Marin's Community
2024-25 School Accountability Report Card
(Published During the 2025-2026 School Year)
California Department of Education

Address:	1111 Las Gallinas Ave. 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's Community

Contact

Marin's Community
1111 Las Gallinas Ave.
San Rafael, CA 94903-1843

Phone: (415) 491-0581
Email: jcarroll@marinschools.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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 2025–26)

School Name	Marin's Community
Street	1111 Las Gallinas Ave.
City, State, Zip	San Rafael, CA , 94903-1843
Phone Number	(415) 491-0581
Principal	Katy Foster, Principal
Email Address	kfoster@marinschools.org
Website	http://www.marinschools.org
Grade Span	7-12
County-District-School (CDS) Code	21102152130037

School Description and Mission Statement (School Year 2025–26)

Marin's Community School is one of the programs in the Marin County Office of Education's Alternative Education Program. Marin's Community School serves students in grades 7-12.

Mission and Vision

In 2018 we began a process to shift our academics, school culture, and policies, and shifted to creating a school that is assets-based and is committed to ensuring students get the resources and support they need to succeed. Our mission is to empower each other to follow our passions and lead purposeful lives. Our vision is to prepare all students with the knowledge, skills, and habits needed for success in college, career,and life. By deeply engaging each student through personalized learning experiences, our students will master rigorous academic content and develop skills for the modern workplace. Our

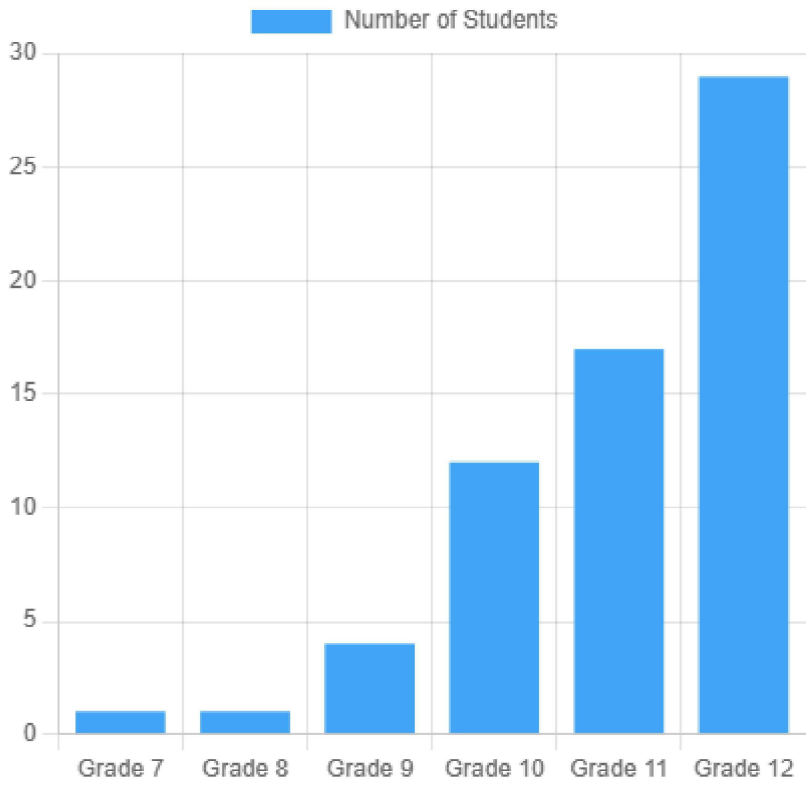
students will become conscientious global citizens as they solve real-world problems and strengthen their connections to others and the environment. Through our collaborative, supportive, and inclusive environment, our students will develop their social and emotional skills and find individual pathways to achieve their goals.

As county-wide alternative programs, we serve students from throughout the county, but most of our students live in Novato and San Rafael. Our students are mostly from underserved communities and need additional resources and support to achieve their goals. Students are referred to Marin's Alternative Education programs by local districts through the School Attendance Review Board process, expulsion process, juvenile probation, or because families have opted to join our school.

