities for students to develop college and career readiness skills through internships, work experience, and co-enrollment at local community colleges.
● Greater access to mental health resources for all student groups, especially given the level of trauma that students have and are experiencing.
● More peer-to-peer interaction at school for students to develop stronger relationships and a greater sense of belonging.

List any additional identified student learner needs that resulted from the Focus Group analyses.

● Students need additional social, emotional, and academic support to complete courses when they are co-enrolled at local community colleges.
● Students need more opportunities to develop student-to-student relationships both on campus and through extracurricular activities.
● In addition to mental health care resources, students and their families need greater access to financial education, employment support, and access to health care.
● Students need us to continue building systems and a culture that promote restorative and relational practices.
● Students and their families need more opportunities for authentic leadership opportunities in the school.

In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to

○ **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**

○ **Identify important next steps within the schoolwide action plan/SPSA.**

Given the major student learner needs, and the strengths/growth areas listed above, the school-wide action plan (LCAP) needs to:

- Include action steps to expand access to and an awareness of community resources and support programs including financial education, employment support, mental health care, and access to emergency or immediate healthcare.
- Include action steps to improve college and career readiness by increasing the number of students co-enrolled in local community colleges, providing academic support to students while they are co-enrolled, and broadening the awareness of certificate programs and vocational programs.
- Include action steps to add enrichment programs for students on and off-campus, including after-school programs, music and art programs, and trade/vocational skill programs.
- Include action steps to maximize student involvement and increase connection to student interests and the LTI program.
- Include action steps to build relationships and develop restorative practices as we work to keep our suspension rate low.
- Include action steps to increase positive student-to-student interactions including collaborative assignments at school, field trips, student groups, and a student ambassador program for new students.
- Include action steps to provide staff-wide professional development opportunities around leadership development and how to connect students with resources in the community.

Chapter IV: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Prompt: Synthesize school-wide areas of strengths and list numerically. Be sure that these can be documented by other sections of the report

Schoolwide strengths for both Marin's Community School and Phoenix Academy Charter School

1. *Organization*: Our community is strongly aligned with our mission, vision, and values. We have an updated "profile of a graduate" to guide our work moving forward.
2. *Organization*: We have worked hard to shift the language and culture of our school from being deficit-based to asset-based. With our communication and outreach to stakeholders, and with communication from families via word-of-mouth, our reputation in the community is improving.
3. *Organization*: We provide significant professional development opportunities for staff through coaching, collaboration, staff workshops, and conferences.
4. *Curriculum*: The curriculum is available for all classes through our learning management system. Teachers provide multiple ways in which students can learn and demonstrate their learning.
5. *Curriculum*: Teachers create projects, units of study, and daily lessons based on students' interests and using a social justice lens. Teachers use competency-based learning to differentiate learning for students. Teachers align their learning goals with standards-based skills and content.
6. *Curriculum*: We have 16 draft courses of study that are aligned with our instructional model and written to be UC A-G approved. They will need to be revised to reflect our updated profile of a graduate and our student populations' needs.
7. *Curriculum*: We have built out our Learning Through Interest (LTI) program to connect students with mentors in the community and support students as they develop positive identities. Also, more students are co-enrolling at local community colleges.
8. *Curriculum*: Social and emotional learning is integrated throughout the school day.
9. *Instruction*: Teachers' units and lessons are aligned with standards for content and skills, and include learning goals for academic content, skills, as well as social and emotional skills.
10. *Instruction*: Teachers are highly trained in content and pedagogy, including methodologies to support all students in culturally responsive ways, competency-based learning, and project-based learning.
11. *Instruction*: Teachers organize courses, units, and lessons around students' interests as much as possible to increase engagement and achievement. Students' interests are also supported through the Learning Through Interest program.

12. *Instruction:* Teachers differentiate for six grade levels as well as a wide range of students' social, emotional, and academic needs. Teachers use technology and collaborate closely with Learning Coaches to support each learner.

13. *Instruction:* Teachers use technology to organize, communicate, and differentiate their curriculum. All students have access to computers and the technology they need.

