Hillcrest at Youth Services Center

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015-16 School Year

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 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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 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).

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.

SAN MATEO
COUNTY
OFFICE OF
EDUCATION

Anne E. Campbell • County Superintendent of Schools

Sibane Parcels, Principal

Principal, Hillcrest at Youth Services Center

About Our School

Contact

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

Phone: 650-312-5325
E-mail: sparcels@smcoe.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	San Mateo County Office of Education
Phone Number	(650) 802-5550
Superintendent	Anne Campbell
E-mail Address	acampbell@smcoe.org
Web Site	http://www.smcoe.org

School Contact Information (School Year 2016-17)	
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	Sibane Parcels, Principal
E-mail Address	sparcels@smcoe.org
Web Site	http://www.smcoe.org
County-District-School (CDS) Code	41104134130076

Last updated: 1/12/2017

School Description and Mission Statement (School Year 2016-17)

San Mateo County Office of Education

Court and Community Schools: Hillcrest School

The San Mateo County Office of Education Court and Community School Program provides a student-centered, standards-based curriculum that prepares students for future success. Through a robust partnership with the College of San Mateo through Project Change SMCOE Court and Community students have unique opportunities to develop college and career readiness skills as well as complete California's High School Requirements for Graduation. Through Common Core standards based curriculum and a character-based literacy program, we hold high expectations for all of our students. Student success is also measured in terms of everyday motivation, positive interactions, and personal accountability.
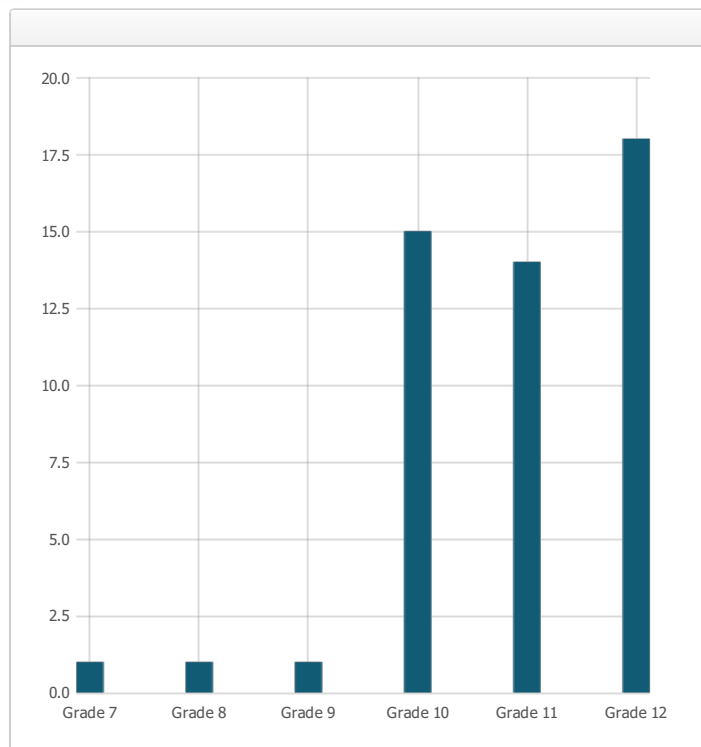
Hillcrest School provides a core academic program which prepares students to be academically and socially successful and to ultimately return to a district program, achieve a high school diploma, a High School Equivalency Test (HiSET) certificate or California High School Proficiency Examination (CHSPE), attend post-secondary education or enter the world of work. The educational program provides differentiated instruction adapted to meet individual student needs. The curriculum is aligned to the Common Core State Standards and English Language Development Standards. Special Education services are provided for eligible students. Academic programming is provided year round.

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 a hearing or a court-ordered placement. The average stay at Hillcrest is approximately 35 days. This program operates with a 20:1 student to teacher ratio.