Our academic model blends standards-based, project-based learning with mastery grading. Students develop content knowledge and essential academic social and emotional skills to help them find success in whatever path they choose after high school. We engage students through choice in the focus of the projects, and through our Learning Through Interest (LTI) program, where students participate in off-campus learning and activities such as job shadows, internships, and co-enrollment in junior college. The culture of high expectations is supported by the deliberate cultivation of relational and restorative practices that allow us to support students and help them with the resources and opportunities they need to succeed.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 7	1
Grade 8	1
Grade 9	4
Grade 10	12
Grade 11	17
Grade 12	29
Total Enrollment	64



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	43.80%
Male	56.30%
Non-Binary	0.00%
American Indian or Alaska Native	1.60%
Asian	1.60%
Black or African American	6.30%
Filipino	0.00%
Hispanic or Latino	76.60%
Native Hawaiian or Pacific Islander	1.60%
Two or More Races	3.10%
White	9.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	39.10%
Foster Youth	1.60%
Homeless	4.70%
Migrant	0.00%
Socioeconomically Disavantaged	73.40%
Students with Disabilities	25.00%

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 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)	1.80	51.93%	31.80	61.46%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.20	6.91%	0.50	1.12%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	3.31%	2.00	4.02%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.20	33.98%	1.90	3.73%	11953.10	4.28%
Unknown/Incomplete/NA	0.10	3.31%	15.30	29.63%	15831.90	5.67%
Total Teaching Positions	3.60	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)	1.90	69.09%	30.60	71.77%	231142.40	83.24%
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)	0.70	28.36%	2.40	5.69%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	2.18%	8.50	20.11%	14303.80	5.15%
Total Teaching Positions	2.70	100.00%	42.70	100.00%	277698.00	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 2023–24)

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)	2.10	76.41%	29.70	60.87%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	2.00	4.09%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	7.00	14.32%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	23.24%	1.60	3.31%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	8.40	17.37%	13705.80	4.91%
Total Teaching Positions	2.80	100.00%	48.80	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.10	0	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.10	0	0.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	1.20	0.7	0.60
Total Out-of-Field Teachers	1.20	0.7	0.60

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	0.00%
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%	0%	0.00%

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 2025–26)

Year and month in which the data were collected: December 2025

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	CK-12 Flexbooks, Online Lightsail Adaptive Reading Platform Various novels Teacher created instructional materials	0
Mathematics	Big Ideas Mathematics CK-12 Flexbooks, Online Teacher created instructional materials	0
Science	CK-12 Flexbooks, Online Teacher created instructional materials in line with Next Generation Science Standards	0
History-Social Science	CK-12 Flexbooks, Online Teacher created instructional materials	0
Foreign Language	N/A	0
Health	Teacher created materials Huckleberry Youth presentations and curriculum	0
Visual and Performing Arts	Teacher created instruction and materials	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Marin's Community School (MCS) is of exemplary status rating and meets most or all standards of good repair. MCS school expansion project is in progress. Additional classroom, bathrooms, and outdoor recreational space will be completed by the end of March 2026. Exterior and interior painting project for the entire campus will be completed as well. A five-year facilities master plan has been developed for the MCOE, outlining both capital improvement projects as well as deferred maintenance through the 2029-30 school year.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2026

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Paint is starting to fade.

Overall Facility Rate

Year and month of the most recent FIT report: January 2026

Overall Rating	Exemplary

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	7%	5%	42%	40%	47%	48%
Mathematics (grades 3-8 and 11)	0%	0%	36%	35%	35%	37%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	28	21	75.00%	25.00%	4.76%
Female	--	--	--	--	--
Male	18	13	72.22%	27.78%	7.69%
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	24	19	79.17%	20.83%	5.26%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	11	8	72.73%	27.27%	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	20	16	80.00%	20.00%	0.00%
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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	28	22	78.57%	21.43%	0.00%
Female	--	--	--	--	--
Male	18	14	77.78%	22.22%	0.00%
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	24	20	83.33%	16.67%	0.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	21	17	80.95%	19.05%	0.00%
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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	--	--	--	--	30.73%	32.33%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	23	3	13.04%	86.96%	--
Female	--	--	--	--	--
Male	13	2	15.38%	84.62%	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	18	2	11.11%	88.89%	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	11	1	9.09%	90.91%	--
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 2024–25)

Alternative Education students in Marin's Community School have access to the Marin County Office of Education's School to Career Program. 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 support from a College and Career Specialist liaison from MCOE. This liaison meets individually with students to connect them to job and internship opportunities, and interviews with potential employers and also coordinates student field trips to college and career workshops offered off-site. 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. Through the program described above, students are exposed to a wide variety of interests and opportunities to pursue through our Virtual Job Shadow Program and through in-person job shadows, site visits, and 1:1 interviews. 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.

