

Alameda County Juvenile Hall/Court
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School Year
California Department of Education

Address:	2500 Fairmont Ave. San Leandro, CA , 94578-1005	Principal:	Jessica Goode, Principal
Phone:	(510) 670-7696	Grade Span:	K-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

Jessica Goode, Principal

📍 Principal, Alameda County Juvenile Hall/Court

About Our School

Contact

Alameda County Juvenile Hall/Court
2500 Fairmont Ave.
San Leandro, CA 94578-1005

Phone: [\(510\) 670-7696](tel:(510)670-7696)

Email: jgoode@acoe.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Alameda County Office of Education
Phone Number	(510) 887-0152
Superintendent	Castro, Alysse
Email Address	superintendent@acoe.org
Website	www.acoe.org

School Contact Information (School Year 2024–25)

School Name	Alameda County Juvenile Hall/Court
Street	2500 Fairmont Ave.
City, State, Zip	San Leandro, CA , 94578-1005
Phone Number	(510) 670-7696
Principal	Jessica Goode, Principal
Email Address	jgoode@acoe.org
Website	www.acoe.org
Grade Span	K-12
County-District-School (CDS) Code	01100170130401

School Description and Mission Statement (School Year 2024–25)

The Alameda County Office of Education's Division of Student Programs and Services (SPaS) provides year-round alternative education programs for the county's most vulnerable students including justice-involved youth, pregnant and parenting minors, foster youth, homeless youth, and infants with special needs. The ACOE vision statement expresses the intensive focus on our most vulnerable students.

The Alameda County Office of Education's (ACOE) Juvenile Hall/Court schools are committed to supporting high quality instructional programs to children and youth and provide them with the skills needed to thrive beyond high school. Our two court school campuses serve students who are detained. Typically, students arriving in detention manifest symptoms of trauma in addition to issues relating to transitioning to a new living and learning environment. SPaS operates Butler Academic Center, a fully accredited compulsory educational program for youth detained in Alameda County's Juvenile Justice Center and Sweeney Academic Center, a compulsory educational program for youth detained in Alameda County's Juvenile Justice Center within a 50-bed minimum-security residential program for adolescent males ages 15 - 19. We provide academic instruction and support services are committed to supporting high quality instructional programs to children and youth and provide them with the skills needed to thrive beyond high school.

OUR MISSION

Equip the Most Vulnerable Students & Those Who Serve Them with the Tools to Thrive

OUR VISION

We innovate to address the pervasive issues obstructing the well-being of all students in Alameda County.

We equip the most vulnerable students and those who serve them with the tools to thrive, erasing the predetermination of failure for children from communities of violence and poverty.

OUR PRIORITIES

Centering our priority student populations

Differentiating supports for the most struggling students & systems

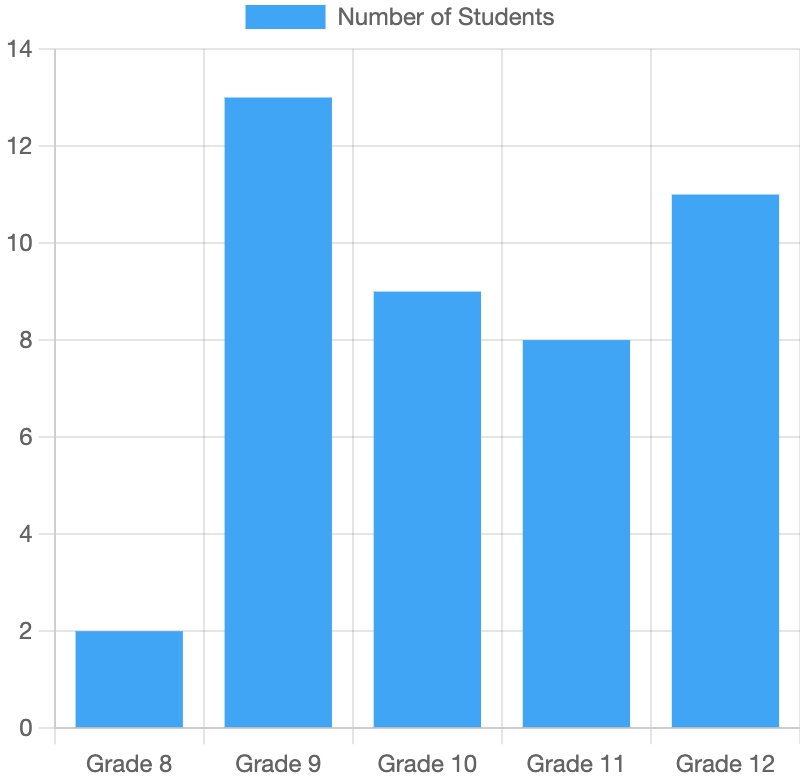
Maximizing resources & minimizing pain points

