

Santa Clara County Office of Education Court 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 Office of Education Court School |
| Street | 840 Guadalupe Parkway |
| City, State, Zip | San Jose, CA 95131 |
| Phone Number | (408) 573-3208 |
| Principal | Principal, Eugene D. Santillan |
| Email Address | esantillan@sccoe.org |
| School Website | https://www.sccoe.org/depts/educational-services/alternative- |
| Grade Span | 6-12 |
| County-District-School (CDS) Code | 43104394330254 |

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,

2024-25 School Description and Mission Statement

and personal success.

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 department 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 8 | 1 |
| Grade 9 | 10 |
| Grade 10 | 16 |
| Grade 11 | 7 |
| Grade 12 | 15 |
| Total Enrollment | 49 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Female | 10.2 |
| Male | 89.8 |
| Black or African American | 6.1 |
| Hispanic or Latino | 81.6 |
| White | 12.2 |
| English Learners | 38.8 |
| Foster Youth | 4.1 |
| Homeless | 14.3 |
| Socioeconomically Disadvantaged | 100 |
| Students with Disabilities | 38.8 |

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) | 15.00 | 100.00 | 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) | 0.00 | 0.00 | 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 | 15.00 | 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) | 6.60 | 44.91 | 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) | 6.40 | 44.03 | 32.70 | 5.11 | 11953.10 | 4.28 |
| Unknown/Incomplete/NA | 1.60 | 10.92 | 44.50 | 6.97 | 15831.90 | 5.67 |
| Total Teaching Positions | 14.70 | 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) | 8.20 | 59.96 | 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) | 0.00 | 0.00 | 98.60 | 17.18 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 5.40 | 39.97 | 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 | 13.70 | 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 | 0 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 0.00 | 0.00 | 0 |

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 | 0.00 | 6.40 | 5.4 |
| Total Out-of-Field Teachers | 0.00 | 6.40 | 5.4 |

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 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | 0 | 0 |

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

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

Santa Clara County Court Schools provide a well-rounded academic program for students grounded in CA State Standards to provide a pathway to graduation and college and career readiness.

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 Grade 6 History Alive! Ancient World 2017 | Yes | 0% |

| | | | |
|---|--|-----|----|
| | <p>Bower, Bert et. al, History Alive! The Ancient World</p> <p>Grade 7 History Alive! Medieval World and Beyond 2017 Bower, Bert et. al, History Alive! The Medieval World and Beyond</p> <p>Grade 8 History Alive! US Through Industrialism Bower, Bert et. al, History Alive! The United States Through Industrialism 2017</p> <p>Grade 9 Geography Alive! Regions and People Bower, Bert & Larson, Amy, Geography Alive! Regions and People 2019</p> <p>Grade 10 History Alive World Connections Bower, Bert & Larson, Amy, History Alive! World Connections 2020</p> <p>Grade 11 History Alive ! Pursuing American Ideals Bower, Bert & Hart, Diane, History Alive! Pursuing American Ideals: Equality, Rights, Liberty, Opportunity, Democracy 2013</p> <p>Grade 12 Government Alive! Power, Politics, and You Bower, Bert & Hart, Diane, Government Alive! Power, Politics, and You 2014</p> <p>Grade 12 Econ Alive! The Power to Choose Bower, Bert & Hart, Diane, Econ Alive! The Power to Choose 2015</p> | | |
| 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 Court Schools are located at Juvenile Hall in downtown San Jose and William F. James Ranch in suburban Morgan Hill. Facilities inspections are conducted by Probation department also.

The facilities are maintained with coordination between Santa Clara County Juvenile Probation Department and the Santa Clara County Office of Education. FIT inspections were held as follows: Osborne Juvenile Hall (September 25, 2024) with a rating of fair in electrical and Interior and a rating of good in all other areas; and Blue Ridge School at William F. James Ranch on September 25, 2024 with a rating of "good" in all categories and an overall rating of "exemplary".