Last updated: 1/12/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	1
Grade 8	1
Grade 9	1
Grade 10	15
Grade 11	14
Grade 12	18
Total Enrollment	50

Last updated: 1/12/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4.0 %
American Indian or Alaska Native	0.0 %
Asian	2.0 %
Filipino	4.0 %
Hispanic or Latino	74.0 %
Native Hawaiian or Pacific Islander	8.0 %
White	8.0 %
Two or More Races	0.0 %
Other	0.0 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	62.0 %
English Learners	44.0 %
Students with Disabilities	40.0 %
Foster Youth	8.0 %

Last updated: 1/12/2017
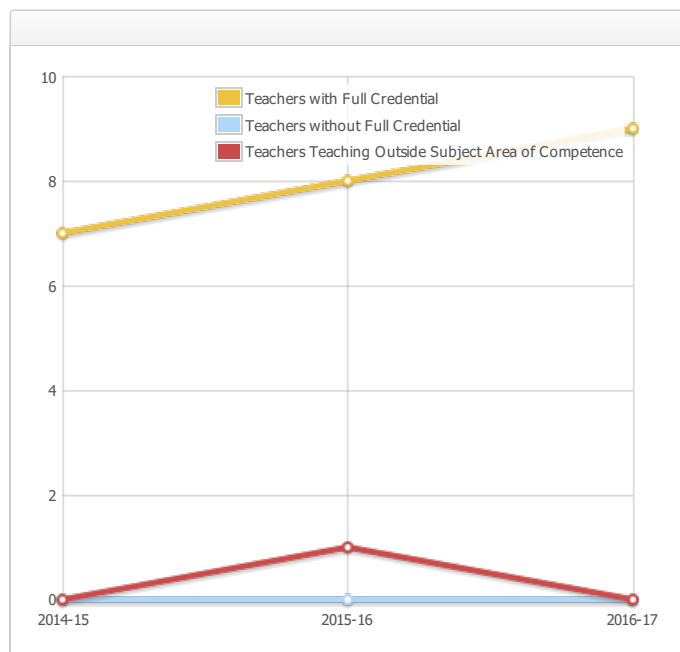
A. Conditions of Learning

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
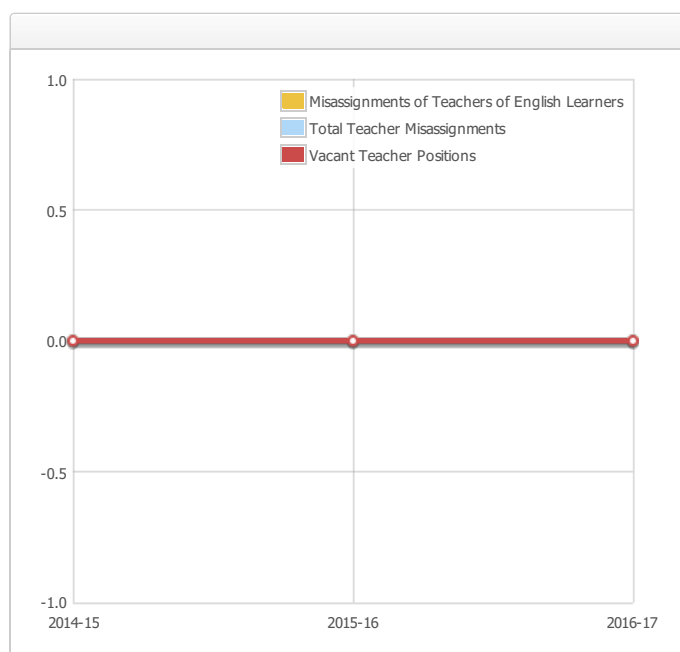- School facilities are maintained in good repair

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	7	8	9	41
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	0	3

Last updated: 1/12/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/12/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	97.0%	3.0%
All Schools in District	79.0%	21.0%
High-Poverty Schools in District	68.0%	32.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/12/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English / Language Arts – Prentice Hall/Character-Based Literacy English Language Development – Hampton Brown	Yes	0.0 %
Mathematics	Mathematics - Prentice Hall	Yes	0.0 %
Science	Science - Prentice Hall	Yes	0.0 %
History-Social Science	History / Social Science - Prentice Hall	Yes	0.0 %
Foreign Language	N/A	Yes	0.0 %
Health		Yes	0.0 %
Visual and Performing Arts		Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/12/2017

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 these facilities on a yearly basis and repairs are implemented as directed.

Last updated: 1/12/2017

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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	9.0%	4.0%	10.0%	5.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	5.0%	--	9.0%	1.0%	34.0%	36.0%

Note: Percentages are not calculated 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.

