

Hillcrest at Youth Services Center
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education

Address:	10 Loop Rd. San Mateo, CA , 94402-4035	Principal:	Michael Dougherty
Phone:	(650) 312-5325	Grade Span:	5-12

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.

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/>.

About This School

Michael Dougherty

📍 Principal, Hillcrest at Youth Services Center

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About Our School

Contact

Hillcrest at Youth Services Center
10 Loop Rd.
San Mateo, CA 94402-4035

Phone: [\(650\) 312-5325](tel:6503125325)

Email: mdougherty@smcoe.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	San Mateo County Office of Education
Phone Number	(650) 802-5300
Superintendent	Magee, Nancy
Email Address	nmagee@smcoe.org
Website	www.smcoe.org

School Contact Information (School Year 2023–24)

School Name	Hillcrest at Youth Services Center
Street	10 Loop Rd.
City, State, Zip	San Mateo, CA , 94402-4035
Phone Number	(650) 312-5325
Principal	Michael Dougherty
Email Address	mdougherty@smcoe.org
Website	www.smcoe.org
Grade Span	5-12
County-District-School (CDS) Code	41104134130076

School Description and Mission Statement (School Year 2023–24)

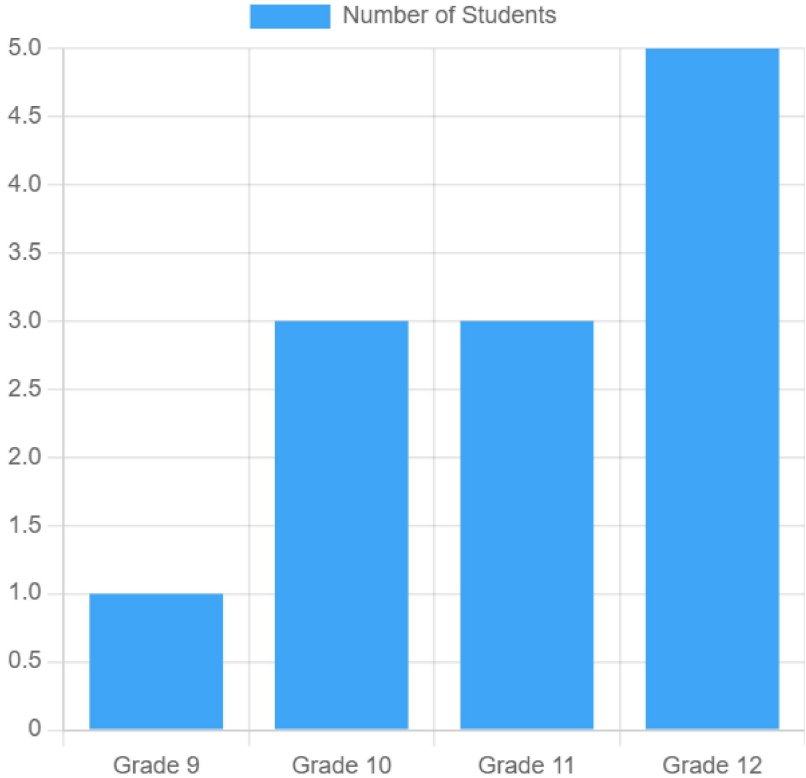
The San Mateo County Office of Education Court and Community Schools Program provides a student-centered, standards-based curriculum that prepares students for future success. SMCOE engages in a unique and innovative partnership with the College of San Mateo through Project Change which provides our students with opportunities to develop college and career readiness skills, complete California's high school requirements for graduation, and pursue college level courses for college credit.

Hillcrest School provides a WASC accredited core academic program which prepares students to be academically and socially successful and to eventually return to a district program, achieve a high school diploma, or a High School Equivalency Test (HiSET) certificate. Students also have the opportunity to participate in post-secondary education, including technical training, or to enter the work world. The educational program provides differentiated instruction adapted to meet individual student needs. The curriculum is aligned to the Common Core State Standards, including English Language Development (ELD) standards. Special Education and ELD services are provided to eligible students. Academic programming is provided year-round. Our staff holds high expectations for every student. Student success is measured in terms of academic growth, teamwork and persistence, everyday motivation, positive and restorative interactions, and personal accountability.