Creating a culture of innovation

Student Enrollment by Grade Level (School Year 2023–24)

Alameda County Juvenile Hall/Court Schools primarily serves grades 6-12.

Grade Level	Number of Students
Grade 8	2
Grade 9	13
Grade 10	9
Grade 11	8
Grade 12	11
Total Enrollment	43



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	16.30%
Male	83.70%
Non-Binary	0.00%
American Indian or Alaska Native	2.30%
Asian	2.30%
Black or African American	60.50%
Filipino	2.30%
Hispanic or Latino	30.20%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	2.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	11.60%
Foster Youth	30.20%
Homeless	25.60%
Migrant	0.00%
Socioeconomically Disadvantaged	100.00%
Students with Disabilities	46.50%

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)

Alameda County Office of Education Court School teachers are legally authorized to teach in California under an alternative certification or licensure requirement at the grade level and subject area in which he/she has been assigned per EC Section 44865. The elementary and Secondary Education Act (ESEA), Sec. 1112, states that ACOE Court Schools teachers have not met “applicable State Certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

California Department of Education data provided for “Teacher Preparation and Placement “ do not accurately reflect teacher totals for District Number and District Percentages in our Alameda County Office of Education run schools. These totals include county authorized charter school teacher data. We are working with the CDE to make the corrections to these fields.

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	14.83%	115.90	57.84%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	3.00	1.50%	4205.90	1.53%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.60	11.00%	41.00	20.49%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.40	73.83%	38.90	19.45%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	1.40	0.71%	18854.30	6.86%
Total Teaching Positions	6.00	100.00%	200.40	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)

Alameda County Office of Education Court School teachers are legally authorized to teach in California under an alternative certification or licensure requirement at the grade level and subject area in which he/she has been assigned per EC Section 44865. The elementary and Secondary Education Act (ESEA), Sec. 1112, states that ACOE Court Schools teachers have not met “applicable State Certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

California Department of Education data provided for “Teacher Preparation and Placement “ do not accurately reflect teacher totals for District Number and District Percentages in our Alameda County Office of Education run schools. These totals include county authorized charter school teacher data. We are working with the CDE to make the corrections to these fields.

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)	2.80	41.47%	107.10	50.14%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.90	6.54%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	13.29%	36.20	16.95%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.10	45.09%	45.80	21.45%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	10.40	4.91%	15831.90	5.67%
Total Teaching Positions	6.90	100.00%	213.70	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.

Teacher Preparation and Placement (School Year 2022–23)

Alameda County Office of Education Court School teachers are legally authorized to teach in California under an alternative certification or licensure requirement at the grade level and subject area in which he/she has been assigned per EC Section 44865. The elementary and Secondary Education Act (ESEA), Sec. 1112, states that ACOE Court Schools teachers have not met “applicable State Certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

California Department of Education data provided for “Teacher Preparation and Placement “ do not accurately reflect teacher totals for District Number and District Percentages in our Alameda County Office of Education run schools. These totals include county authorized charter school teacher data. We are working with the CDE to make the corrections to these fields.