Last updated: 1/12/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	35	23	65.7%	4.4%
Male	31	21	67.7%	4.8%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	24	18	75.0%	5.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	13	72.2%	7.7%
English Learners	15	13	86.7%	7.7%
Students with Disabilities	15	10	66.7%	10.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/12/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	35	23	65.7%	--
Male	31	21	67.7%	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	24	18	75.0%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	13	72.2%	--
English Learners	16	14	87.5%	--
Students with Disabilities	16	11	68.8%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/12/2017

CAASPP Test Results in Science for All Students

	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	7.0%	8.0%	11.0%	11.0%	21.0%	--	--	--

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Last updated: 1/12/2017

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	20	12	60.0%	8.3%
Male	15	10	66.7%	10.0%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	13	8	61.5%	12.5%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Last updated: 1/12/2017

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	0.0%	0.0%	0.0%

Note: Percentages are not calculated 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.

Last updated: 1/12/2017

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 for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Every effort is made to involve parents as partners in their child's educational plan and in the transition back to the student's home district, when eligible. Parents receive assessment information on statewide standardized tests and English Language Development Test (CELDT) when appropriate. These assessments and other academic benchmark measures are designed to help students achieve their academic goals, earn credit toward high school graduation, and prepare them for post secondary opportunities.

One of the challenges that alternative education programs like Court and and Community Schools face is how to provide opportunities for meaningful parent involvement when only 7-11% of the students remain in the program more than 90 days. Involvement currently includes participation in student enrollment procedures, student IEPs, district transition meetings and special events.

Some of the resources available for the family, school, district, and community to support students and their families include: Peninsula Conflict Resolution Center, Behavioral Health and Recovery Services, County Medical and Nutrition Services, Each One Reach One, Fresh Lifelines for Youth, Acknowledge Alliance Counseling, Workability, Work Transition Services, Habitat for Humanity, Community Colleges of San Mateo County, district of residence collaboration, County Probation Department, Law Enforcement Agencies, and 17th District PTA.

For more information about how to become involved in the school, please contact Sibane' Parcels, Court Schools Principal at (650) 312-5323 or sparcels@smcoe.org.

State Priority: Pupil Engagement
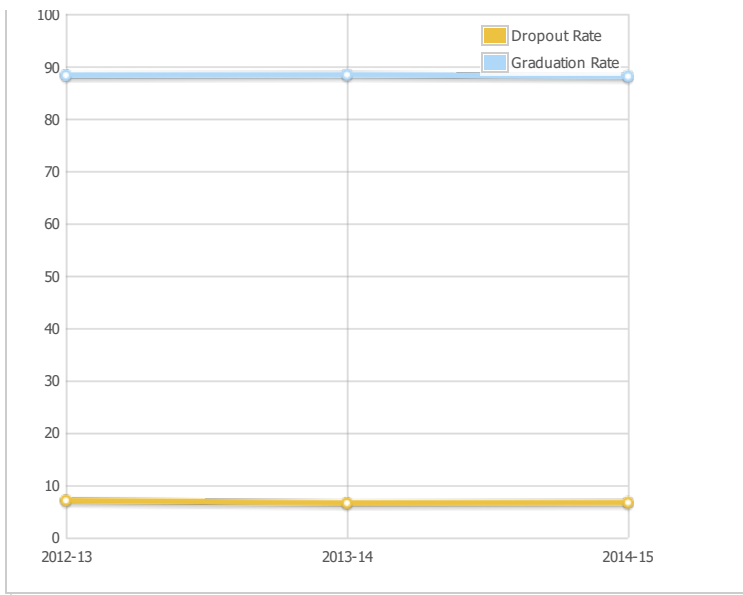
Last updated: 1/12/2017

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	7.1%	6.6%	6.7%	7.1%	6.6%	6.7%	11.4%	11.5%	10.7%
Graduation Rate	88.30	88.40	88.10						

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

Last updated: 1/12/2017

Completion of High School Graduation Requirements - Graduating Class of 2015

(One-Year Rate)