14. *Instruction:* Learning Coaches are bilingual and work to support academic achievement as well as the social and emotional well-being of students.

15. *Assessment*: Courses, units, and lessons are developed with the desired student outcomes, standards, skills, and content in mind. Individual lessons are aligned with assessments and feedback opportunities for students to see their progress towards learning goals.

16. *Assessment:* Teachers use multiple types of assessment to meet students where they are and to ascertain their needs moving forward.

17. *Assessment:* Our team regularly examines data together to make recommendations for planning and instruction. We use feedback from our students and families to drive decision-making as well.

18. *Assessment*: Our Road Map process is a comprehensive way to communicate student progress toward graduation. We have a strong system of communication with students and families to help them see their progress and to get support where needed.

19. *Culture:* Student and staff relationships emphasize trust, inclusivity, individuality, communication, and growth mindset. Most students feel seen, heard, and supported.

20. *Culture:* Our Learning Through Interest program helps weave relationship building and student interests into the school day.

21. *Culture*: Our team is incredibly flexible and we work with students and families to support their needs and interests.

22. *Culture*: We provide 1:1 social, emotional, and academic support to students and meet each individual both at school and through our after-school mentoring program.

23. *Culture:* We provide a wide range of resources and opportunities to our students through partnerships with local agencies.

24. *Culture*: We provide opportunities for parent involvement outside of student meetings, including a variety of community celebrations.

Prompt: Synthesize school-wide growth areas for continuous improvement and list numerically. Be sure that these can be documented by other sections of the report.

○   Ensure that all Growth Areas have a "who," "what," and a "why" in relation to the impact on student learning.

○   Confirm areas already identified by the school in the schoolwide action plan/SPSA goals.

○   Identify any additional areas to be added to the schoolwide action plan/SPSA that have been identified by the visiting committee.

Schoolwide areas of growth for both Marin's Community School and Phoenix Academy Charter School

1. *Organization*: The Marin County Office of Education (MCOE) needs to develop organization-wide definitions for diversity, equity, inclusion, and anti-racism. Personnel policies and practices in the MCOE should be revised to recruit, hire and retain more staff of color organization-wide. The MCS/PA staff will begin this work in the fall and we will connect with MCOE leaders to encourage the work to take place organization-wide. Clear definitions for these terms will support our organization in developing goals and actions to address the significant racial equity gaps in our county.

2. *Organization*: MCS/PA leaders and teachers need to expand opportunities for students to take more leadership in the school and in their community. Authentic learning opportunities increase engagement and self-efficacy in students.

3. *Organization*: MCS/PA leaders need to continue to find resources and partner organizations that support case management and mental health care. Addressing students' basic needs will support them as they meet their personal and academic goals.

4. *Curriculum*: MCS/PA teachers and leaders need to update our courses of study to align with our updated profile of a graduate (ex. anti-racist curriculum, expanding perspectives, focus on social justice). We also need to determine if getting the courses approved by the University of California system for UC A-G approval is still a priority for our community.

5. *Curriculum*: Teachers need to provide more authentic learning experiences that connect to the community and that integrate multiple disciplines. Students need more opportunities to take action and problem solving through civic engagement. This will support our students in developing the competencies outlined on our profile of a graduate.

6. *Curriculum*: MCS/PA Teachers and leaders need to provide more life skills electives such as financial literacy, driver's education, and other areas identified as high priorities by students and their families.

7. *Curriculum*: MCS teachers and leaders need to identify additional curriculum materials and support that are relevant to our context and students. Differentiating content for students in grades 7 - 12 is very difficult and additional materials could support teachers and students alike.

8. *Curriculum*: MCS leaders need to track students' post-secondary pathways after they leave our school to determine how effective we are in helping them meet their goals.

9. *Instruction*: Leaders need to provide additional professional development opportunities for teachers and Learning Coaches to support English learners' academic achievement.