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)	2.40	37.13%	106.80	50.11%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	12.30	5.78%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00%	50.40	23.66%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.00	62.87%	37.90	17.79%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	5.60	2.65%	14303.80	5.15%
Total Teaching Positions	6.40	100.00%	213.20	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)**

ACOE Community School teachers are legally authorized to teach in California under an alternative certification or licensure requirement at the grade level and subject area in which he/she has been assigned per EC Section 44865. The elementary and Secondary Education Act (ESEA) ,Sec. 1112, states that ACOE Court Schools teachers have not met “applicable State Certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.60	0.90	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.60	0.90	0

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

Alameda County Office of Education Court School teachers are legally authorized to teach in California under an alternative certification or licensure requirement at the grade level and subject area in which he/she has been assigned per EC Section 44865. The elementary and Secondary Education Act (ESEA) ,Sec. 1112, states that ACOE Court Schools teachers have not met “applicable State Certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.?

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.10	0
Local Assignment Options	4.40	2.90	4
Total Out-of-Field Teachers	4.40	3.10	4

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	26.00%	23%	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>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: September 2024

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	Expository Reading and Writing Curriculum (UC Area B) adopted text 2017 English 3D (ELD) adopted text. 2017 Edgenuity ELA 9-12 (UC Area B) adopted text. 2017 Character Based Literacy supplemental	0
Mathematics	Houghton Mifflin Harcourt- Algebra I, Algebra II, Geometry (UC Area C) adopted text 2018 Edgenuity-Algebra I, Algebra II, Geometry, Integrated Math (UC Area C) adopted text 2018	0
Science	Earth Science, Biology, Physical Science; Glencoe/McGraw-Hill (UC Area D) adopted Fall 2023 Edgenuity Digital Instruction -Biology, Life Science, Physical Science (UC Area D) adopted Fall 2023	0
History-Social Science	US Government Glencoe/McGraw-Hill (UC Area A) adopted Fall 2023	0
Foreign Language	Edgenuity Digital Instruction -Spanish I, French, American Sign Language (UC Area E)	0
Health	Connect Core Concepts in Health, Health & Wellness, Applying Life Skills The Developing Child; Glencoe/McGraw-Hill Edgenuity Digital Instruction (Health)	0
Visual and Performing Arts		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

The data from the most recent Facility Inspection Tool (FIT), collected in January 2025, indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Butler Academic Center Overall Rating 97.73% GOOD (90%-98.99% *The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.*)

Camp Wilmont Sweeney Overall Rating 100% EXEMPLARY (99%-100% The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.)

Court Schools Average 98.87% (GOOD (90%-98.99%))

School Facility Good Repair Status

Butler Academic Center Overall Rating 97.73% GOOD (90%-98.99% The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.)

Camp Wilmont Sweeney Overall Rating 100% EXEMPLARY (99%-100% The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.)

Court Schools Average Rating =98.875 GOOD (90%-98.99%)

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Butler Academic Center- None 100% Camp Wilmont Sweeney None 100% ?100% EXEMPLARY (99%-100% The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.)
Interior: Interior Surfaces	Good	Butler Academic Center- None 100% Camp Wilmont Sweeney None 100% ?100% EXEMPLARY (99%-100% The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Butler Academic Center- None 100% Camp Wilmont Sweeney None 100% ?100% EXEMPLARY (99%-100% The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.)
Electrical: Electrical	Fair	Butler Academic Center- Several lights are out. (Units 2 and 5) 81.82% Camp Wilmont Sweeney None 100%