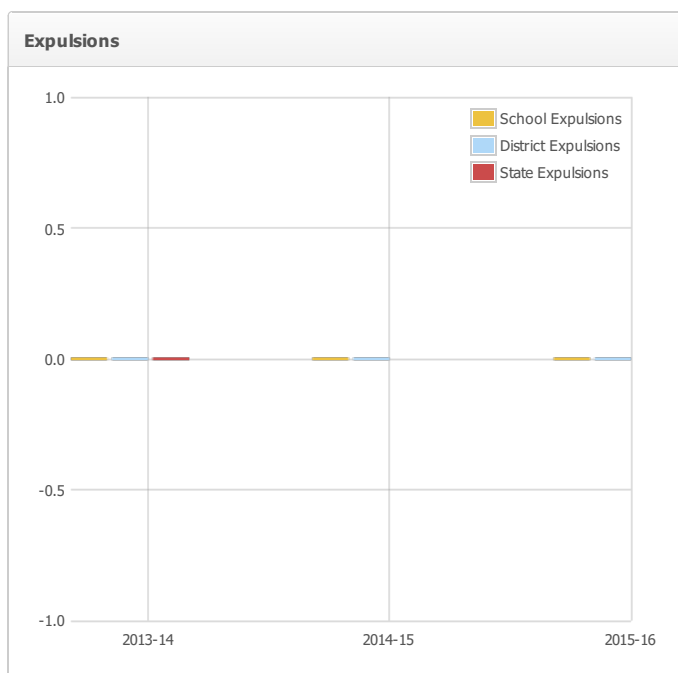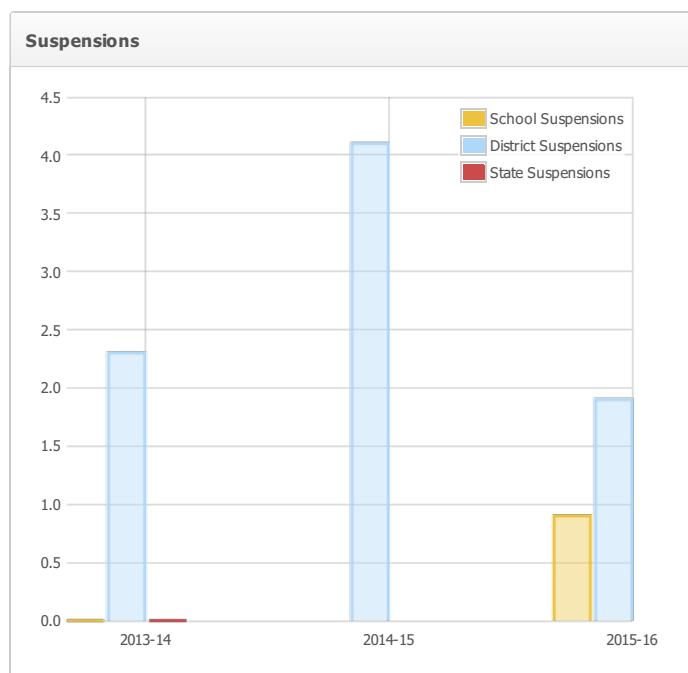| Student Group	School	District	State
All Students	56	47	85
Black or African American	100	100	77
American Indian or Alaska Native	0	0	75
Asian	0	33	99
Filipino	0	40	97
Hispanic or Latino	53	36	84
Native Hawaiian or Pacific Islander	0	0	85
White	33	79	87
Two or More Races	0	0	91
Socioeconomically Disadvantaged	64	46	77
English Learners	33	33	51
Students with Disabilities	67	45	68
Foster Youth	--	--	--

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

	School			District			State		
Rate	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions			0.9	2.3	4.1	1.9			
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0			

School Safety Plan (School Year 2016-17)

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	20.0%

Note: Cells with NA values do not require data.

Last updated: 1/12/2017

Federal Intervention Program (School Year 2016-17)

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	15.0	5	0	0	15.0	5	0	0	15.0	5	0	0
Mathematics	15.0	5	0	0	15.0	5	0	0	15.0	5	0	0
Science	15.0	5	0	0	15.0	5	0	0	15.0	5	0	0
Social Science	15.0	5	0	0	15.0	5	0	0	15.0	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.

Last updated: 1/12/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)	0.8	N/A
Other	0.0	N/A

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

*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.

