

# Santa Clara Court School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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, 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 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).

#### 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.

## About This School

### School Contact Information (School Year 2019-20)

Entity	Contact Information
<b>School Name</b>	Santa Clara Court School
<b>Street</b>	1290 Ridder Park Dr., MC213
<b>City, State, Zip</b>	San Jose, CA 95131-2304
<b>Phone Number</b>	(408) 453-6999
<b>Principal</b>	David Putney Ed. D
<b>Email Address</b>	david_putney@sccoe.org
<b>Website</b>	www.sccoe.org
<b>County-District-School (CDS) Code</b>	43104394330254

Entity	Contact Information
<b>District Name</b>	Santa Clara County Office of Education
<b>Phone Number</b>	(408) 453-6500
<b>Superintendent</b>	Mary Ann Dewan Ph.D.
<b>Email Address</b>	maryann_dewan@sccoe.org
<b>Website</b>	www.sccoe.org

## School Description and Mission Statement (School Year 2019-20)

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### AED Vision:

To be "models of excellence in student learning and well-being" we are committed to instruct, inspire and support our students by providing opportunities for them to discover their potential, develop their character, and maximize learning so they may become independent, life-long learners and productive citizens.

### AED Mission:

Our students will learn in a personalized environment that fosters human dignity and promotes academic, social, emotional and personal success.

### AED Services

The Alternative Education Department (AED) provides educational services for students who have been unsuccessful in other educational settings for a variety of reasons, including, but not limited to: social, emotional, economic, and legal issues. The Alternative Education Department serves at-risk and incarcerated youth in two types of settings: (1) Juvenile Probation Department facilities – Juvenile Hall and Ranch facilities and (2) Community Schools serving students released from their home districts. AED emphasizes improving students' literacy, numeracy and social skills. AED also provides opportunities for preparation for future employment through job development, Career and Technical Education (CTE) courses and the High School Equivalency Test (HiSET). All students participate in the California Assessment of Student Performance and Progress (CAASPP). Our Course of Studies in the core subject areas address the California Academic Content Standards, and students actively earn credits toward graduation.

Santa Clara County Office of Education Alternative Education Department is fully accredited by the Western Association of Schools and Colleges (WASC) and is committed to providing an educational environment that promotes the development of literacy, 21st century skills, resiliency and appropriate social skills that will help our students to have a successful life.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	1
Grade 8	1
Grade 9	9
Grade 10	19
Grade 11	37
Grade 12	50
<b>Total Enrollment</b>	<b>117</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	6.8
American Indian or Alaska Native	2.6
Asian	3.4
Hispanic or Latino	82.9
White	2.6
Two or More Races	1.7
Socioeconomically Disadvantaged	100
English Learners	31.6
Students with Disabilities	37.6
Foster Youth	2.6
Homeless	0.9

## 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 Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	19	19	19	343
Without Full Credential	0	0	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Character based Literacy -2012 Write Source-2011 EDGE and INSIDE-2012	Yes	0%
Mathematics	Pearson, Integrated Math I, II and III - 2015	Yes	0%
Science	Holt, Physical and Earth Science - 2010 Prentice, Hall Biology - 2010 Holt Earth Science	Yes	0%
History-Social Science	Prentice Hall, The Modern Era and World History - 2012 Prentice Hall, United States History: Modern - 2012	Yes	0%
Foreign Language	N/A		0%
Health	Glencoe, Health, A Guide to Wellness - 2009	Yes	0%
Visual and Performing Arts	N/A		0%
Science Laboratory Equipment (grades 9-12)	Multiple programs online as well as on CD: Some titles include: * Forensic Science Labs * Earth Science Labs * Biology Science Labs	Yes	0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

The Santa Clara County Court Schools are located at Juvenile Hall in downtown San Jose and James Ranch in suburban Morgan Hill.

The facilities are maintained with coordination between Santa Clara County Juvenile Probation Department and the Santa Clara County Office of Education. Osborne School has added a gym and garden to the grounds, and the Blue Ridge Ranch facility added new classrooms, a kitchen, and renovations during the 2018-19 school year.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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 overall rating

**Year and month of the most recent FIT report:** August 2019

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

## 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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- 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

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	2	3	53	55	50	50
Mathematics (grades 3-8 and 11)	2	0	52	53	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	42	36	85.71	14.29	2.78
Male	37	32	86.49	13.51	0.00
Female	--	--	--	--	--
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	37	32	86.49	13.51	0.00
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	42	36	85.71	14.29	2.78
<b>English Learners</b>	15	15	100.00	0.00	0.00
<b>Students with Disabilities</b>	16	15	93.75	6.25	6.67
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	44	36	81.82	18.18	0.00
<b>Male</b>	39	32	82.05	17.95	0.00
<b>Female</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Filipino</b>					
<b>Hispanic or Latino</b>	39	32	82.05	17.95	0.00
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	--	--	--	--	--
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>	44	36	81.82	18.18	0.00
<b>English Learners</b>	17	15	88.24	11.76	0.00
<b>Students with Disabilities</b>	17	15	88.24	11.76	0.00
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Ten  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**Career Technical Education Programs (School Year 2018-19)**

Career Technical Education (CTE) brings students, educators and employers to develop and strengthen the relationship between what’s being taught in the classroom and its application in the workplace to prepare students with 21st-century skills.