Hillcrest School is located in the San Mateo Youth Services Center, a secure facility providing temporary care for youth who have been detained and are awaiting hearing or a court-ordered placement. The average stay at Hillcrest is approximately 30 days. This program operates with a 20:1 student to teacher ratio.

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 9	1
Grade 10	3
Grade 11	3
Grade 12	5
Total Enrollment	12



Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	8.33%
Male	91.67%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	91.67%
Native Hawaiian or Pacific Islander	8.33%
Two or More Races	0.00%
White	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	50.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	100.00%
Students with Disabilities	33.33%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

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)	0.80	32.13%	13.00	44.39%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.00	3.39%	4205.90	1.53%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00%	4.00	13.63%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.60	67.87%	4.30	14.75%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	7.00	23.80%	18854.30	6.86%
Total Teaching Positions	2.40	100.00%	29.40	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.

Teacher Preparation and Placement (School Year 2021–22)

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)	1.50	50.67%	10.20	38.13%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.00	3.74%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00%	2.70	10.43%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.40	49.00%	4.30	16.07%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	8.40	31.51%	15831.90	5.67%
Total Teaching Positions	3.00	100.00%	26.70	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.

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.60	1.40
Total Out-of-Field Teachers	1.60	1.40

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	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)	9.30%	6.6%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2023

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	StudySync	0
Mathematics	Carnegie Learning	0
Science	Prentice Hall Science Lab: Carolina	0
History-Social Science	Prentice Hall	0
Foreign Language	Edgenuity	0
Health	Edgenuity Starline	0
Visual and Performing Arts	Edgenuity Starline	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Hillcrest is a school program operated within a facility owned and maintained by the San Mateo County Probation Department. The Board of Corrections reviews this facility on a yearly basis and repairs are implemented as directed. Additionally, the San Mateo County Juvenile Justice and Delinquency Prevention Commission (JJRPC) annually inspects the facilities and the school program, and provides detailed reports to the San Mateo County Board of Supervisors.

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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	--	0%	10%	3%	47%	46%
Mathematics (grades 3-8 and 11)	--	0%	0%	0%	33%	34%

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.

Note: 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	12	8	66.67%	33.33%	--
Female	--	--	--	--	--
Male	11	8	72.73%	27.27%	--
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	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	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: ELA 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.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	11	8	72.73%	27.27%	--
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	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	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: 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.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	--	--	0.00%	9.09%	29.47%	30.29%

Note: 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.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	11	7	63.64%	36.36%	--
Female	0	0	0%	0%	0%
Male	11	7	63.64%	36.36%	--
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	--	--	--	--	--
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	--	--	--	--	--
Students Receiving Migrant Education Services	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.

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

California Physical Fitness Test Results (School Year 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade	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
9	--	--	--	--	--

Note: The admistration of the PFT requires only participation results for these five fitness areas.

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: 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

Opportunities for Parental Involvement (School Year 2023–24)

Every effort is made to involve parents as partners in their student's educational plan, including the transition plan when a student is eligible to return to their home school district. Parents receive annual notifications as required by the CA Department of Education, assessment results from state standardized tests, and notification of changes in a student's academic program. Parents participate in student enrollment procedures, student Individual Education Program(IEP) meetings, transition meetings and special events.

The Bilingual Family Counselor is available to support bilingual and all families by bridging our families with the school community and with helping families access needed resources. The 17th District PTA provides support to Court and Community students and staff. Parents may participate on the School Site Council and/or the Court and Community Advisory Committee which both offer regularly scheduled meetings throughout the school year.

For more information about how to become involved in the SMCOE Court and Community Schools, please contact Jonas Barbour, SMCOE Court Schools Site Administrator at (650) 598-2175 or jbarbour@smcoe.org, or Carla Chavez, Bilingual Family Counselor at (650) 598-2174 or cchavez@smcoe.org.

