Santa Clara County Community School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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/.

2024-25 School 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	Mark Camilleri
Email Address	mcamilleri@sccoe.org
School Website	https://www.sccoe.org/depts/educational-services/alternative-
Grade Span	6-12
County-District-School (CDS) Code	43104394330320

2024-25 District Contact Information

District Name	Santa Clara County Office of Education
Phone Number	(408) 453-6500
Superintendent	Charles Hinman
Email Address	CHinman@sccoe.org
District Website	www.sccoe.org

2024-25 School Description and Mission Statement

Alternative Education Department (AED) Goal
To treat the needs of the whole youth ensuring that they grow in our programs with an enhanced academic and social skills set, a belief in their ability to succeed, and the knowledge that they have a team to support them.

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

2024-25 School Description and Mission Statement

AED Services

The Alternative Education Department (AED) provides educational services for students, grades 6-12 who have been referred due to court placement, expulsion from local school districts, or referrals from local school districts for specialized academic support. Students receive instruction while incarcerated at Osborne Juvenile Hall or the William F. James Ranch facility. Expelled and other referred students receive academic and social emotional services at Sunol Community School or South County Community School. An independent study program is available for students referred by home school districts for specialized instruction. Students are provided a broad course of study aligned to California Academic Standards with specialized courses to support college and career readiness and career technical education. The AED in collaboration with Probation and other community partners focuses on successful transition of students through graduation, post-secondary placement and support, or return to district. 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 enable students to have a successful life.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	8
Grade 8	15
Grade 9	21
Grade 10	23
Grade 11	17
Grade 12	22
Total Enrollment	106

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	31.1
Male	67.9
Non-Binary	0.9
Asian	9.4
Black or African American	1.9
Filipino	2.8
Hispanic or Latino	73.6
Two or More Races	0.9
White	9.4
English Learners	29.2
Foster Youth	0.9
Homeless	4.7
Socioeconomically Disadvantaged	61.3
Students with Disabilities	17

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.90	13.20	375.30	58.14	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	48.80	7.56	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	101.70	15.76	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	6.50	86.67	47.10	7.30	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	72.50	11.24	18854.30	6.86
Total Teaching Positions	7.50	100.00	645.50	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.10	3.25	367.00	57.38	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	61.90	9.68	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	133.40	20.86	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.80	96.50	32.70	5.11	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	44.50	6.97	15831.90	5.67
Total Teaching Positions	4.00	100.00	639.70	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.20	3.83	327.30	57.00	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	46.30	8.07	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	33.33	98.60	17.18	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.70	62.67	37.80	6.59	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	64.10	11.16	14303.80	5.15
Total Teaching Positions	6.00	100.00	574.30	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	6.50	3.80	3.7
Total Out-of-Field Teachers	6.50	3.80	3.7

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	22.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	September 2022

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	Adopted 2023 Middle School Science – Elevate Science Miller, Kenneth R., and Joseph S. Levine. Miller & Levine Elevate Science. Boston, MA: Pearson 2020 Grade 7 Middle School Science – Elevate Science Miller, Kenneth R., and Joseph S. Levine. Miller & Levine Elevate Science. Boston, MA: Pearson: 2020 Grade 8 Middle School Science – Elevate Science Miller, Kenneth R., and Joseph S. Levine. Miller & Levine Elevate Science. Boston, MA: Pearson: 2020 Grade 9 – 12 BIOLOGY 2020, CALIFORNIA THE LIVING EARTH Miller, Kenneth R., and Joseph S. Levine. Miller & Levine Biology. Boston, MA: Pearson 2020	Yes	0%

History-Social Science	Adopted 2023	Yes	0%
	Grade 6 History Alive! Ancient World 2017 Bower, Bert et. al, History Alive! The Ancient World Grade 7 History Alive! Medieval World and Beyond 2017 Bower, Bert et. al, History Alive! The Medieval World and Beyond Grade 8 History Alive! US Through Industrialism Bower, Bert et. al, History Alive! The United States Through Industrialism 2017 Grade 9 Geography Alive! Regions and People Bower, Bert & Larson, Amy, Geography Alive! Regions and People 2019 Grade 10 History Alive World Connections Bower, Bert & Larson, Amy, History Alive! World Connections 2020 Grade 11 History Alive ! Pursuing American Ideals Bower, Bert & Hart, Diane, History Alive! Pursuing American Ideals: Equality, Rights, Liberty, Opportunity, Democracy 2013 Grade 12 Government Alive! Power, Politics, and You Bower, Bert & Hart, Diane, Government Alive! Power, Politics, and You 2014 Grade 12 Econ Alive! The Power to Choose Bower, Bert & Hart, Diane, Econ Alive! The Power to Choose 2015		
Foreign Language	Edgenuity Online Programming		0%
Health	Glencoe, Health, A Guide to Wellness - 2009	Yes	0%
Visual and Performing Arts	Edgenuity Online Programming		0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	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. 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.
FIT reports for 2024-25 were completed as follows: Sunol Community School -September 23, 2024 and South County Community School September 24, 2024. Sunol received "good" ratings in Systems, Cleanliness, Electrical, Restrooms/Fountains, Safety, Structural and External. Sunol received a "Fair" rating in Interior. South County Annex received a "Good" rating in Systems, Cleanliness, Interior, Restrooms/Fountains, Safety, Structural and External but received a "Fair" rating in Electrical. Both facilities received overall final score of "Good".