System Inspected	Rating	Repair Needed and Action Taken or Planned
		<p>90.91% GOOD <i>determined by an average of the programs listed above (90%-98.99% The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.)</i></p>
<p>Restrooms/Fountains: Restrooms, Sinks/Fountains</p>		<p>Butler Academic Center- None 100% Camp Wilmont Sweeney None 100%</p> <p>?100% EXEMPLARY (99%-100% The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.)</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		<p>Butler Academic Center- None 100% Camp Wilmont Sweeney None 100%</p> <p>?100% EXEMPLARY (99%-100% The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.)</p>
<p>Structural: Structural Damage, Roofs</p>		<p>Butler Academic Center- None 100% Camp Wilmont Sweeney None 100%</p> <p>?100% EXEMPLARY (99%-100% The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.)</p>
<p>External: Playground/School Grounds, Windows/Doors/Gates/Fences</p>		<p>Butler Academic Center- None 100% Camp Wilmont Sweeney None 100%</p> <p>?100% EXEMPLARY (99%-100% The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.)</p>

Overall Facility Rate

Year and month of the most recent FIT report: January 2025

Overall Rating

Exemplary

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 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)	0%	0%	48%	49%	46%	47%
Mathematics (grades 3-8 and 11)	0%	0%	40%	42%	34%	35%

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 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	19	9	47.37%	52.63%	--
Female	--	--	--	--	--
Male	15	6	40.00%	60.00%	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	11	6	54.55%	45.45%	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	13	7	53.85%	46.15%	--
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 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	20	11	55.00%	45.00%	0.00%
Female	--	--	--	--	--
Male	16	8	50.00%	50.00%	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	11	7	63.64%	36.36%	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	13	7	53.85%	46.15%	--
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 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
Science (grades 5, 8, and high school)	--	--	3.85%	0.00%	30.29%	30.73%

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 2023–24)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	14	7	50.00%	50.00%	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
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	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	11	6	54.55%	45.45%	--
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.

Career Technical Education (CTE) Programs (School Year 2023–24)

100% under EC Section 44865 -authorized to teach in California under an alternative certification

Alameda County Office of Education has developed Career Technical Education (CTE) Pathways for all Student Programs and Services using Edgenuity CTE digital curriculum courses. SPaS has also defined three unique CTE Pathways Education and Training, Early Childhood Education, and Human Services using the Edgenuity digital platform.

These offerings are aligned to the recommended California Commission on teacher credentialing industry pathways for the teachers with Education CTE credentials. Students are also able to earn pre-apprenticeship certificates along with high school credit at the facility. The creation of a CTE advisory committee inclusive of partner industries is currently in process.

Pathway- Education and Training: Introduction to Careers in Education and Training Intermediate Education (Concentrator), Teaching and Training Careers Advanced Education (COMPLETER)

Pathway-Early Childhood Development: Introduction to Human Growth and Development Intermediate Child Development (Concentrator), Early Childhood Development and Services Advanced Child Development (COMPLETER)

Pathway-Human Services: Introduction to Human Growth and Development Intermediate Family and Human Services (Concentrator), Counseling and Mental Health Services Advanced Family and Human Services (COMPLETER)

Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion 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	100.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

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 2023–24)

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
7	100%	100%	100%	100%	100%
9	57%	57%			

Note: The administration 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 2024–25)

ACOE schools conducted a variety of opportunity for parental involvement inclusive of ongoing site and LEA data review throughout the 2023-24 school year. These sessions include our School Site Council (SSC)/English Learner Advisory Committee meetings, and Parent Advisory Committee (PAC) meeting facilitated by school principals to gather educational partner feedback. Data from these sessions has determined a need for increased LEA accountability to improve state assessment performance rates, graduation for both the four & five year cohorts, the College and Career Indicator (CCI) measures for college course enrollment and/or pathway completion. Our schools also involve parents/guardians in the joint development of the Title 1 plan, the process of school review and improvements and coordinate and integrate parent and family engagement strategies with other Federal, State, and local laws and programs. Other engagements, inclusive of, but not limited to:

- Develop and disseminate district parental and family engagement policy.
- Back-to-School Night
- Parent Teacher Conferences
- Title I Website
- End of Year Title I Services Evaluation Report
- Parent/Student Handbooks
- Coffee with the Principal
- Family Literacy Nights
- Senior Projects

Families can contact the principals of our ACOE Community Schools to become involved in school activities.