Our school also partners with the College of Marin to offer a college course on the MCS campus during the school day.

Career Technical Education (CTE) Participation (School Year 2024–25)

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 Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

Note: The admistration of the PFT requires only participation results for these five fitness areas.

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.

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 2025–26)

Strong parent and family collaboration is a pillar to the success of our students. Our strongest avenue for parent and family empowerment and collaboration is through our work as members of Cohort 2 of the CA Community Schools Planning Program (CCSPP) implementation grant. We work with parents and families in addition to school staff and community partners to examine data, set goals, and co-create plans to create systems, structures, and processes that best support students. Parents on our CCSPP Advisory team also serve on our combined School Site Council/English Learners Advisory Committee which meets monthly and reviews data to make recommendations to the administrators. We also hold events and meetings throughout the year to involve more parents and community members in school activities and the continual improvement process. We work closely with our non-profit partners to increase parent participation and provide services to families. Our Family Empowerment Specialist continues to be an effective addition to our program, connecting directly with families individually to assess needs, and to teach parents and guardians how to best support their students.

One of our biggest community events is the Appreciation Potluck we host every fall, bringing our community together to show and receive appreciation for what we do with and for our students.

State Priority: Pupil Engagement

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

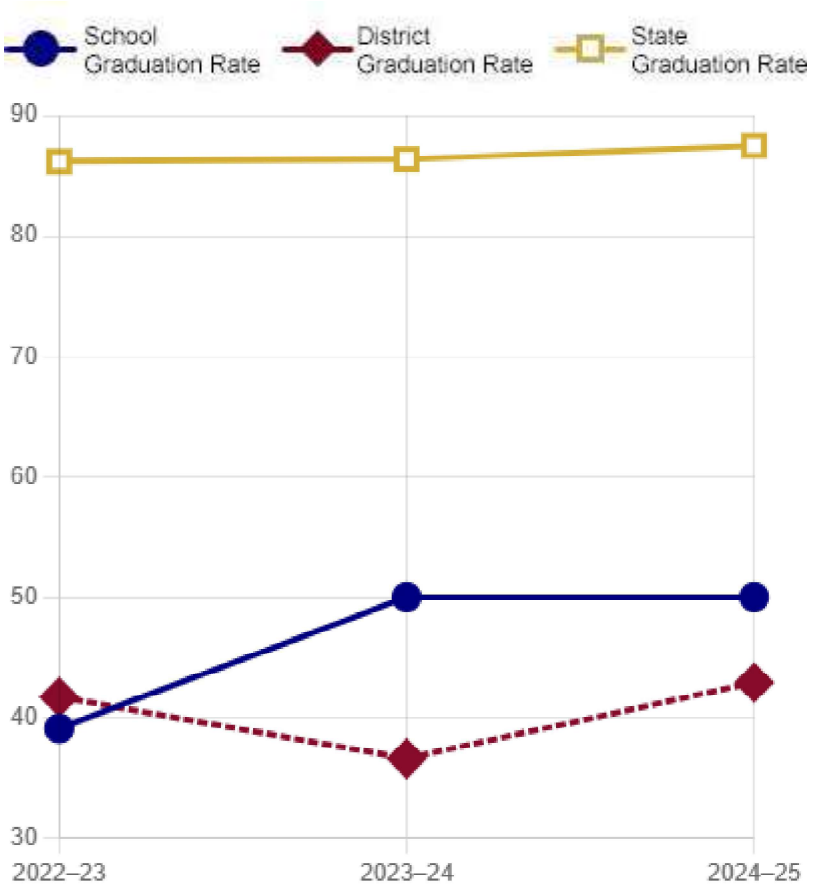
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

