

Marin County Juvenile Court

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address: 16 Jeannette Prandi Way
San Rafael, CA , 94903-1843

Principal: Katy Foster, Principal

Phone: (415) 491-0581

Grade Span: 7-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Katy Foster, Principal

📍 Principal, Marin County Juvenile Court

About Our School

Katy Foster

kfoster@marinschools.org

Contact

Marin County Juvenile Court

16 Jeannette Prandi Way

San Rafael, CA 94903-1843

Phone: (415) 491-0581

Email: kfoster@marinschools.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)	
District Name	Marin County Office of Education
Phone Number	(415) 472-4110
Superintendent	Carroll, John
Email Address	jcarroll@marinschools.org
Website	www.marinschools.org
School Contact Information (School Year 2024–25)	
School Name	Marin County Juvenile Court
Street	16 Jeannette Prandi Way
City, State, Zip	San Rafael, CA , 94903-1843
Phone Number	(415) 491-0581
Principal	Katy Foster, Principal
Email Address	kfoster@marinschools.org
Website	www.marinschools.org
Grade Span	7-12
County-District-School (CDS) Code	21102150113183

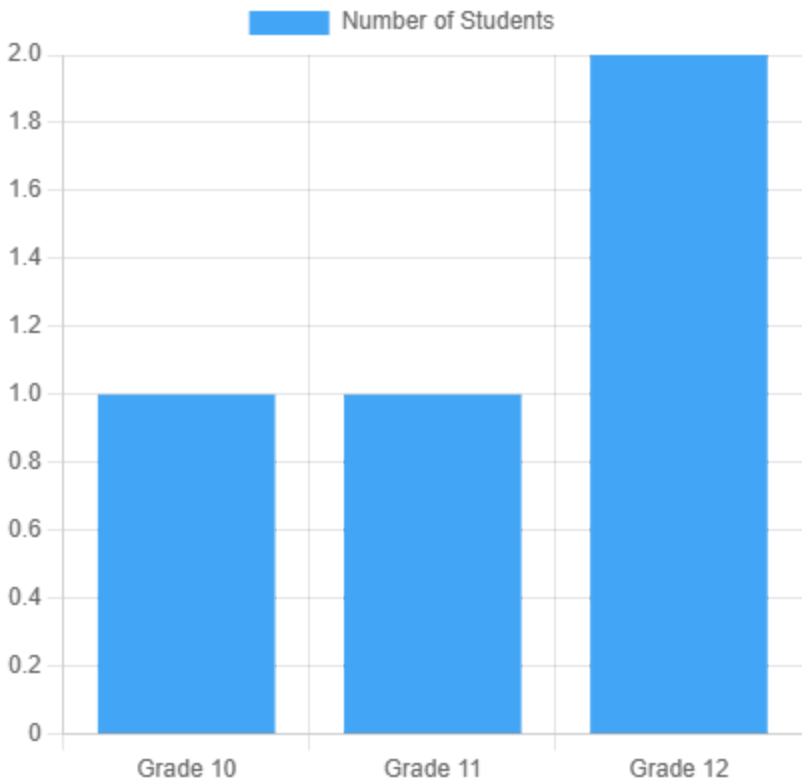
School Description and Mission Statement (School Year 2024–25)

Loma Alta, serving students who have been detained in Marin County Juvenile Hall, is one of the schools in the Marin County Office of Education Alternative Education programs. The goal of the program is to serve students in custody while also preparing them for transition back to their home schools by providing continuity of academic instruction, in addition to other services offered to detained students. Students who are close to graduating may complete those requirements while at Loma Alta, and some older students pursue the High School Equivalence Test or HiSET. Due to the nature of the student population at Loma Alta, the majority of the students have their standardized test scores reflected in the other Marin County Office of Education programs or their home Districts. Students generally are detained for short periods of time after which we support their transitions back. LCAP goals for the Marin County Office of Education continue to reflect an emphasis on parent engagement, student achievement and participation, and the development of academic and social/emotional skills for students who need the most support. *Note: Student numbers are not reflective of the total number of unduplicated students across the 2023-24 school year, but are a snapshot of those students detained at one point in time.
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Student Enrollment by Grade Level (School Year 2023–24)

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

Grade Level	Number of Students
Grade 10	1
Grade 11	1
Grade 12	2
Total Enrollment	4



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	0.00%	English Learners	50.00%
Male	100.00%	Foster Youth	0.00%
Non-Binary	0.00%	Homeless	0.00%
American Indian or Alaska Native	0.00%	Migrant	0.00%
Asian	0.00%	Socioeconomically Disadvantaged	100.00%
Black or African American	25.00%	Students with Disabilities	0.00%
Filipino	0.00%		
Hispanic or Latino	75.00%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	0.00%		
White	0.00%		

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.00	0.00%	19.00	47.64%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.60	1.65%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	8.00	20.02%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	3.30	8.31%	12115.80	4.41%
Unknown/Incomplete/NA	0.80	100.00%	8.90	22.34%	18854.30	6.86%
Total Teaching Positions	0.80	100.00%	39.90	100.00%	274759.10	100.00%