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State Priority: Pupil Engagement

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

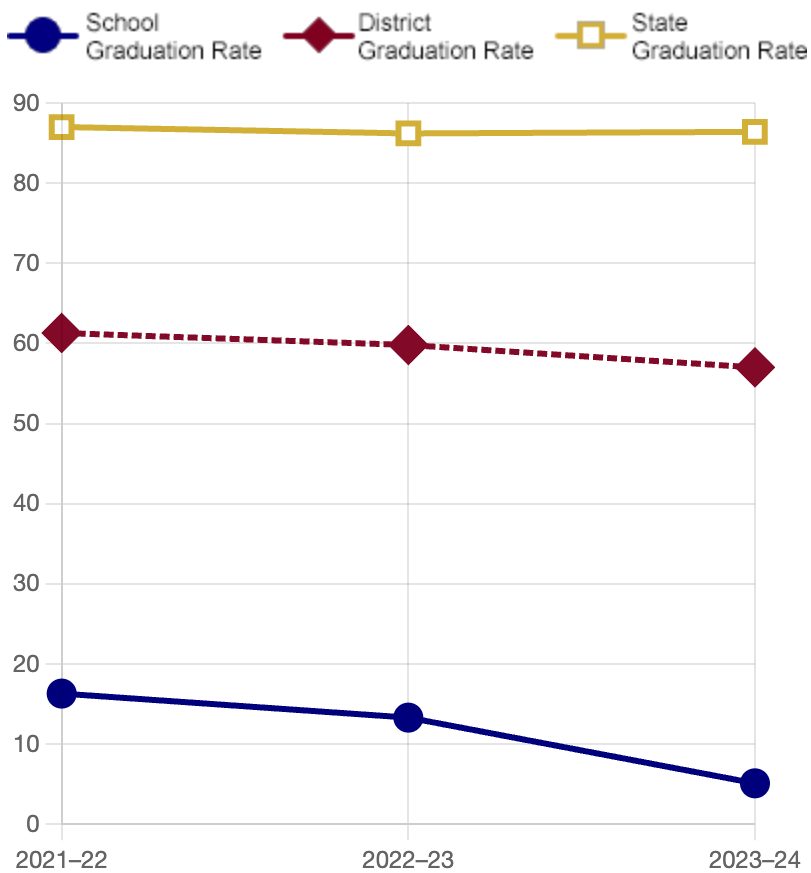
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

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
Graduation Rate	16.3%	13.3%	5.1%	61.3%	59.8%	57.0%	87.0%	86.2%	86.4%
Dropout Rate	63.3%	68.9%	76.9%	22.6%	25.5%	27.3%	7.8%	8.2%	8.9%

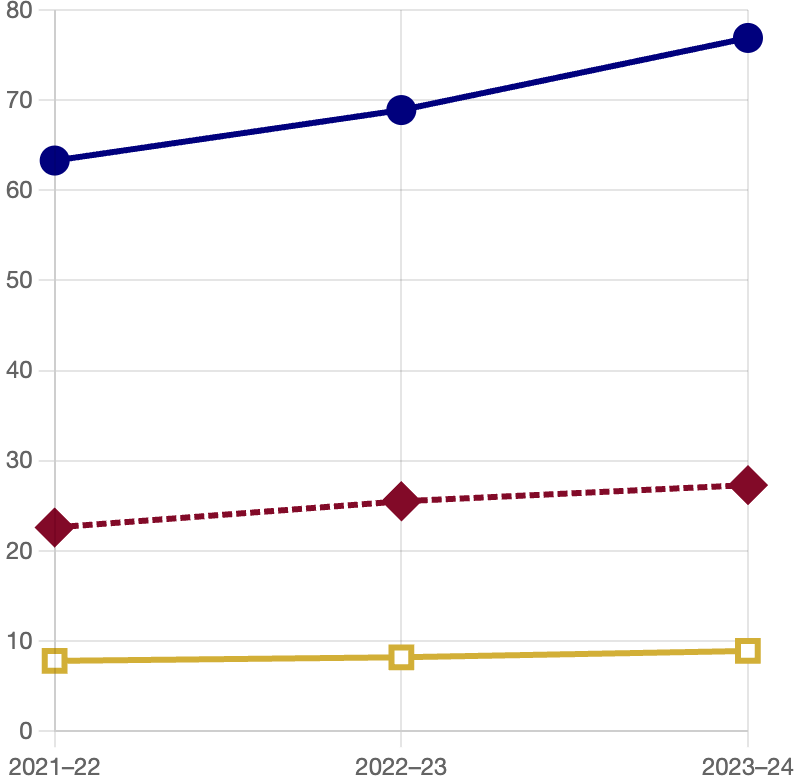
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates

School Dropout Rate District Dropout Rate State Dropout Rate



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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	39	2	5.1%
Female	--	--	--
Male	32	2	6.3%
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	17	2	11.8%
Filipino	--	--	--
Hispanic or Latino	18	0	0.0%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	18	2	11.1%
Homeless	14	2	14.3%
Socioeconomically Disadvantaged	39	2	5.1%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	11	1	9.1%

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 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	410	94	6	6.4%
Female	72	15	1	6.7%
Male	336	79	5	6.3%
Non-Binary	0	0	0	0%
American Indian or Alaska Native	3	1	0	0%
Asian	8	1	0	0%
Black or African American	195	53	4	7.5%
Filipino	2	1	0	0%
Hispanic or Latino	150	29	1	3.4%
Native Hawaiian or Pacific Islander	3	0	0	0%
Two or More Races	20	2	0	0%
White	21	4	1	25%
English Learners	72	16	0	0%
Foster Youth	84	42	4	9.5%
Homeless	28	18	2	11.1%
Socioeconomically Disadvantaged	410	94	6	6.4%
Students Receiving Migrant Education Services	0	0	0	0%
Students with Disabilities	121	45	3	6.7%

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.

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 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
Suspensions	0.55%	0.51%	0.00%	2.97%	2.19%	0.00%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.06%	0.07%	0.08%	0.07%

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 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0%	0%
Female	0%	0%
Male	0%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	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.

School Safety Plan (School Year 2024–25)

ACOE Court School Review Dates : November 6, 2024 and January 16, 2025 -Approval (School Site Council Meetings)

Board Planned Review/Approval : February 2025

California's Comprehensive School Safety Plan, as required by Education Code Section 32286, must be reviewed and updated annually by each school site. These plans must be shared and developed collaboratively by the School Site Council (SSC) or a designated Safety Planning Coordinator or Committee, which includes teachers, classified staff, parents, and first responders.

Key elements of the plan include an assessment of campus or juvenile crime, strategies to enhance safety, and policies addressing critical issues such as child abuse reporting, suspension and expulsion procedures, anti-discrimination and anti-bullying measures, dress codes, safe ingress and egress, school discipline, and maintaining a safe and orderly learning environment. Disaster preparedness, including earthquake protocols, is also a required component. Additionally, plans may include optional guidelines on supporting students' mental and physical health.

Starting in 2025, the plans will expand to include procedures for responding to sudden cardiac arrest and other life-threatening medical emergencies on campus. High-intensity active shooter drills will be prohibited, and all safety drills must be designed and conducted using a trauma-informed approach. An instructional continuity plan will also be required to ensure education can continue during emergencies that disrupt in-person learning.

