

Santa Clara County Community School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 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://sccoe.to/AltEdDept
Grade Span	6-12
County-District-School (CDS) Code	43104394330320

2025-26 District Contact Information

District Name	Santa Clara County Office of Education
Phone Number	(408) 453-6500
Superintendent	Dr. David M. Toston, Sr.
Email Address	DToston@sccoe.org
District Website	www.sccoe.org

2025-26 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.

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	4
Grade 8	17
Grade 9	17
Grade 10	25
Grade 11	19
Grade 12	25
Total Enrollment	107

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	32.7
Male	65.4
Non-Binary	1.9
Asian	5.6
Black or African American	5.6
Hispanic or Latino	70.1
Two or More Races	1.9
White	16.8
English Learners	23.4
Foster Youth	0.9
Homeless	7.5
Socioeconomically Disadvantaged	60.7
Students with Disabilities	10.3

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.

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)	0.1	3.25	367	57.38	234405.2	84
Intern Credential Holders Properly Assigned	0	0	61.9	9.68	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	133.4	20.86	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.8	96.5	32.7	5.11	11953.1	4.28
Unknown/Incomplete/NA	0	0	44.5	6.97	15831.9	5.67
Total Teaching Positions	4	100	639.7	100	279044.8	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.

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)	0.2	3.83	327.3	57	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	46.3	8.07	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	33.33	98.6	17.18	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.7	62.67	37.8	6.59	11746.9	4.23
Unknown/Incomplete/NA	0	0	64.1	11.16	14303.8	5.15
Total Teaching Positions	6	100	574.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	0.2	3.24	335.7	59.93	230039.4	100
Intern Credential Holders Properly Assigned	0	0	37.2	6.65	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.8	26.8	123.1	21.97	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.5	67.3	27.9	4.99	12112.8	4.34
Unknown/Incomplete/NA	0.1	2.5	36.1	6.46	13705.8	4.91
Total Teaching Positions	6.7	100	560.2	100	278927.1	100

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1
Misassignments	0.00	2	0.8
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	2	1.8

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	3.80	3.7	4.5
Total Out-of-Field Teachers	3.80	3.7	4.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	22.2	11.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 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	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson English 2018; Character Based Literacy -2012 Write Source-2011 EDGE and INSIDE-2012.	0%
Mathematics	Pearson, Integrated Math I, II and III - 2015	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	0%
History-Social Science	Adopted 2023 Grade 6	0%

	<p>History Alive! Ancient World 2017 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	0%
Visual and Performing Arts	Edgenuity Online Programming	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	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 located at Brownell in Gilroy. Sunol Community School temporarily changed to Chandler Tripp. FIT reports for 2025-26 were completed as follows: Sunol Community School - July 15, 2025, Chandler Tripp: August 25, 2025 and South County Community School September 25, 2025. Sunol received "good" ratings in all categories and exemplary rating overall. Chandler Tripp received "good" ratings in all categories. South County Annex received a "Good" rating in all categories. Chandler Tripp and South County facilities received overall final score of "Good".

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

September 2025

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			Doors are hard to open and close
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Sink leaking, Toilet paper dispenser falling off of wall
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 Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	7	22	47	47	47	48
Mathematics (grades 3-8 and 11)	0	19	43	46	35	37

2024-25 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	56	23	41.07	58.93	21.74
Female	23	10	43.48	56.52	--
Male	33	13	39.39	60.61	15.38
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	35	15	42.86	57.14	20.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	5	35.71	64.29	--
English Learners	13	5	38.46	61.54	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	16	41.03	58.97	12.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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	56	21	37.50	62.50	19.05
Female	23	9	39.13	60.87	--
Male	33	12	36.36	63.64	8.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	35	14	40.00	60.00	14.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	4	28.57	71.43	--
English Learners	13	5	38.46	61.54	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	14	35.90	64.10	14.29
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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	0	16.67	0	8.64	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	66	36	54.55	45.45	16.67
Female	29	13	44.83	55.17	23.08
Male	37	23	62.16	37.84	13.04
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	43	25	58.14	41.86	16.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	4	30.77	69.23	--
English Learners	11	10	90.91	9.09	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	27	64.29	35.71	14.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	8	72.73	27.27	--

2024-25 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 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.

2024-25 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	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	60.47
Graduates Who Completed All Courses Required for UC/CSU Admission	1.61

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.

2024-25 California Physical Fitness Test Participation Rates

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 7	--	--	--	--	--
Grade 9	95.6%	65%	65%	65%	65%

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.

2025-26 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

2025-26 Opportunities for Parental Involvement

and to monitor student progress, and all parent/guardians are invited to meetings. English Learner parents/guardians are invited to form part of the School Site Council/English Learner Advisory Committee, 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 the LCAP survey, 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	21.4	12.2	13.7	12.3	14.9	12.6	8.2	8.9	8
Graduation Rate	71.4	85.4	78.4	62.3	58.5	64.4	86.2	86.4	87.5

2024-25 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/acqrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	51	40	78.4
Female	19	17	89.5
Male	32	23	71.9
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	34	28	82.4
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	40	31	77.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acqrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	235	206	129	62.6
Female	95	82	43	52.4
Male	137	121	85	70.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	11	4	36.4
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	172	151	100	66.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	35	31	18	58.1
English Learners	56	50	34	68.0
Foster Youth	--	--	--	--
Homeless	18	14	12	85.7
Socioeconomically Disadvantaged	162	142	95	66.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	31	29	26	89.7

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
10.75	17.67	11.49	1.31	1.44	1.34	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.02	0.01	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.49	0.00
Female	7.37	0.00
Male	14.60	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	13.37	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.86	0.00
English Learners	12.50	0.00
Foster Youth	0.00	0.00
Homeless	22.22	0.00
Socioeconomically Disadvantaged	13.58	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	25.81	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.

2025-26 School Safety Plan

SCCOE Community Schools have a comprehensive 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) If conducting active shooter drills, they must not be high-intensity and must include several factors * New requirement
- L) Procedures to assess and respond to reports of violent, dangerous, unlawful activity
- M) Procedures for cardiac arrest * New requirement
- N) Procedures for opioid overdose

The plan also includes an Instructional Continuity plan and procedures for notifying parents, students, and staff when immigration enforcement is confirmed on campus is a new requirement and will be added during the CSSP update.

The plan is updated and approved annually. The last Safety Plan was adopted February 15, 2025. The updated plan will be going to the board February 2026.

The School Safety Plan is approved by the School Site Council and the SCCOE Governing Board.

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	0	0
Mathematics	3	14	0	0
Science	4	9	0	0
Social Science	2	18	0	0

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		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	37		
Mathematics	4	12		
Science	7	7		
Social Science	4	15		

2024-25 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

2024-25 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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$42,561	\$6,062	35,959	170031
District	N/A	N/A	99039	202818.14
Percent Difference - School Site and District	N/A	N/A	-93.5	-17.6
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	105.4	69.8

Fiscal Year 2024-25 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 curriculum and subscriptions
- Supplemental Career tech classes
- Supplemental materials
- Supplemental staffing
- Staff extra hours to conduct credit recovery

Fiscal Year 2024-25 Types of Services Funded

Staff development funding provides for professional development.

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 63% of the student population identify as either English Learners, foster youth, or socioeconomically disadvantaged youth.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$78,253	\$46,017
Mid-Range Teacher Salary	\$135,282	\$103,719
Highest Teacher Salary	\$148,928	\$161,420
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		

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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	0

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

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 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5