Year and month of the most recent FIT report

September, 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 | | Stained ceiling tiles |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | | X | | Some lights need replacing and some lights are out. |
| 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) | 10 | 0 | 47 | 47 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 0 | 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 | 15 | 5 | 33.33 | 66.67 | -- |
| Female | -- | -- | -- | -- | -- |
| Male | 12 | 5 | 41.67 | 58.33 | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 13 | 5 | 38.46 | 61.54 | -- |
| 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 | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 13 | 5 | 38.46 | 61.54 | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

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 | 15 | 5 | 33.33 | 66.67 | -- |
| Female | -- | -- | -- | -- | -- |
| Male | 12 | 5 | 41.67 | 58.33 | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 13 | 5 | 38.46 | 61.54 | -- |
| 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 | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 13 | 5 | 38.46 | 61.54 | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

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) | -- | -- | 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 | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 0 | 0 | 0 | 0 | 0 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| 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. Students enrolled in the Santa Clara County Court School program participate in career preparation programs to include: (a) career exploration, (b) career counseling and surveys, and (c) career pathways in culinary arts and welding and construction, (d) digital music production, (e) Horticulture. Students also participate in the ICVE, a Career Readiness Through Skills Validation program which provides opportunity for students to gain certification and certificates in career areas such as food handling and construction trades and have options for enrollment in online college courses after graduation. Court School students are provided opportunity to transfer into SVCTE Career Technical Education program and/or dual enrollment with community college partners.

2023-24 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 11 |
| 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 | |

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 | 8.62 |
| 2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

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 | -- | -- | -- | -- | -- |

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 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 and budget and to monitor progress. All parents/guardians are invited to planning meetings as approved by Probation. Parents/guardians are invited to monthly LCAP Parent Advisory Meetings and parents/guardians of English Learners are invited to the District English Learner Advisory Committee. Parents/guardians of incarcerated students are also provided information regarding community resources and parents/guardians are invited to intake appointments and multi-disciplinary team meetings.

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 | 20.0 | 28.6 | 15.6 | 14.6 | 12.3 | 14.9 | 7.8 | 8.2 | 8.9 |
| Graduation Rate | 50.0 | 52.4 | 68.8 | 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 | 32 | 22 | 68.8 |
| Female | -- | -- | -- |
| Male | 29 | 20 | 69.0 |
| Non-Binary | 0.0 | 0.0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | -- | -- | -- |
| Black or African American | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | 23 | 19 | 82.6 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | 0 | 0 | 0.00 |
| White | -- | -- | -- |
| English Learners | 13 | 10 | 76.9 |
| Foster Youth | -- | -- | -- |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 32 | 22 | 68.8 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | 12 | 9 | 75.0 |

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

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 412 | 94 | 0 | 0.0 |
| Female | 55 | -- | -- | -- |
| Male | 357 | 86 | 0 | 0.0 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | 43 | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 317 | 78 | 0 | 0.0 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | 26 | -- | -- | -- |
| English Learners | 114 | 36 | 0 | 0.0 |
| Foster Youth | 35 | -- | -- | -- |
| Homeless | 38 | 11 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 412 | 94 | 0 | 0.0 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 141 | 46 | 0 | 0.0 |

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

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 |
| 0 | 0 | 0 | 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 | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 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 | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

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

2024-25 School Safety Plan

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.

2024-25 School Safety Plan

The Plan includes the following areas:

- 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 reviewed annually. The plan was adopted by the Santa Clara County Board of Education on February 21, 2024. The revised plan will be going to the board on February 5, 2025.

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 | 36 | | |
| Mathematics | 3 | 13 | | |
| Science | 3 | 15 | | |
| Social Science | 3 | 16 | | |

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 | 2 | 20 | | |
| Mathematics | 4 | 11 | | |
| Science | 3 | 11 | | |
| Social Science | 4 | 11 | | |

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 | 2 | 37 | | |
| Mathematics | 5 | 12 | | |
| Science | 4 | 14 | | |
| Social Science | 4 | 14 | | |

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 | 49 |

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 | 1 |

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 | \$142,864 | \$15,363 | \$127,501 | \$165,856 |
| District | N/A | N/A | \$90412 | |
| Percent Difference - School Site and District | N/A | N/A | 34.0 | -7.7 |
| State | N/A | N/A | \$10,771 | |
| Percent Difference - School Site and State | N/A | N/A | 168.8 | 38.0 |

Fiscal Year 2023-24 Types of Services Funded

Title I, Title III, and Local Control Funding Formula funding provides supplemental materials for English Learners including Long Term English Learners (LTELs).

Title I funding provides:

- Supplemental math and English intervention
- Supplemental counseling programs
- Supplemental materials and supplies for literacy
- Supplemental staffing
- Parent Engagement
- Support for foster homeless youth

Staff development funding provides for professional development and teacher stipends.

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

Local Control Funding Formula funding provides supplemental staffing, coaching, literacy, and credit recovery programs for students.

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

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 Development

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 |