D. Other SARC information

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

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (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	3.00	25		
Mathematics	6.00	10		
Science	5.00	12		
Social Science	3.00	21		

* 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	2.00	19	0	0
Mathematics	3.00	17	0	0
Science	3.00	16	0	0
Social Science	2.00	25	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 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	19		
Mathematics	4.00	11		
Science	5.00	9		
Social Science	3.00	18		

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

A counselor for Court Schools was hired for the 2023-24. School year

Title	Ratio
Pupils to Academic Counselor*	0

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	
Other**	1.00

* 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 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$56535.64	\$26516.97	\$30018.67	\$130244.61
District	N/A	N/A	\$18875.57	\$125793.96
Percent Difference – School Site and District	N/A	N/A	0.29%	0.03%
State	N/A	N/A	\$10770.62	--
Percent Difference – School Site and State	N/A	N/A	1.46%	--

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

Types of Services Funded (Fiscal Year 2023–24)

ACOE Court Schools are year-round educational programs for a diverse and very high needs population of students. Our programs are designed to target students who are under the supervision of Child Welfare or the Juvenile Court. ACOE seeks to provide positive learning environments that are safe, promote positive self-concept, and are respectful of diversity so that students can set and attain goals in learning, work, life, and college, and career. Because we serve youth with multiple, complex, and varied needs; ACOE schools make a substantial commitment to staffing so that a diverse group of educators, support staff, and community partners are on hand at all times to make personal connections with students and help them overcome the barriers to coming, staying, and succeeding. To ensure the support of this population of students, we have continued to implement LEA-wide supports that are principally directed to ensure that our students attend school regularly and that we continue to close the digital divide by providing technology to meet individual student needs. Given the demographics of students, we believe that a key strategy LEA wide improvement for students means a focused effort on eliminating the digital divide. These investments are the most effective strategy for providing students with a 21st century teaching and learning experiences.

Academic support for unduplicated students requires staff investments to target language development activities to assess and monitor English Language Learner (ELL) students, including Re-designated English Learners (RFEPs). In addition, the implementation of a LEA-wide system of academic advising including a school counselor who is instrumental in the completion and and monitoring of Individual Learning and Transition Plans (ILTPs) are in place to best serve our students' needs.

Funding also supports campus-wide paraprofessionals to support a safe, orderly, and personalized learning environment that facilitates student access to instruction at school sites that serve predominately unduplicated students. They also provide additional individual tutoring to improve English, math skills, and to individualize and differentiate instruction. Alameda County Office of Education Court school's paraprofessionals support expelled youth in the areas of attendance, conflict resolution, and connection to community agencies to assist in completing expulsion plans. We continue to maintain a low principal/secretary to student ratio at schools in our efforts to address barriers to attendance.

Principals and site staff regularly review student data which includes monthly attendance rates, student performance, to address gaps that require the development of student intervention plans. We provide expanded learning opportunities during the summer for community schools. predominately serving unduplicated students. In addition, we fund supplemental materials to meet individual student needs, including the provision of a robust technology infrastructure, including maintenance and repair of computers so that all sites have a 1:1 technology access for all students.

SPSA Goals and Funding Services

Goal 1: Compulsory Education- Technology Programs for core curriculum/ supplemental academic support, pre/post assessment in reading & math, English learner digital/support programs, English learner coaching and assessment coordination, extended year academic offerings, Special Education Assessment, foster youth student service coordination and transition service supports, Title I program coordination, teacher credentials

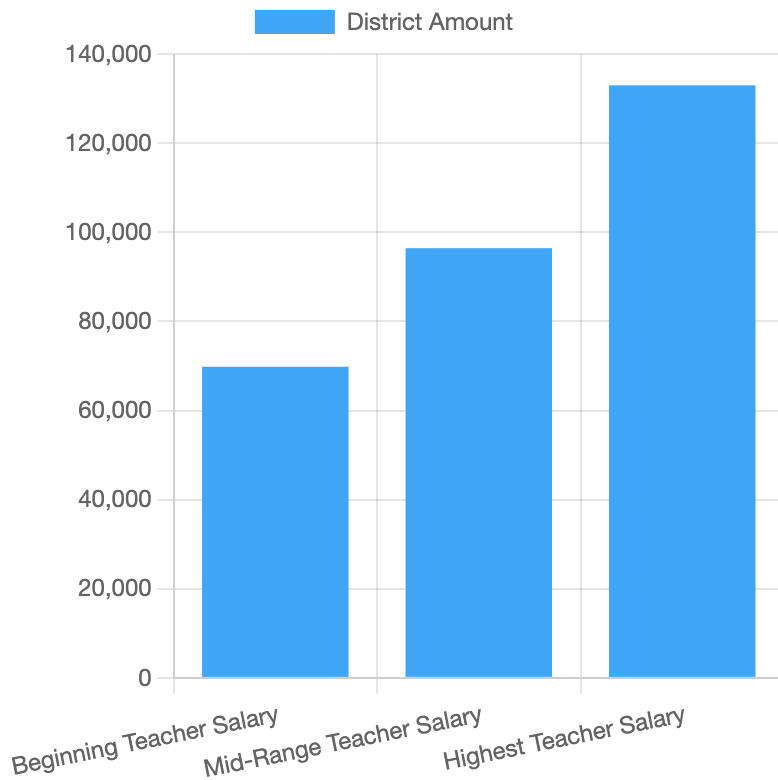
Goal 2: Socio-Emotional Supports/Services- Foster Youth Transportation Costs, Childcare, SEL LEA Wide Professional Development, Nurse, School Social Worker, School Counselor