- CTE is made up of 15 industry sectors, which include 58 career pathways related to all occupations.
- A series of courses grouped together integrate academic and technical training to provide students with a pathway to postsecondary education and careers.
- Some CTE classes stand alone, and others are found in California Partnership Academies, Multiple Pathway programs or Regional Occupational Programs.
- CTE engages students, increases attendance and graduation rates, helps close the achievement gap, and raises grades.

During 2018-19 the CTE programs offered included welding and construction.

**Career Technical Education Participation (School Year 2018-19)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	87
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0



## Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	25.7	17.1	14.3

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## 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 for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

Parent/guardian involvement to support student's success in school is crucial and energetically solicited. The School Site Council works collaboratively with staff, students and administration to assist in the development of the school plan, budget and to monitor progress. Parents are invited to quarterly LCAP Parent Advisory Meetings and parents of English Learners are included in the District English Learner Advisory Committee. Parents of incarcerated students are also provided information regarding the Parent Project.

### State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	39.5	36.7	68.8	36.1	27.1	49.3	9.7	9.1	9.6
Graduation Rate	40.7	36.7	28.1	19.4	45.8	45.3	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

## 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.2	0.0	0.1	3.1	2.9	2.3	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

The SCCOE Court and Community Schools update and revise the School Safety Plan annually. The School Safety Plan is approved by the School Site Council and the SCCOE Governing Board and contains information regarding:

The Plan includes the following areas:

- \* Crisis response Handbook
- \* Child abuse reporting procedures
- \* Emergency contact information and evacuation
- \* Policies regarding actions leading to suspension and/or expulsion
- \* Notification of uniform complaint procedures
- \* Sexual harassment policy
- \* Procedures for safe ingress and egress of pupils

The plan is updated and reviewed annually. The date of the last School Safety Plan review was March 2019. Safety Plans are approved by the local Governing Board and School Site Councils.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
<b>English</b>	3	28			3	40			3	46		
<b>Mathematics</b>					6	20			7	21		
<b>Science</b>	4	12			7	19			7	20		
<b>Social Science</b>	4	17			7	16			8	18		

\*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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	117.0

\*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.20
Social Worker	0
Nurse	.20
Speech/Language/Hearing Specialist	.20
Resource Specialist (non-teaching)	1.0
Other	1.0

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$30,325.72	\$868.91	\$19,263.66	\$121,435.80
District	N/A	N/A	\$36,550.87	\$98,256.00
Percent Difference - School Site and District	N/A	N/A	-61.9	21.1
State	N/A	N/A	\$11548	
Percent Difference - School Site and State	N/A	N/A	50.1	

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Title I, Title III, Title IV, and Local Control Funding Formula funding provides supplemental materials for EL, foster youth, and students with low socio economic status.

School safety funding provides counseling and supplemental services for English Learners, foster youth, and economically disadvantaged students.

Staff development funding provides for professional development and teacher stipends.

Title I funding provides:

- Supplemental safety programs
- Supplemental counseling programs
- Supplemental materials
- Supplemental staffing

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$58,474.00	\$45,741.00
Mid-Range Teacher Salary	\$91,667.00	\$81,840.00
Highest Teacher Salary	\$112,317.00	\$102,065.00
Average Principal Salary (Elementary)	\$ -	\$129,221.00
Average Principal Salary (Middle)	\$ -	\$132,874.00
Average Principal Salary (High)	\$137,020.00	\$128,660
Superintendent Salary	\$327,433.00	\$224,581.00
Percent of Budget for Teacher Salaries	13.8%	36%
Percent of Budget for Administrative Salaries	4.3%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

The Alternative Education Department uses data to drive decision making and identify priorities. The current focus of the Alternative Education department is to provide a solid academic program for students with support for English Learners and Students with Disabilities. In addition, the Alternative Education department provides a focus on aligning instructional practices and student work through Professional Learning Communities. Other areas of professional development include a focus on Universal Design for Learning, Positive Behavior Intervention Supports (PBIS) and student engagement. Professional development is embedded in the work year and includes early release days on Wednesdays. Teachers are mentored by professional coaches in the areas of math, science, social studies, and ELA/ELD. Job alike teams meet to collaborate regarding Career Technical Education and servicing Students with Disabilities. Teachers and staff are supported through data sharing, coaching, and peer collaboration.