10. *Instruction:* Teachers need to implement more collective learning experiences to promote collaboration, problem solving, and develop social and emotional skills.
11. *Instruction*: Leaders need to provide professional development opportunities and teachers need to implement more instruction that asks students to demonstrate higher-order thinking and problem-solving.
12. *Instruction:* Leaders and teachers need to revise both courses and instruction to center our students of color and our English learners so that students see themselves reflected in the curriculum and instruction.
13. *Assessment:* Leaders and teachers need to identify a more comprehensive diagnostic assessment system for new students to determine their social, emotional, and academic strengths and areas of growth.
14. *Assessment:* Teachers and leaders need to develop a system to share student progress on shared skills across courses. Developing a system like this will reduce redundancies and will promote collaboration and calibration of assessment tools.
15. *Assessment:* Leaders and teachers need to increase student participation on state assessments and/or develop alternative local assessments that address state assessment requirements.
16. *Culture*: Our leaders need to expand access and an awareness of community resources and support programs, including financial education, employment support, and access to emergency or immediate healthcare.
17. *Culture*: Our leaders need to improve college and career readiness by increasing the number of students co-enrolled in local community colleges, providing academic support to students while they are co-enrolled, and broadening the awareness of certificate programs and vocational programs.
18. *Culture*: In addition to our after-school mentoring program through the Multicultural Center of Marin, our leaders need to add enrichment programs for students on and off-campus, including after-school programs, music and art programs, and trade/vocational skill programs.
19. *Culture*: Leaders and teachers need to improve on our passion project process to maximize student involvement, and increase connection to student interests and the LTI program.
20. *Culture:* Our entire team needs to continue to build relationships and develop restorative practices as we work to keep our suspension rate low.
21. *Culture:* Leaders and teachers need to increase opportunities for more positive student-to-student interactions including collaborative assignments at school, field trips, student groups, and a student ambassador program for new students.
22. *Culture*: Leaders need to provide staff with more professional development opportunities around leadership development and how to connect students with resources in the community.

Chapter V: Continuous School Improvement

Prompt: Include a brief summary of the schoolwide action plan/SPSA

Here is a link to our 2021 - 2024 Local Control and Accountability Plan for MCOE Alternative Education that includes our goal and actions aligned with our critical areas of need for the next three years.

Prompt: Comment on the following school improvement issues:

● Adequacy of the schoolwide action plan/SPSA in addressing the identified growth areas for continuous improvement. Do the schoolwide action plan/SPSA goals address the growth areas for continuous school improvement?

We were fortunate to have our WASC self-study process occur concurrently with our process for writing our three-year LCAP so that our goals, actions, and metrics are strongly aligned to address our critical areas of need outlined in the WASC process. Goal 1 and its accompanying actions align closely with the critical areas of need identified in the areas of curriculum, instruction, and assessment. For example, we plan to rework our courses of study so that they reflect our revised profile of a graduate. Specifically, we will look at all of our curricula so that it is anti-racist and so that students can see themselves in the curriculum. Goal 2 and its actions align closely with critical areas of need identified in instruction and culture. We are planning more opportunities for students to build community through after-school and enrichment activities. Goal 3 and its actions address critical areas of need such as increasing resources and opportunities for students and their families. Goal 4 is aligned to the needs of expelled and foster youth both at our school and countywide.

● Will the schoolwide action plan/SPSA goals/activities enhance student learning?

Our community feels the goals and associated actions will support students' academic, social and emotional needs. The goals and actions are tightly aligned with our new profile of a graduate and were written with the input and feedback of our stakeholders. We believe the goals and actions align with our priorities and will positively impact our students' learning.

● Is the schoolwide action plan/SPSA a "user-friendly" schoolwide action plan that has integrated all major school initiatives?

Yes, our schoolwide action plan/LCAP is user-friendly. The new format for the LCAP by the state has made it more user -friendly too. For example, each action now has a short title associated with it so that we can all talk about the action in a common language. For example, actions are called "Anti-Racist Curriculum Step 1" or "Student Leadership" and the actions clearly align with our priorities and students' needs. The action plan has integrated all major school initiatives.

- Is the schoolwide action plan/SPSA feasible within existing resources?