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.00	100.00%	31.80	61.46%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.50	1.12%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	2.00	4.02%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1.90	3.73%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	15.30	29.63%	15831.90	5.67%
Total Teaching Positions	1.00	100.00%	51.70	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.90	100.00%	30.60	71.77%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	1.00	2.39%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	2.40	5.69%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	8.50	20.11%	14303.80	5.15%
Total Teaching Positions	0.90	100.00%	42.70	100.00%	277698	100%

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

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Marin County Office of Education Alternative Education programs, including Juvenile Court, use a variety of materials to ensure that students enrolled in their programs are engaged and learning. The list of materials includes those that are State adopted and approved as well as those that supplement and extend the learning for this unique population.

Year and month in which the data were collected: December 2021

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Vocabulary, Pearson, 2007 Prentice-Hall Literature Series, 2005 English Composition, Globe Fearon, 2005 Elements of Writing, Holt Dressmaker of Khair Khana Half the Sky: Turning Oppression I Am Malala I Am Nujood, Age 10 and Divorced Night Voices from the March on W Washington Voices from the Trail of Tears	0
Mathematics	Big Ideas Mathematics CK-12 Flexbooks - Online Algebra II, McDougal Littell, 2007 Algebra I, Concepts and Skills, McDougal Littell, 2005 Geometry and Concept Skills, McDougal Littell, 2005	0
Science	CK-12 Flexbooks, Online Hands-on IT eams, 2013 Spectrum Science, Holt, 2005 Life Science, Globe Fearon, 2005 Physical Science, Globe Fearon, 2005 Earth Science, AGS. 2004	0
History-Social Science	PLATO Online Learning, 2013 American Nation, Prentice Hall, 2006 US History, AGS, 2005	0
Foreign Language	N/A	0
Health	Health, Glencoe, 2005 Globe Health, Globe Fearon, 2004 Health, Holt, 2004	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	N/A	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Due to the nature of the student population at Juvenile Court, the majority of the students have their standardized test scores reflected in the other Marin County Office of Education Alternative Education programs. Students move fluidly through the programs in an effort to maintain attendance in school and achieve the goal of graduation and work readiness. The Alternative Education programs work in concert to ensure students are receiving constant education despite the other social and/or emotional challenges they may be facing.

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

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	--	--	42%	42%	46%	47%
Mathematics (grades 3-8 and 11)	--	--	39%	36%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--				
Female	0	0	0%	0%	0%
Male	--				
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--				
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--				
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	0	0	0%	0%	0%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--				

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--				
Female	0	0	0%	0%	0%
Male	--				
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--				
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--				
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	0	0	0%	0%	0%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--				

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)			--	--	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--				
Female	0	0	0%	0%	0%
Male	--				
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--				
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	0	0	0%	0%	0%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

Alternative Education students in Marin’s Community School and Phoenix programs have access to the Marin County Office of Education’s School to Career Program, and we also are working to develop our own more robust system. Students have access to support from our College and Career Specialist who has helped students find employment as well as job shadows and internships, especially in our summer program. Students also have access to support from a College and Career Specialist liaison from MCOE. This liaison meets individually with students to connect them with resources and also visits Loma Alta to facilitate workshops. In addition, we partner with Marin County Probation and their Employment Development Counselor to place our students in paid internships and paid jobs.

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.

Career Technical Education (CTE) Participation (School Year 2023–24)

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

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2024–25)

Parents and families are key partners in ensuring students find success in school, and we place a high value on engaging them. We have a combined School Site Council/English Learner Advisory Committee which operates to engage and involve all stakeholders in helping to guide our LCAP and other work.

Our Parent Empowerment Specialist works with families in all of our Alternative Education programs, helping to connect families with the resources and support they need for their students, and for themselves. We also partner with the juvenile probation department to provide services to families as their students transition out of detention and back to the community and their home schools.

As part of our program, we host parent/family events throughout the year with such topics as college and career readiness, substance abuse information, and others as requested. We also work closely with our community partners to support families. Parents can contact Katy Foster, Director of Alternative Education Programs at the Marin County Office of Education: (415) 491-0581.