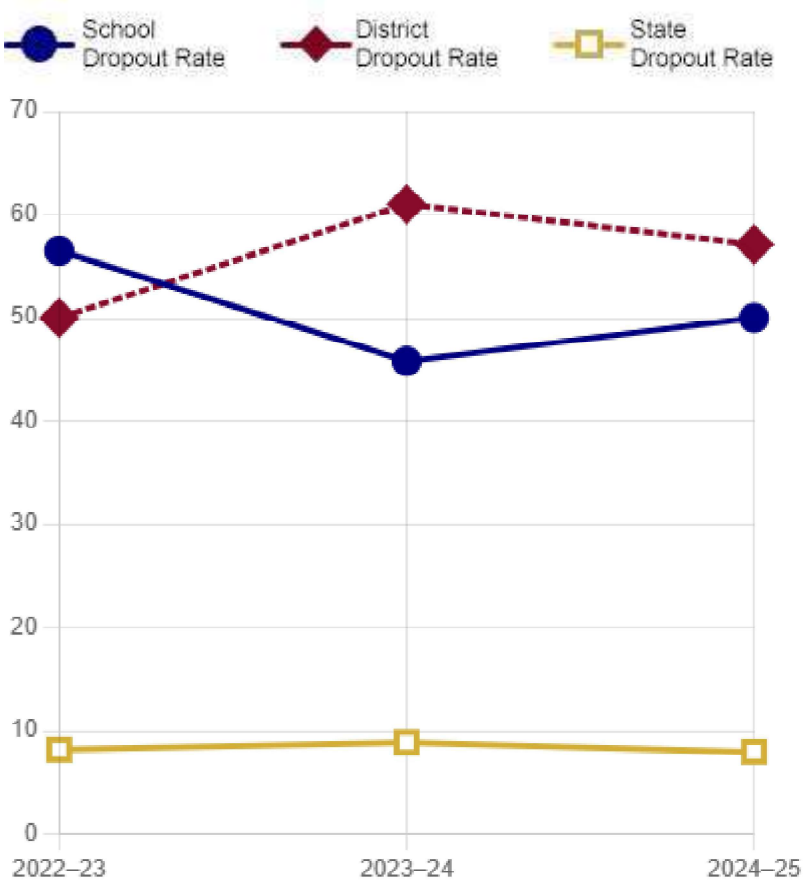
Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	39.1%	50.0%	50.0%	41.7%	36.6%	42.9%	86.2%	86.4%	87.5%
Dropout Rate	56.5%	45.8%	50.0%	50.0%	61.0%	57.1%	8.2%	8.9%	8.0%

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 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	26	13	50.0%
Female	12	5	41.7%
Male	14	8	57.1%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	19	9	47.4%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	--	--	--
English Learners	11	7	63.6%
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	22	10	45.5%
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 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	103	95	77	81.1%
Female	40	38	32	84.2%
Male	63	57	45	78.9%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	81	78	64	82.1%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	42	40	33	82.5%
Foster Youth	--	--	--	--
Homeless	11	--	--	--
Socioeconomically Disadvantaged	81	75	62	82.7%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	25	21	16	76.2%

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

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	28.92	19.3	6.80	5.97	0.00	2.21	3.60	3.28	2.94
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.08	0.07	0.06

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 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.80%	0.00%
Female	2.50%	0.00%
Male	9.52%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	8.64%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	9.52%	0.00%
Foster Youth	0.00%	0.00%
Homeless	9.09%	0.00%
Socioeconomically Disadvantaged	8.64%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	12.00%	0.00%

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 2025–26)

Every Fall, as a component of Back to School activities, staff from Marin's Community School campus review and discuss the Comprehensive School Safety Plan and address any changes needed to implement the plan to enhance school safety. Administrators from each site complete an annual update evaluation which includes noting any support needed to implement the plan, as well as specify modifications that may be needed. Some of the key elements of the plan include child abuse reporting procedures, disaster preparedness, policies leading to suspension or expulsion, procedures to notify teachers of dangerous pupils, sexual and gender based harassment, bullying prevention, dress code, safe ingress and egress, a notice regarding gun safety in the home, student risk assessment procedures, and rules on school discipline. Evaluation and updates are compiled and reported annually to the Board of Education. We follow the mandates, orders and measures directed by the Governor's Office, California Department of Public Health, and Marin County Public Health, including in regard to new measures put in place during the COVID-19pandemic. All activities and mitigation strategies are updated as guidance for schools from the above-mentioned agencies changes.

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 (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	6.00	11	0	0
Mathematics	10.00	4	0	0
Science	7.00	7	0	0
Social Science	3.00	19	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)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	7.00	6		
Mathematics	11.00	3		
Science	8.00	4	1	
Social Science	10.00	3	1	

* 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 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	5.00	8		
Mathematics	9.00	3		
Science	10.00	2	1	
Social Science	5.00	7		

* 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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	0

* 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.

Student Support Services Staff (School Year 2024–25)

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	
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.

Types of Services Funded (Fiscal Year 2024–25)

Advanced Placement (AP) Courses (School Year 2024–25)

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	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement			