

S. William Abel Community

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/k/>.
- 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).

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.



James Welcome, Teacher/Principal

Principal, S. William Abel Community

About Our School

The Colusa County Office of Education provides a full range of educational services to meet the needs of the students. The S. William Abel Community School (SWACS) is located in Williams and provides alternative learning opportunities for students in grades 7 - 12 who are expelled from school districts or are court ordered, and are at risk of being expelled. The school also provides an Independent Study Program. All students are supported academically and emotionally with the goal of providing them with a smooth and successful transition to return to their district or another public school. In addition to meeting academics, SWACS has an on-site counselor to support students with their socio-emotional needs and a Positive Behavior Instructional System has been put into place. Field trips are planned monthly to allow students career and college exploration. Monthly student stakeholder meetings take place to provide an opportunity for students to provide input and engage in their education. SWACS provides an Individual Learning Plan for every student to ensure success in meeting their specific needs and provide a customized plan. Project-based learning projects focused on STEM and Career topics are designed to engage a wide range of learners. The curriculum is designed to help the students stay engaged, aligned to state standards and course material is more easily understood by all types of learners. The proximity of SWACS to the Williams branch of Woodland Community College provides opportunities for students to enroll in advanced education classes to supplement the school's offerings. The school attempts to provide every support possible to students to ensure their success including counseling, meals, transportation and academic advising.

Contact

S. William Abel Community
499 Marguerite St.
Williams, CA 95987-5815

Phone: 530-473-1350
E-mail: jwelcome@ccoe.net

About This School

Contact Information (School Year 2018—19)

The SARC is completed and pending board approval on February 13, 2018.

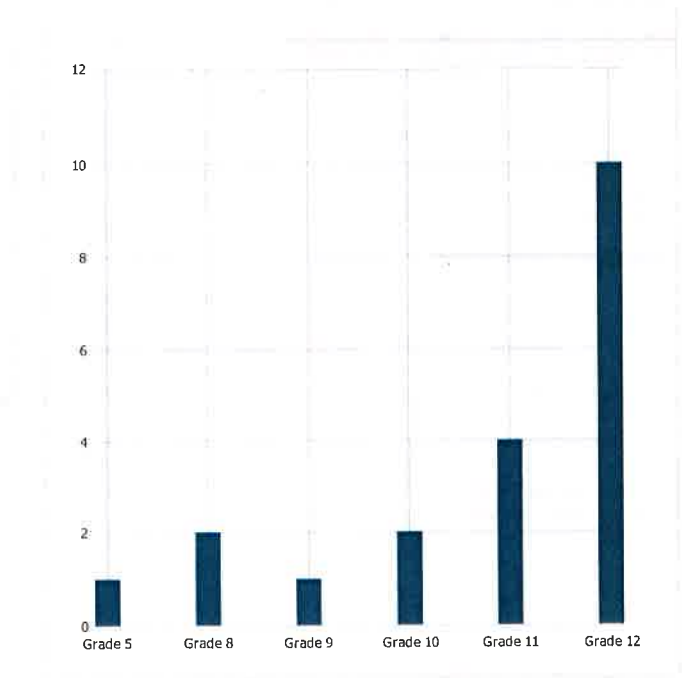
District Contact Information (School Year 2018—19)		School Contact Information (School Year 2018—19)	
District Name	Colusa County Office of Education	School Name	S. William Abel Community
Phone Number	(530) 458-0350	Street	499 Marguerite St.
Superintendent	Michael West	City, State, Zip	Williams, Ca, 95987-5815
E-mail Address	mwest@ccoe.net	Phone Number	530-473-1350
Web Site	www.ccoe.net	Principal	James Welcome, Teacher/Principal
		E-mail Address	jwelcome@ccoe.net
		Web Site	www.ccoe.net
		County-District-School (CDS) Code	06100660630111

Last updated: 1/29/2019

Student Enrollment by Grade Level (School Year 2017—18)

Individual student enrollment numbers are not calculated when the number of students are ten or less to protect student privacy.