State Priority: Pupil Engagement

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

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

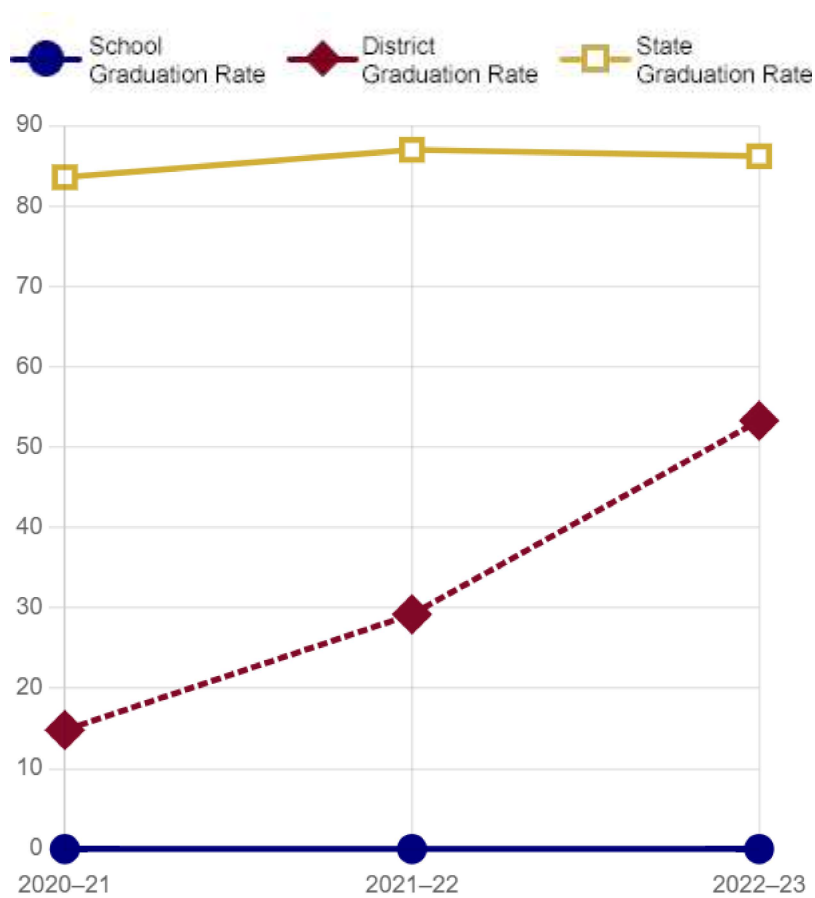
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

Four-Year Cohort rates are not calculated for small schools with a cohort size of less than 10 students, therefore, results are not displayed.

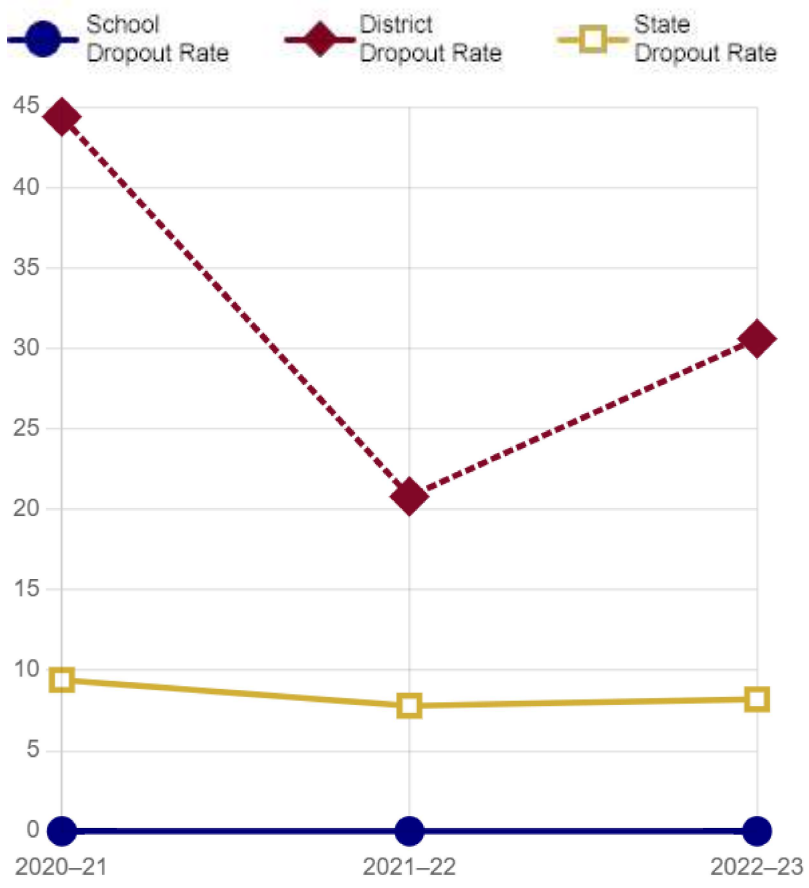
Indicator	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Graduation Rate	--	--	--	14.80%	29.20%	53.3%	83.6%	87.0%	86.2%
Dropout Rate	--	--	--	44.40%	20.8%	30.6%	9.4%	7.8%	8.2%

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Four-Year Cohort rates are not calculated for small schools with a cohort size of less than 10 students, therefore, results are not displayed.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	0.0	0.0	0.0%
Male	--	--	--
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	0	0	0.00%
Filipino	0	0	0.00%
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
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/acgrinfo.asp>.

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

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	112	29	0	0.0%
Female	17	1	0	0.0%
Male	95	28	0	0.0%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	1	0	0	0.0%
Asian	1	1	0	0.0%
Black or African American	11	2	0	0.0%
Filipino	2	0	0	0.0%
Hispanic or Latino	81	23	0	0.0%
Native Hawaiian or Pacific Islander	7	2	0	0.0%
Two or More Races	1	0	0	0.0%
White	7	1	0	0.0%
English Learners	42	12	0	0.0%
Foster Youth	1	0	0	0.0%
Homeless	4	2	0	0.0%
Socioeconomically Disadvantaged	112	29	0	0.0%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	40	11	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.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Suspensions	15.45%	21.10%	12.50%	13.20%	11.80%	12.21%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

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.

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.50%	0.00%
Female	0.00%	0.00%
Male	14.74%	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	18.18%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	11.11%	0.00%
Native Hawaiian or Pacific Islander	28.57%	0.00%
Two or More Races	0.00%	0.00%
White	14.29%	0.00%
English Learners	11.90%	0.00%
Foster Youth	0.00%	0.00%
Homeless	25.00%	0.00%
Socioeconomically Disadvantaged	12.50%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	10.00%	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.

School Safety Plan (School Year 2023–24)

The Court School classrooms and facilities are clean and safe. Each classroom has telephone access and safety equipment provided by the Probation Department. The Court Schools Handbook outlines the established policies and procedures for assuring the safety and welfare of all students on each campus. Administrators participate in safety seminars, and emergency procedures are reviewed with all staff each year. Staff members are vigilant in maintaining the safety and care of the students during the school day.

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	15.00	5	0	0
Mathematics	15.00	5	0	0
Science	15.00	5	0	0
Social Science	15.00	5	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	15.00	5	0	0
Mathematics	15.00	5	0	0
Science	15.00	5	0	0
Social Science	15.00	5	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	15.00	5	0	0
Mathematics	15.00	5	0	0
Science	15.00	5	0	0
Social Science	15.00	5	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.20
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.20
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other**	0.34

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$166062.00	\$18150.00	\$147912.00	\$108103.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	--
Percent Difference – School Site and State	N/A	N/A	181.69%	--

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

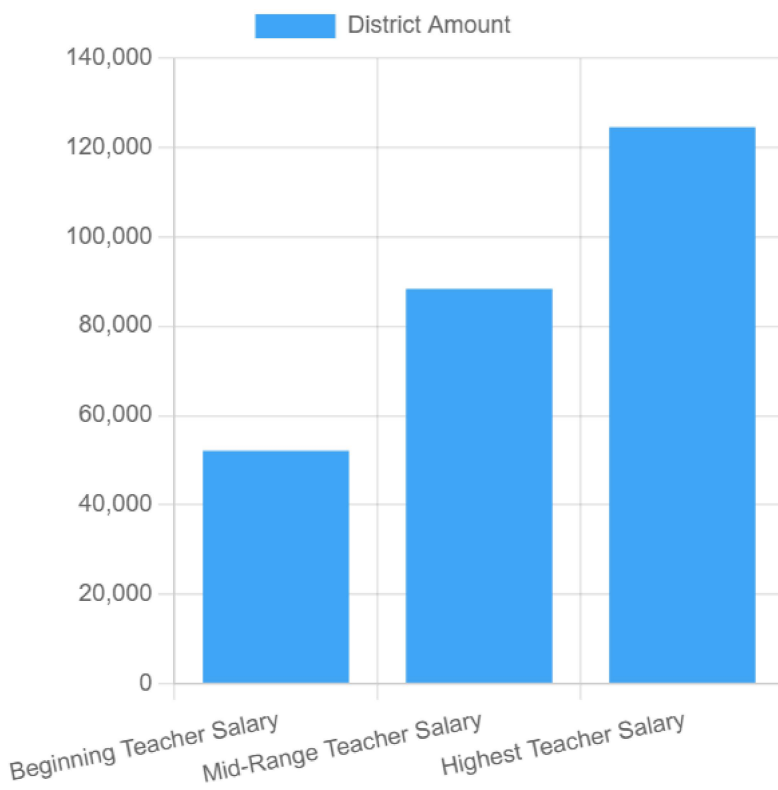
Types of Services Funded (Fiscal Year 2022–23)