State Priority: Pupil Engagement

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

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

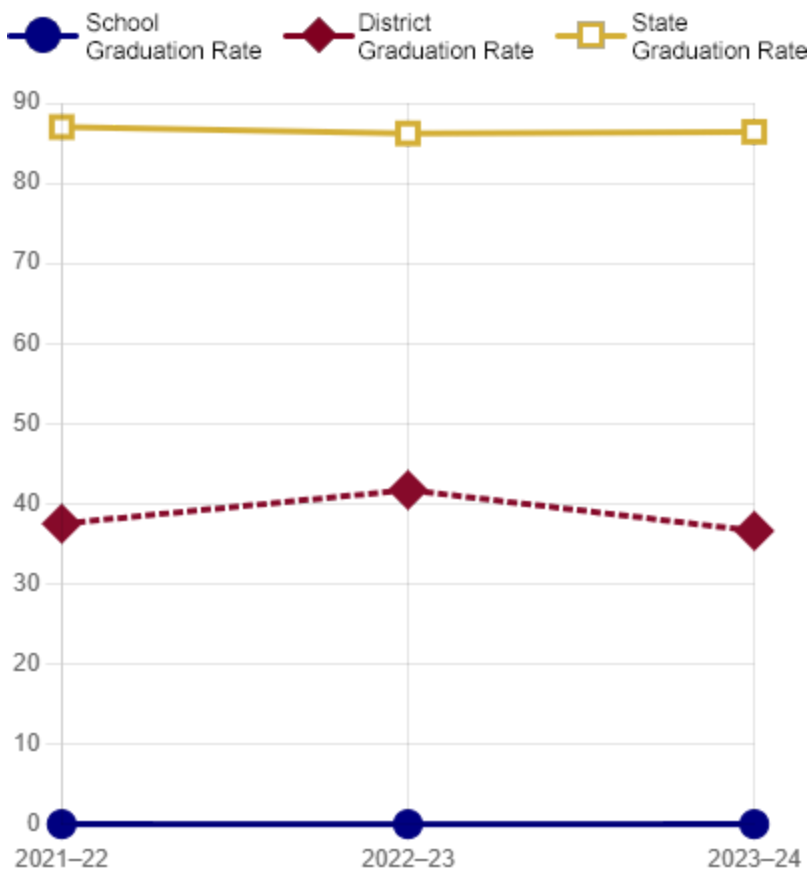
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

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

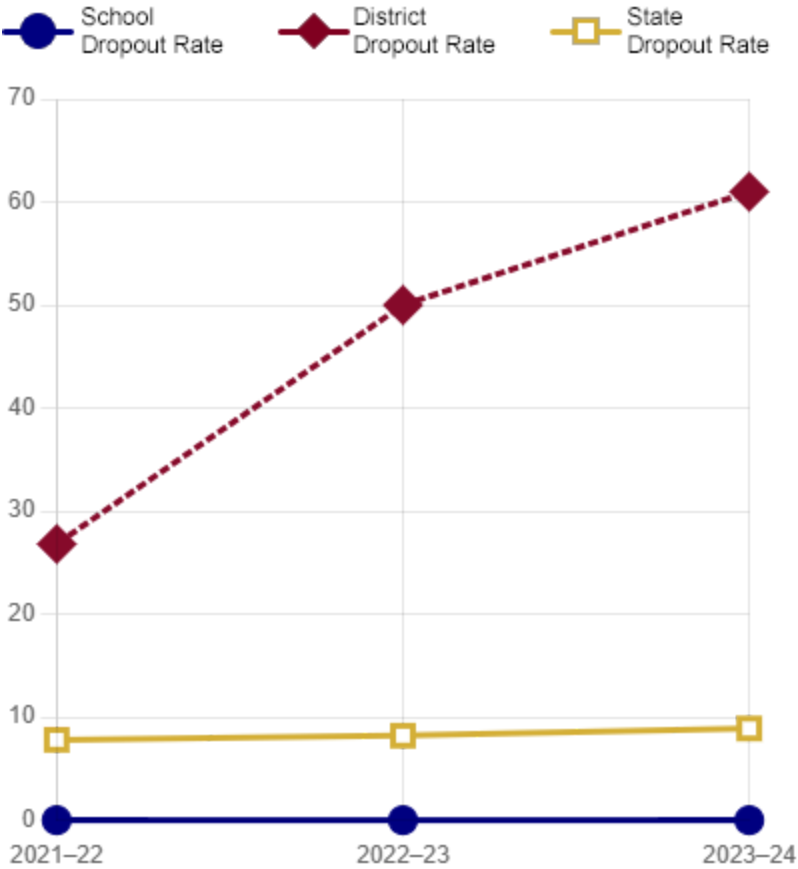
Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate	--	--	--	37.5%	41.7%	36.6%	87.0%	86.2%	86.4%
Dropout Rate	--	--	--	26.8%	50.0%	61.0%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

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

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	68	13	0	0.0%
Female	19	--	--	--
Male	49	--	--	--
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	45	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	20	--	--	--
Foster Youth	13	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	68	13	0	0.0%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	16	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	1.79%	0.00%	0.00%	3.04%	5.97%	3.01%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0%	0%
Female	0%	0%
Male	0%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

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

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Due to the nature of the Juvenile Court program, class size average may vary on a day to day basis.

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Due to the nature of the Juvenile Court program, class size average may vary on a day to day basis.

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Due to the nature of the Juvenile Court program, class size average may vary on a day to day basis.

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.06
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** "Other" category is for all other student support services staff positions not listed.

Advanced Placement (AP) Courses (School Year 2023–24)

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

Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7