Grade Level	Number of Students
Grade 5	1
Grade 8	2
Grade 9	1
Grade 10	2
Grade 11	4
Grade 12	10
Total Enrollment	20



Last updated: 1/29/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	5.0 %
Asian	5.0 %
Filipino	%
Hispanic or Latino	40.0 %
Native Hawaiian or Pacific Islander	%
White	45.0 %
Two or More Races	5.0 %
Other	0.0 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	80.0 %
English Learners	25.0 %
Students with Disabilities	10.0 %
Foster Youth	%

A. Conditions of Learning

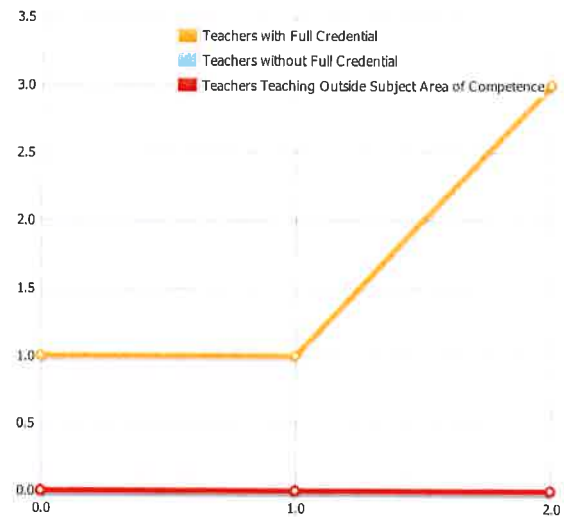
State Priority: Basic

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

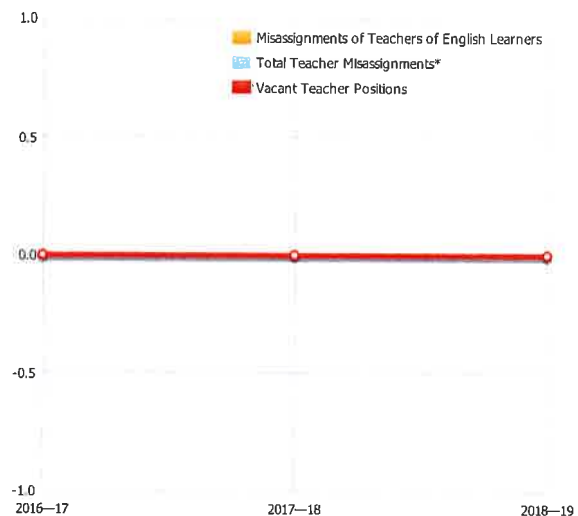
Teachers	School 2016 —17	School 2017 —18	School 2018 —19	District 2018— 19
With Full Credential	1	1	3	4
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/30/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016— 17	2017— 18	2018— 19
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: 1/29/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edmentum Online- Online curriculum in all core subject areas that is approved to meet a-g requirements. English 6 A/B English 7 A/B English 8 A/B English 9 A/B English 10 A/B English 11 A/B English 12 A/B Holt Adapted Interactive Readers Courses 1-6	Yes	0.0 %
Mathematics	Edmentum Online- Online curriculum in all core subject areas that is approved to meet a-g requirements. Algebra 1 A/B Algebra 2 A/B Consumer Mathematics Geometry A/B Math 6 A/B Math 7 A/B Math 8 A/B	Yes	0.0 %
Science	Edmentum Online- Online curriculum in all core subject areas that is approved to meet a-g requirements with supplemental laboratory science components. Science 6 A/B Science 7 A/B Science 8 A/B Earth and Space Science A/B Physical Science A/B Biology A/B Life Science A/B	Yes	0.0 %
History-Social Science	Edmentum Online- Online curriculum in all core subject areas that is approved to meet a-g requirements. California World History and Geography: Ancient Civilizations 6 A/B California World History & Geography: Medieval & Early Modern Times 7 A/B Middle School U.S. History A/B California World History, Culture, and Geography A/B U.S. History A/B Economics U.S. Government	Yes	0.0 %

Foreign Language	We do not provide Foreign Language courses, but have utilized Woodland Community College courses for students interested in this area.		0.0 %
Health	Edmentum Online- Online curriculum in all core subject areas that is approved to meet a-g requirements. Health & Personal Wellness	Yes	0.0 %
Visual and Performing Arts	Edmentum Online- Online curriculum in all core subject areas that is approved to meet a-g requirements. Introduction to Visual Arts Art Talk, Glencoe	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)		N/A	0.0 %

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

Last updated: 1/29/2019

School Facility Conditions and Planned Improvements

Rating of the Education Village overall as Good (93.33%) due to repairs that are still necessary from past construction and design issues. As repairs are finalized the overall rating will subside as exemplary. The county office has policies in place addressing compliance with state mandates. Repair and maintenance are provided by the Colusa County Maintenance and Operation department.

Building A section 3- When raining, the back doors pose hazards as weather intrudes from outside concrete areas, thru top and below the thresholds and door hardware.

Building B section 3- When raining, the three classroom overhead roll-up doors pose a hazard as weather intrudes from outside overhangs, concrete areas, thru top and below the thresholds, weather seal and door hardware.

Building C section 3- When raining, the three classroom overhead roll-up doors pose hazards as weather intrudes from outside overhangs, concrete areas, thru top and below the thresholds, weather seal and door hardware.

Building C section 3- Two front entrance doors and one back entrance door pose hazards as weather intrudes from outside overhangs, concrete areas, thru top and below the threshold and door hardware.

Building D section 3- Storage area when raining, weather intrudes from the foundation areas onto building floor causing a hazard.

Building D section 3- When raining, the classroom roll-up doors pose hazards as weather intrudes from outside overhangs, concrete areas, thru top and below the thresholds, weather seal and door hardware.

Building E section 3- When raining, the classroom overhead roll-up doors pose hazards as weather intrudes from outside overhangs, concrete areas, thru top and below the thresholds, weather seal and door hardware.

Building F section 3- When raining, the stage area roll-up door pose a hazard as weather intrudes from outside overhangs, concrete area, thru top and below the threshold, weather seal and door hardware.

Play field section 14- Grounds area collects runoff water from rain and irrigation causing a hazard for any foot traffic.

Grounds area section 14- Concrete joints raised quarter of inch or more which could pose a trip hazard.

Last updated: 1/29/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	<p>Building A section 3- When raining, the back doors pose hazards as weather intrudes from outside concrete areas, thru top and below the thresholds and door hardware.</p> <p>Building B section 3- When raining, the three classroom overhead roll-up doors pose a hazard as weather intrudes from outside overhangs, concrete areas, thru top and below the thresholds, weather seal and door hardware.</p> <p>Building C section 3- When raining, the three classroom overhead roll-up doors pose hazards as weather intrudes from outside overhangs, concrete areas, thru top and below the thresholds, weather seal and door hardware.</p> <p>Building C section 3- Two front entrance doors and one back entrance door pose hazards as weather intrudes from outside overhangs, concrete areas, thru top and below the threshold and door hardware.</p> <p>Building D section 3- Storage area when raining, weather intrudes from the foundation areas onto building floor causing a hazard.</p> <p>Building D section 3- When raining, the classroom roll-up doors pose hazards as weather intrudes from</p>

outside overhangs, concrete areas, thru top and below the thresholds, weather seal and door hardware.

Building E section 3- When raining, the classroom overhead roll-up doors pose hazards as weather

intrudes from outside overhangs, concrete areas, thru top and below the thresholds, weather seal and door hardware.

Building F section 3- When raining, the stage area roll-up door pose a hazard as weather intrudes from

outside overhangs, concrete area, thru top and below the threshold, weather seal and door hardware.

Play field section 14- Grounds area collects runoff water from rain and irrigation causing a hazard for any foot traffic.

Grounds area section 14- Concrete joints raised quarter of inch or more which could pose a trip hazard.

Overall Facility Rate

Year and month of the most recent FIT report: October 2018

Overall Rating

Good

Last updated: 1/29/2019

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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 ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Data 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.

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	--	--	--	0.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	--	--	--	7.0%	37.0%	38.0%

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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/29/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	11	--	--	-%
Male	--	--	--	
Female	--	--	--	
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	11	--	--	
English Learners	--	--	--	50%
Students with Disabilities				
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/29/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	11	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/29/2019

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

Last updated: 1/29/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

Due to the unique nature of the S. William Abel Community School and the students who attend it, the administration has utilized career technical resources to provide a multitude of opportunities for career exploration. Both middle school and high school students have opportunities to explore a variety of job sectors over the course of their time in the Community School. The school is in the process of implementing the Get Focused, Stay Focused program for both middle and high school students to provide a solid foundation for career exploration. Electives and hands-on activities are designed to offer a wide range of options for students. Students have the opportunity to gain certification in ServSafe and Driver's Education which will assist them in being prepared for the world of work. In addition, students were offered opportunities to attend CTE Business courses offered by a CTE credentialed teacher on staff.

A federal Farm to School Grant provides weekly opportunities to explore agriculture with a focus on horticulture through a combination of traditional academic and hands-on activities. Bi-monthly stakeholder meetings for the Farm to School/Agriculture pathway serve as advisory committee meetings with multiple industry partners in attendance. Industry sectors represented include Agriculture, Business & Finance, and Advanced Manufacturing. Additionally, mini-units of instruction focused on CTE and STEM related topics are incorporated for every grade level. Students are exposed to representatives from a wide range of careers through in-class presentations and an annual Career Fair held in March. Monthly field trips focus on career exploration and post-secondary options and have included destinations related to agriculture, the hospitality industry, and engineering and design.

Last updated: 1/29/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/29/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

Last updated: 1/29/2019

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 2017—18)

Data 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.

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
-------------	--------------------------------------------------------------	--------------------------------------------------------------	-------------------------------------------------------------

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: 1/29/2019

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

Parents are provided opportunities to be involved with their student's learning progress at the S. William Abel Community School. Parents commit to assist their children in their academic as well as socio-emotional success. Parents are invited and encouraged to attend parent conferences, IEPs, Student Study Team meetings, LCAP Committee, and volunteer in the classroom. Parent conferences take place before the end of each quarter where an Individual Learning Plan for each student is developed. When parents are unable to attend, a follow up meeting is rescheduled and/or phone calls are made to communicate the information. Home visits are scheduled on an as needed basis. Translation is available for those parents who do not speak English. All students and parents receive a parent handbook at the beginning of the school year.

State Priority: Pupil Engagement

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

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

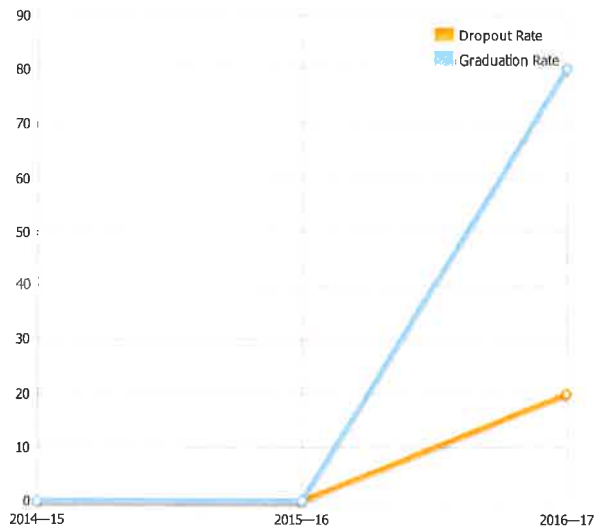
Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Data 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.

Indicator	School 2014–15	School 2015–16	District 2014–15	District 2015–16	State 2014–15	State 2015–16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	0.0%	82.3%	83.8%

Indicator	School 2016–17	District 2016–17	State 2016–17
Dropout Rate	20.0%	20.0%	9.1%
Graduation Rate	80.0%	80.0%	82.7%

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



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Data 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.

Student Group	School	District	State
All Students	80.0%	--	88.7%
Black or African American	--	--	82.2%
American Indian or Alaska Native	--	--	82.8%
Asian	--	--	94.9%
Filipino	--	--	93.5%
Hispanic or Latino	86.0%	--	86.5%
Native Hawaiian or Pacific Islander	--	--	88.6%
White	100.0%	--	92.1%
Two or More Races	--	--	91.2%
Socioeconomically Disadvantaged	78.0%	--	88.6%
English Learners	100.0%	--	56.7%
Students with Disabilities	100.0%	--	67.1%
Foster Youth	--	--	74.1%

State Priority: School Climate

Last updated: 1/29/2019

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

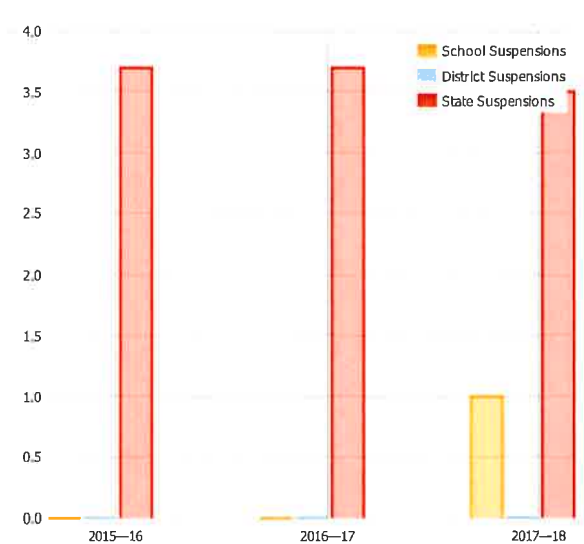
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

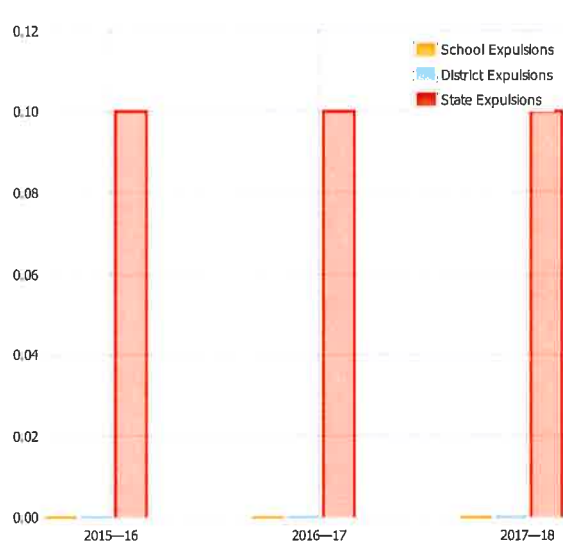
Data are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.0%	0.0%	1.0%	0.0%	0.0%	0.0%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Suspensions



Expulsions



Last updated: 1/29/2019

School Safety Plan (School Year 2018—19)

The Comprehensive School Safety Plan for 2018-19 was revised in August of 2018. It includes core information regarding the school and its climate including the vision and mission of the school and basic demographics. The following sections and procedures are also included:

- Emergency Contact Numbers
- Fire Response
- Tiered Climate Plan
- Identifying the Appropriate Tier
- Tiered Explanations
- Lockdown
- Site Evacuation
- Emergency Lockdown Info.
- Medical Emergency (Code Blue)
- Site Evacuation Map

The plan was reviewed with the safety committee and the Educational Services Department Staff in September of 2018. It was also shared with other members of the Education Village in October of 2018.

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 (2015—16)

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 (2016—17)

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 (2017—18)

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 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	6.0	5		
Mathematics	6.0	5		
Science	6.0	5		
Social Science	6.0	5		

* 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 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	28.0	1		
Mathematics	18.0	1		
Science	11.0	1		
Social Science	17.0	1		

* 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 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	20.0	1		
Mathematics	20.0	1		
Science	20.0	1		
Social Science	20.0	1		

* 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: 1/29/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Collaboration with Behavior Health takes place to provide one on one counseling and intervention programs for all students. Special Education students are provided services via their IEP.

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	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.1	N/A
Other		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: 1/29/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7998.0	--	--	\$39062.0
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/29/2019

Types of Services Funded (Fiscal Year 2017–18)

The varied grade and skill levels of each student require that the teacher develop individualized learning opportunities. The Individual Learning Plans are critical in providing a challenging and relevant education at levels that are appropriate for all students. The plan is reviewed on a monthly basis with individual students and every six weeks with the parent and student.

On a monthly basis staff meets with individual students to review progress towards graduation and to modify their individual learning plans. Additionally, a parent/student conference is held at the end of each nine-week grading period to review progress and goals. The classroom teacher has the ability to update transcripts as student's complete course work providing up to date information on any given day.

With the high mobility of SWACS students each student has different needs, both instructionally and behaviorally. Teachers must individualize each student's learning plan based on evaluation of their transcript, skill level, learning modalities and interests. If requested, students have access to Edmentum, an online curriculum that provides instruction at all levels of proficiency. The teacher also has the ability to blend instruction so that students can use both technology and traditional instructional materials to meet learning needs. Through contracts with local agencies, students have access to a mental health therapist weekly, as well as on site personnel to assist with a variety of socio-emotional needs.

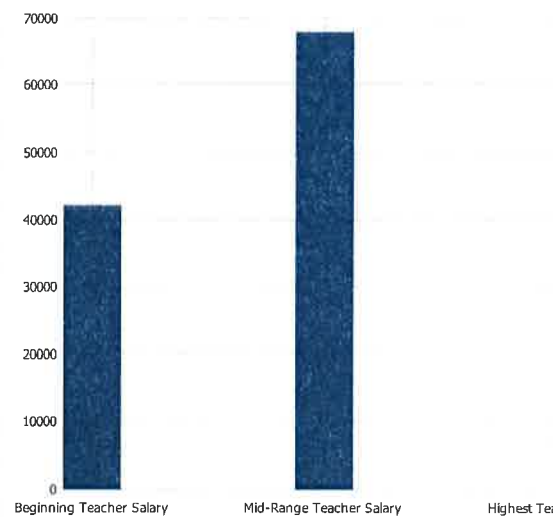
Last updated: 1/29/2019

Teacher and Administrative Salaries (Fiscal Year 2016–17)

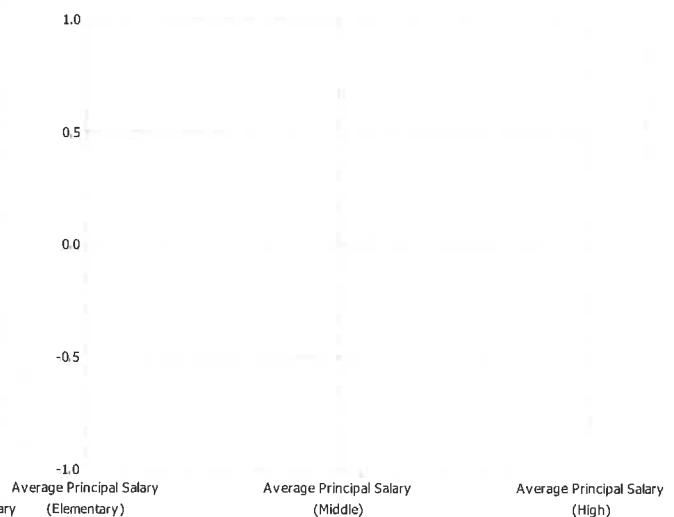
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,120	--
Mid-Range Teacher Salary	\$67,869	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	\$	--
Average Principal Salary (Middle)	\$	--
Average Principal Salary (High)	\$	--
Superintendent Salary	\$134,367	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/29/2019

Advanced Placement (AP) Courses (School Year 2017–18)

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: 1/29/2019

Professional Development

The CCOE Human Resources Office provides an orientation to all new employees to complete required employment documents as well as review policies and procedures that relate to their employment. At the site the supervising administrator also provides an orientation, reviewing responsibilities and expectations of the position.

Teachers are formally evaluated two times per year. The process is meant to be a supportive experience leading to the goal of quality instruction for all students. The evaluation process includes a pre-observation meeting where the lesson and goals are identified, observation of the lesson and post observation meeting to evaluate successes and areas of improvement or needed support. Evaluations are based on the California Standards for the Teaching Profession.

At SWACS all staff are invested in the success of students. Certificated and classified staff are encouraged to participate in staff development opportunities provided by CCOE and by its' neighboring county offices. The principal has full autonomy to purchase needed materials for the classroom.

Monthly opportunities for professional development are facilitated through the Tri-County Professional Learning Network. These meetings allow staff members to meet with peers across the region and examine student outcome data and identify areas of common need. Additionally, staff members have participated in multiple state and national conferences based on topics identified in the school's self-study process and needs generated through an examination of current practices.

Last updated: 1/29/2019