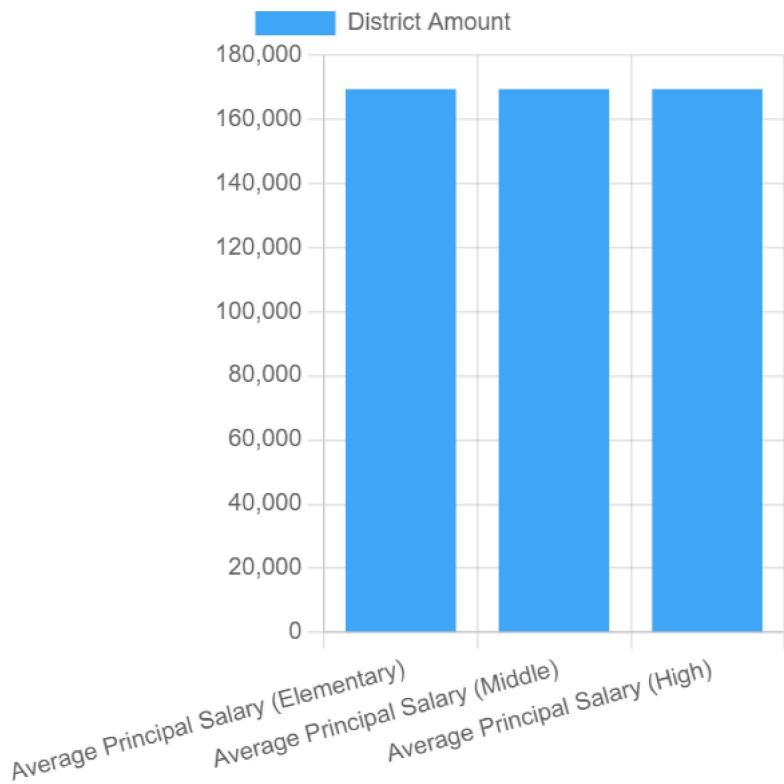
- Academic curriculum to meet CA graduation requirements
- Elective classes
- Credit Recovery
- Transition support
- Special Education
- Resource Specialist
- Speech/Language Specialist
- Title I Neglected and Delinquent Youth Funding
- Title I Part A, Enrichment Services
- Title II
- Title III
- Project Change in partnership with College of San Mateo
- Academic Counselor support
- Bilingual Family Counselor
- One to One Computer Devices and Online Access

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52117.00	\$0.00
Mid-Range Teacher Salary	\$88337.00	\$0.00
Highest Teacher Salary	\$124557.00	\$0.00
Average Principal Salary (Elementary)	\$169404.00	\$0.00
Average Principal Salary (Middle)	\$169404.00	\$0.00
Average Principal Salary (High)	\$169404.00	\$0.00
Superintendent Salary	\$235428.00	\$0.00
Percent of Budget for Teacher Salaries	36.08%	0.00%
Percent of Budget for Administrative Salaries	10.28%	0.00%

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





Professional Development

Staff have 3 days of Professional Development and planning at the beginning of the school year.

Every 1st and 3rd Wednesday, staff meetings with further professional development and continuous learning opportunities are held throughout the school year.

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8