Last updated: 1/12/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$17371.5	$2337.5	$15034.0	$91309.8
District	N/A	N/A	$0.0	$0.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$5677.0	$0.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/12/2017

Types of Services Funded (Fiscal Year 2015-16)

Academic curriculum to meet graduation requirements
Elective Classes
Credit Recovery
Transition Support
Special Education:
• Resource Specialist Program
• Special Day Class
• Speech/Language
Title I Neglected and Delinquent Funding
Title I, Part A, Enrichment Services
Title II
Title III
Intervention Support
Silicon Valley Math Initiative
Career preparation
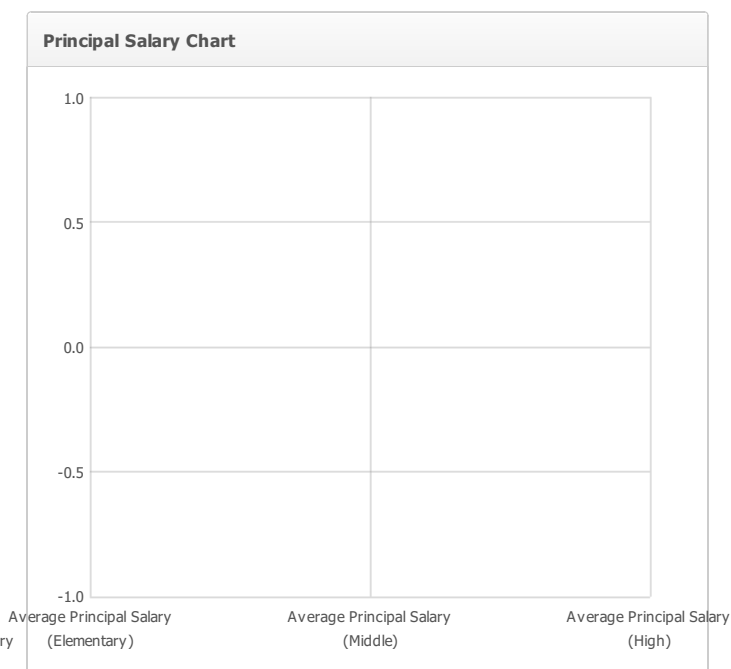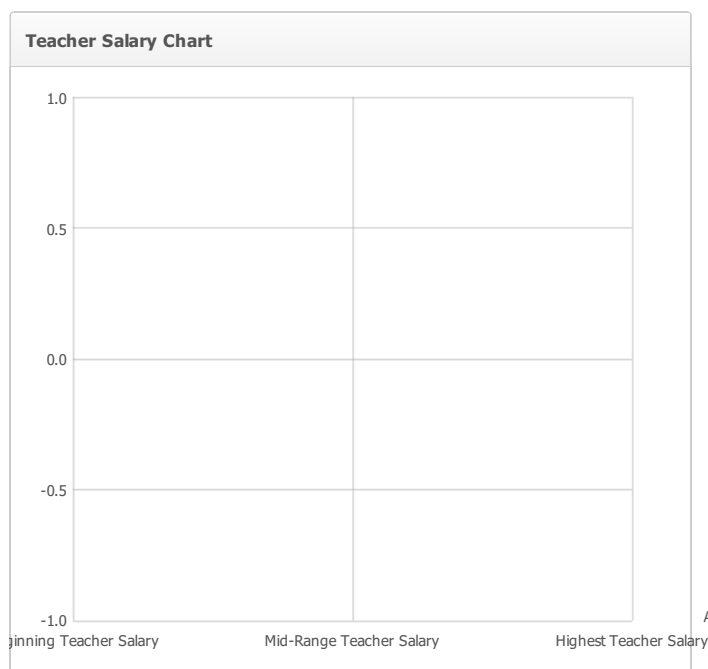Online instruction in collaboration with the Community College District

Last updated: 1/12/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

County Office of Education programs are not required to report this data as the State Department does not collect comparative data.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$	$
Mid-Range Teacher Salary	$	$
Highest Teacher Salary	$	$
Average Principal Salary (Elementary)	$	$
Average Principal Salary (Middle)	$	$
Average Principal Salary (High)	$	$
Superintendent Salary	$	$
Percent of Budget for Teacher Salaries	0.0%	0.0%
Percent of Budget for Administrative Salaries	0.0%	0.0%

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

Teacher Salary Chart	Principal Salary Chart

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 1/12/2017

Professional Development

Staff participate in twice monthly professional staff meetings where primary areas of focus are identified and strategies for training are planned. Staff may attend conferences specific to their instructional program and return to share pertinent information with peers. Teachers who qualify are provided BTSA (Beginning Teacher Support and Assessment) support. Areas of particular focus have been: Common Core State Standards Instruction, Academic Language Instruction, English Language Development Standards Implementation, and WASC Self-Study Sessions.

Last updated: 1/12/2017