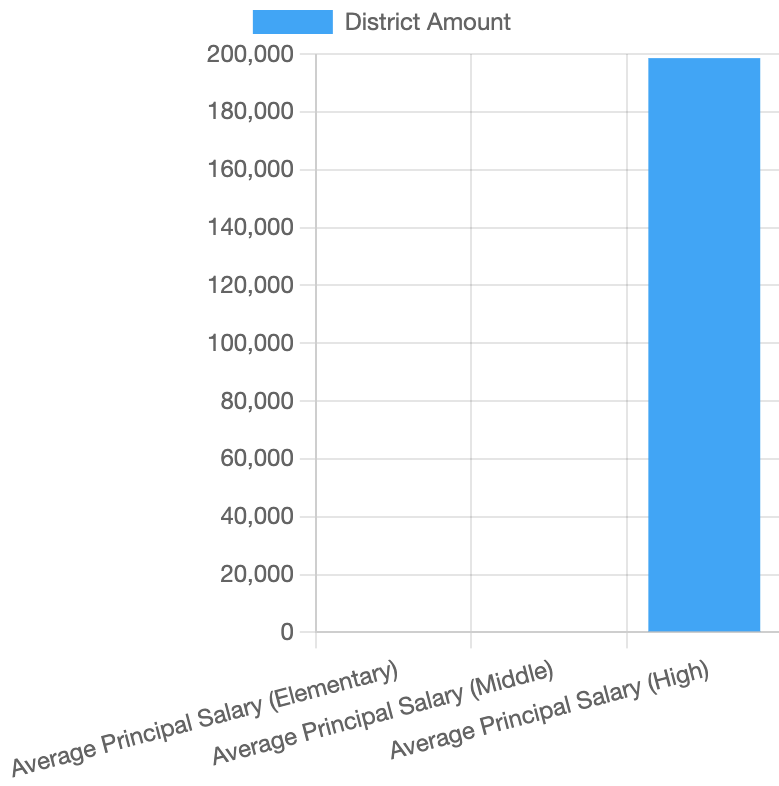
Goal 3: College & Career- Professional Development, A-G & CTE Digital Curriculum, ERWC Stipends, CTE Credentials, A-G Academic Support, Supplemental Materials/Digital Programs, Technology Infrastructure, Partnerships: College & Career (CCI), and Foster Youth College and Career Readiness support & services

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$69815.89	--
Mid-Range Teacher Salary	\$96421.32	--
Highest Teacher Salary	\$132972.74	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	\$198572.80	--
Superintendent Salary	\$336364.30	--
Percent of Budget for Teacher Salaries	0.33%	--
Percent of Budget for Administrative Salaries	0.28%	--

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





Advanced Placement (AP) Courses (School Year 2023–24)

The school does not offer advance placement courses. As a district of service, students who are eligible for such courses can take them in their district of residence.

Percent of Students in AP Courses 0 %

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

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	24	24	25