Yes, the schoolwide action plan/LCAP is feasible within existing resources. The actions we have committed to as a community align with our available short-term and long-term resources. Where there were not enough local resources, we needed to make strategic decisions to modify our plan. For example, one student need is for additional mental health resources. Given many of our students require Tier-Three mental health support that only Marin County Health and Human Services provides and there is a shortage of both bilingual counselors and a shortage of resources to pay for an additional therapist on staff, it is most sustainable to invest our school resources towards referring students to Marin County Health and Human Services and other local providers for mental health care.

- Is there sufficient school and district commitment to implementing and monitoring the schoolwide action plan/SPSA aligned with the LCAP?

Yes, our Board of Education, Superintendent, Assistant Superintendent, school leadership, and staff are committed to the continued redesign efforts at Marin's Community School and Phoenix Academy Charter School. When we began the school redesign in 2017, we recognized that this process will take time and that the best thing we can do to support change is to be aligned as a team and utilize processes such as this self-study to continually improve. As we presented our LCAP to the Board of Education for approval, one of the board members was particularly excited about our anti-racism work and asked what the board can do to support us. We shared that as we bring our updated courses of study for their approval that there will be opportunities to continue the work of dismantling racism within the curriculum. Our students and community are fortunate to have such strong district leadership and a mission and vision-aligned staff.

- Existing factors that will support school improvement.

Our relationships at school, within MCOE, and with our community partners at large will support our ability to improve student learning and support each student in meeting their individual goals. We have the commitment of the Superintendent and the Board of Education to continue this work for the long term. We have a collaborative and mission-aligned staff that believes in each of our students and is committed to continual improvement. We also have students who have demonstrated their ability to lead and improve the school for their peers and for generations to come.

- Impediments to improvement that the school will need to overcome.

Our school community will need to continue to find ways to heal from trauma. Personal and vicarious trauma can lead to burnout and our community will need to find ways to buffer against trauma as a community. We will also need to continue to work with feeder districts and within MCOE to address some of the root causes of systemic racism. We will also need to

continue the work of moving towards an asset-based identity of our schools with each student and in the broader community so that every student can see their own brilliance and power. As the climate continues to change and wildfires rage throughout the west, we will continue to need to adapt to poor air quality, evacuations, and the heat. Similarly, as the COVID-19 pandemic evolves, we will need to continue to be flexible.

●   The soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan/SPSA.

Our goals, actions, and metrics are aligned to monitor our progress towards the schoolwide learner outcomes. We have updated the metrics to reflect students' needs and plan to follow up with our staff and school community to report on our progress and get stakeholders' feedback on the next steps. The three-year LCAP process we just went through culminated in our three-year LCAP. Each year, we will submit our LCAP update and revise our actions as necessary to achieve our goals. This continuous process of improvement will allow us to provide a rigorous, relevant, and equitable education for every student.

Appendices

A.   Local Control and Accountability Plan (LCAP)

B.   Results of student questionnaire/interviews: 2021 Quantitative student survey,

2021 Qualitative student survey,

C.   Results of parent/community questionnaire/interviews: Parent Survey, Staff surveys

D.   California Healthy Kids SurveyCalifornia Healthy Kids Survey: 2017 - 2018, 2018 - 2019

E.   Master Schedule

F.   Approved AP course list: Not applicable, no AP classes are offered

G.   UC A-G approved course list: Not applicable, no courses are UC A-G approved yet.

H.   Additional details of school programs: ex. Work Experience Education/Learning Through Interest Program.

I.   California School Dashboard performance indicators: Marin's Community School, Phoenix Academy Charter School

J.   School accountability report card (SARC): 19-20 SARC Online - Marin's Community School, 19-20 SARC Online - Phoenix Academy

K.   CBEDS school information form - Marin's Community School
CBEDS school information form - Phoenix Academy

L.   Graduation requirements

M.   Any pertinent additional local data: Website, Facebook page, and Instagram account, Phoenix Academy's 2020 Charter Renewal

N.   Budgetary information: 2021 - 2022 MCOE Budget, Alternative Schools Budget Resources Reference

O.   Glossary of terms unique to the school