

Santa Clara County Community School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Santa Clara County Community School
Street	258 Sunol Street MC 331
City, State, Zip	San Jose, CA 95131-2304
Phone Number	(408) 573-3250
Principal	Katherine Everett, Ed. D.
Email Address	keverett@sccoe.org
Website	www.sccoe.org
County-District-School (CDS) Code	43104394330320

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

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 potential, develop 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-promise 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 and Career and Technical Education (CTE) courses. All students participate in the California Assessment of Student Performance and Progress (CAASPP) and English Learners participated in the English Language Proficiency Assessment of California (ELPAC). The AED Course of Studies in the core subject areas address the California Academic Content Standards, and students actively earn credits toward graduation. Students attend classes according to placement by juvenile justice systems or through referral from local school districts. The average attendance of a student is 1-2 semesters.

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 2019-2020)

Grade Level	Number of Students
Grade 7	2
Grade 8	6
Grade 9	42
Grade 10	27
Grade 11	11
Grade 12	7
Total Enrollment	95

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	5.3
American Indian or Alaska Native	1.1
Asian	4.2
Hispanic or Latino	69.5
White	17.9
Two or More Races	2.1
Socioeconomically Disadvantaged	65.3
English Learners	20
Students with Disabilities	13.7
Foster Youth	1.1
Homeless	4.2

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	5	5	7	198
Without Full Credential	1	2	1	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

Santa Clara County Community Schools utilize Edgenuity online curriculum as a supplement to adopted textbooks. Edgenuity provides opportunity for hybrid and distance learning and is standards based to provide a well-rounded curriculum for all students.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson English 2018; 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%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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%

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

School Facility Conditions and Planned Improvements

The Santa Clara County Community Schools serve students in middle and high school and independent study. In 2018-19, school sites went through a renovation process including upgrades to classrooms. SCCOE Community School sites include Sunol Community School in San Jose and South County Community School in Gilroy. Recent upgrades were made to classrooms and security systems as well as building infrastructure.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

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

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	
Overall Rating	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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	8	N/A	55	N/A	50	N/A
Mathematics (grades 3-8 and 11)	3	N/A	53	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	--	N/A	37	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Career Technical Education (CTE) brings together students, educators and employers to develop and strengthen the relationship between what's being taught in the classroom and its application in the workplace. The primary goal is to prepare students with 21st-Century skills.

CTE is comprised of 15 industry sectors, which includes 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.

CTE classes are offered to students through online learning and collaboration with regional metro education partners. CTE engages students, increases attendance and graduation rates, helps close the achievement gap, and raises grades

In 2019-20 the Community School offered computer applications as a Career Technical Education course and students are given work permits. Independent Study students are encouraged to obtain dual enrollment with community college coursework.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
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
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2018-19 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 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Parent/guardian involvement to support students 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 and budget and to monitor student progress, and all parent/guardians are invited to meetings. Parent/guardians are also invited to quarterly Local Control Accountability Plan (LCAP) Parent Advisory Committee meetings and cafecitos (coffee) with the principal. Parents/guardians are included in student intake processes and multi-disciplinary team meetings.

Parents are encouraged to participate in parent conferences, parent trainings, and parent meetings, and administrators are in frequent contact with parents regarding student progress.

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 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
Dropout Rate	56.5	60.6	44.4	27.1	49.3	21.2	9.1	9.6	9
Graduation Rate	30.4	36.4	38.9	45.8	45.3	47.6	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	23.6	23.0	2.9	2.3	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	25.6	.02	NA
Expulsions	0.0	0.0	NA

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

SCCOE Community Schools have a comprehensive School Safety Plan.

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 in March of each year. Last approval date was March 2020
The School Safety Plan is approved by the School Site Council and the SCCOE Governing Board.

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)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size			2019-20 Average Class Size			2019-20 # of Classes*		
		1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
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*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)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	3	32			2	10			5	19		
Mathematics	4	20			4	7			5	15		
Science	5	17			4	7			5	12		
Social Science	3	26			3	9			4	16		

*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 2019-2020)

Title	Ratio
Academic Counselors*	95

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	2
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	1
Other	1

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$56,413.57	\$110.93	\$56,302.14	\$96,363.56
District	N/A	N/A	\$6018.51	\$95,977.00
Percent Difference - School Site and District	N/A	N/A	161.4	0.4
State	N/A	N/A	\$7,750.00	\$82,746.00
Percent Difference - School Site and State	N/A	N/A	151.6	15.2

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

Types of Services Funded (Fiscal Year 2019-2020)

Title I, Title III, Title IV and LCFF Supplemental and Concentration funds provide supplemental materials for EL students.

LCFF funding provides counseling and supplemental services for English Learners, foster youth, and economically disadvantaged youth.

Staff development funding provides for professional development and teacher stipends.

Title I funding provides:

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

LCFF funds support college and career readiness programs for all students.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$60,228.00	NA
Mid-Range Teacher Salary	\$87,957.00	NA
Highest Teacher Salary	\$115,986.00	NA
Average Principal Salary (Elementary)	NA	NA
Average Principal Salary (Middle)	NA	NA
Average Principal Salary (High)	\$134,325.00	NA
Superintendent Salary	\$326,859.64	NA
Percent of Budget for Teacher Salaries	15%	NA
Percent of Budget for Administrative Salaries	4%	NA

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 2019-2020)

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
All courses	NA	NA

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

During the period from 2018-2020, Santa Clara County Community School teachers have participated in 5 full days of professional development annually as a whole staff. In addition, staff members collaborate for a total of 4 hours per month minimum in formalized professional development. 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. Since the onset of COVID19, professional development has focused on support for distance learning and outreach to families during the COVID19 crisis.