Year and month of the most recent FIT report	September 23, 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		paint peeling on chair railing, working with facilities on repairs.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Several lights need replacing, working with facilities on repairs.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	11	7	47	47	46	47
Mathematics (grades 3-8 and 11)	12	0	43	43	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	64	14	21.88	78.12	7.14
Female	21	5	23.81	76.19	--
Male	43	9	20.93	79.07	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	49	12	24.49	75.51	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	14	3	21.43	78.57	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	47	9	19.15	80.85	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	5	38.46	61.54	--

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	65	13	20.00	80.00	0.00
Female	21	4	19.05	80.95	--
Male	44	9	20.45	79.55	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	50	12	24.00	76.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	14	3	21.43	78.57	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	48	9	18.75	81.25	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	5	38.46	61.54	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

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

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	5.56	0.00	10.00	0.00	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	29	12	41.38	58.62	0.00
Female	11	4	36.36	63.64	--
Male	18	8	44.44	55.56	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	22	11	50.00	50.00	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
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	8	50.00	50.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

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 of the career technical education program is to prepare students for college and career readiness through career exploration and certifications. A series of courses grouped together integrate academic and technical training to provide students with a pathway to postsecondary education and careers. Community School students are provided opportunity for career experiences in career exploration and food handling and also are offered the opportunity to participate in Metro Education Career Technical Education and dual enrollment with community college partners. Community School students also benefit from work related experiences through work permits and opportunity for work experience coursework. Career Technical Education is a high priority for students enrolled in alternative education, and programming continues to evolve in both court and community schools.

2023-24 Career Technical Education (CTE) Participation

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

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	66.27
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	8.89

B. Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	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
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	15	15	--	--

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.

2024-25 Opportunities for Parental Involvement

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 monthly Local Control Accountability Plan (LCAP) Parent Advisory Committee meetings, English Learner parents are invited to form part of the District English Learner Advisory Committee, and Principals host 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 training, and parent meetings. Administrators and counseling staff are in frequent contact with parents regarding student progress.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	27.3	21.4	12.2	14.6	12.3	14.9	7.8	8.2	8.9
Graduation Rate	51.5	71.4	85.4	59.0	62.3	58.5	87.0	86.2	86.4

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

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	41	35	85.4
Female	11	10	90.9
Male	30	25	83.3
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	26	20	76.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	29	23	79.3
Students Receiving Migrant Education Services	0.0	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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	232	206	125	60.7
Female	83	77	45	58.4
Male	147	127	79	62.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	16	5	31.3
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	171	155	104	67.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	26	22	9	40.9
English Learners	61	55	34	61.8
Foster Youth	--	--	--	--
Homeless	15	15	10	66.7
Socioeconomically Disadvantaged	163	148	97	65.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	38	38	33	86.8

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: 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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
6	10.75	17.67	0.94	1.31	1.44	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.02	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	17.67	0.00
Female	12.05	0.00
Male	21.09	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	19.30	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	7.69	0.00
English Learners	22.95	0.00
Foster Youth	0.00	0.00
Homeless	26.67	0.00
Socioeconomically Disadvantaged	22.70	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	39.47	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.

2024-25 School Safety Plan

SCCOE Community Schools have a comprehensive School Safety Plan.

The plan includes the following areas:

2024-25 School Safety Plan

A) Child Abuse Reporting Procedures
B) Disaster Procedures
C) Suspension and Expulsion Procedures
D) Teacher notification of dangerous pupils
E) Discrimination and Harassment Policy
F) Dress Code
G) Safe Ingress and Egress
H) Safe and Orderly Learning Environment
I) Rules and Procedures for School Discipline
J) Procedures for Tactical Response to Criminal Incidents, including guns
K) Procedures to assess and respond to reports of violent, dangerous, unlawful activity
L) Procedures for opioid overdose

The plan is updated and approved annually. The last Safety Plan was adopted February 21, 2024.
The School Safety Plan is approved by the School Site Council and the SCCOE Governing Board.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	23		
Mathematics	2	7		
Science	4	3		
Social Science	2	23		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	20		
Mathematics	3	14		
Science	4	9		
Social Science	2	18		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	35		
Mathematics	5	9		
Science	6	8		
Social Science	3	16		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	106

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$49,190	$7,947	$41,242	$197,221
District	N/A	N/A	$90,412	
Percent Difference - School Site and District	N/A	N/A	-74.7	9.6
State	N/A	N/A	$10,771	
Percent Difference - School Site and State	N/A	N/A	117.2	69.8

Fiscal Year 2023-24 Types of Services Funded

Title I, Title III, and LCFF Supplemental and Concentration funds provide supplemental materials for English Learner students.

Title I funding provides:

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

Staff development funding provides for professional development and teacher stipends.

Title IV provides supplemental art and career technical support for students.

LCFF funding provides social and emotional support, supplemental staffing, and college and career readiness programs for all students since 75% of the student population identify as either English Learners, foster youth, or socioeconomically disadvantaged youth.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	72,355	
Mid-Range Teacher Salary	122,953	
Highest Teacher Salary	137,704	
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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 Where there are student course enrollments of at least one student.	0

Professional Development

Santa Clara County Community School teachers participate 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

Professional Development

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5