

Coastal Buttes

School Accountability Report Card Reported Using Data from the 2018—19 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/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).

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.



Charles Wayman, Asst. Supt. Special Ed/SELPA

Principal, Coastal Buttes

About Our School

Welcome to Coastal Buttes Academy!

Coastal Buttes Academy is provide for needs of the child using a full continuum of educationally beneficial services. Our services are designed to support the reintegration into the individual child's least restrictive environment. This will occur by providing an individualized education to fit the unique needs and skills of our students. We believe in building on the inherent resiliency with each child using a combination of behavioral and social/emotional evidence based practices while developing individual strengths and skills.

At Coastal Buttes, students will be exposed to research based curriculum and assessments that will assist in developing academic skills. The development of these academic skills are vital to the reintegration back to the student's home schools. These will include Sunday System, Unique Learning System, SANDI, and Footsteps to Brilliance.

Coastal Buttes will also offer a variety of enrichment activities to enhance learning for the students. Various experts in the field from the surrounding area will teach Art, Science, Music, and Karate. The science curriculum will include many hands on projects like gardening and maintaining a green house. These enrichment activities will utilizing several different learning modalities, while also working on behavioral and social/emotional goals.

The staff at Coastal Buttes will work closely with parents to establish a link between school and home. Part of this will be monthly trainings where parents and staff get to work together on strategies how to help their child. In addition, Coastal Buttes staff will stay in constant contact with home schools, collaborating and planning for the time when the student is ready to transition back to the home school.

Contact

Coastal Buttes
499 Margurite St., Ste. A
Williams, CA 95987-5830

Phone: 530-473-1350
Email: cwayman@ccoe.net

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Colusa County Office of Education
Phone Number	(530) 458-0350
Superintendent	Michael West
Email Address	mwest@ccoe.net
Website	www.ccoe.net

School Contact Information (School Year 2019—20)	
School Name	Coastal Buttes
Street	499 Margurite St., Ste. A
City, State, Zip	Williams, Ca, 95987-5830
Phone Number	530-473-1350
Principal Ed/SELPA	Charles Wayman, Asst. Supt. Special
Email Address	cwayman@ccoe.net
Website	www.ccoe.net
County-District-School (CDS) Code	06100660136580

Last updated: 1/17/2020

School Description and Mission Statement (School Year 2019—20)

The SARC is completed and pending board approval on Feb. 13, 2019

Mission Statement

Provide for the individual needs of the child using a full continuum of educationally beneficial services. Our services are designed to support the reintegration into the individual child's least restrictive environment.

Goal

Providing individualized education to students with unique needs and skills. We believe in building on the inherent resiliency within each child using a combination of behavioral and social emotional evidence based practices while developing individual strengths and skills.

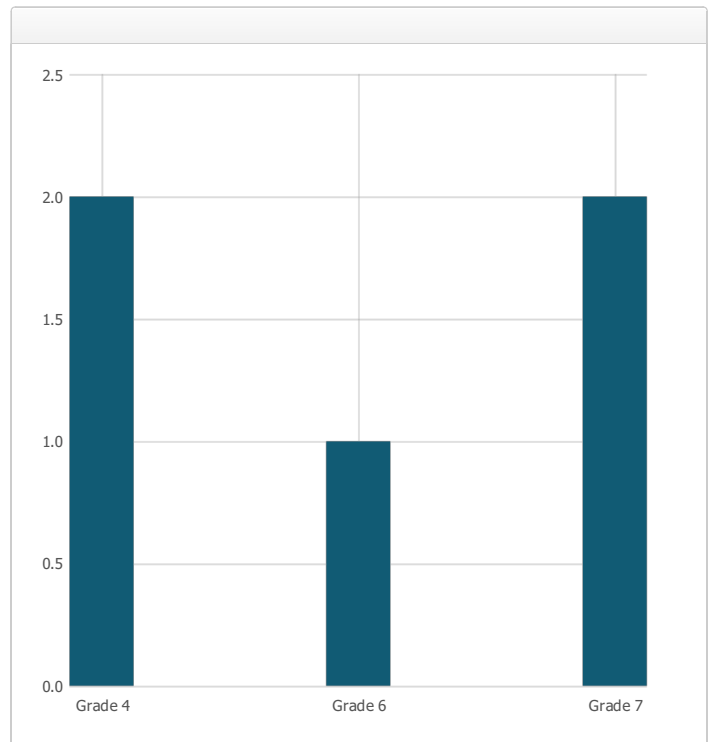
Last updated: 1/17/2020

Student Enrollment by Grade Level (School Year 2018—19)

Coastal Buttes School did not open with first enrollment until 11/6/2017. Enrollment is under 10 students.

Individual student data is 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	Number of Students
Grade 4	2
Grade 6	1
Grade 7	2
Total Enrollment	5



Last updated: 1/17/2020

A. Conditions of Learning

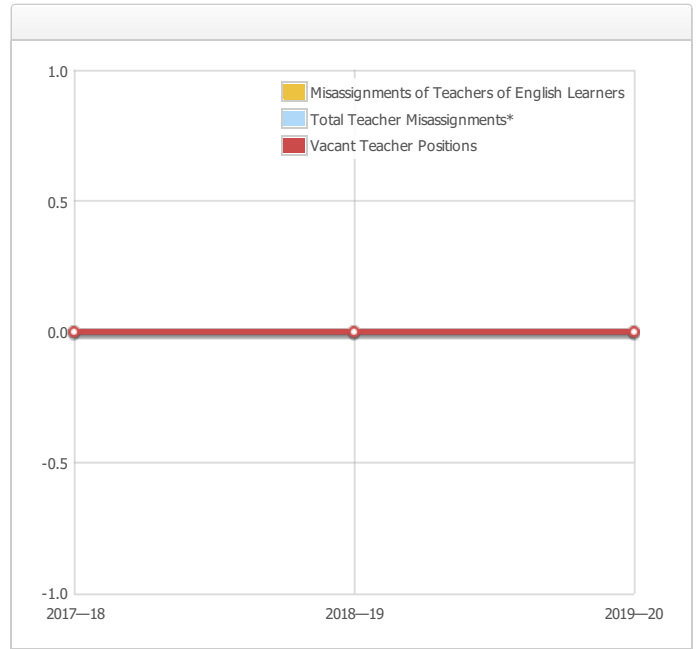
State Priority: Basic

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 Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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: 1/17/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	We have specific targeted interventions for reading and language arts, Exact Path online and in addition, students have access to the state adopted textbooks from their home districts.	Yes	0.00 %
Mathematics	We have specific targeted interventions for Mathematics, Exact Path online and in addition, students have access to the state adopted textbooks from their home districts.	Yes	0.00 %
Science	We have specific targeted interventions for Science, and in addition, students have access to the state adopted textbooks from their home districts.	Yes	0.00 %
History-Social Science	We have specific targeted interventions for History-Social Science, and in addition, students have access to the state adopted textbooks from their home districts.	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	We have specific targeted interventions for Health & Personal Wellness, and in addition, students have access to the state adopted textbooks from their home districts.	Yes	0.00 %
Visual and Performing Arts	We have specific targeted interventions for the Introduction to Visual Arts, and in addition, students have access to the state adopted textbooks from their home districts.	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: 1/17/2020

School Facility Conditions and Planned Improvements

CCOE's overall facility rating is 93.75% or "Good" by the State's standards. Our facility is in "Good Repair" for all categories, with the exception of Category 15, Windows/Doors/Gates/Fences.

Last updated: 1/17/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	n/a
Interior: Interior Surfaces	Good	n/a
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	n/a
Electrical: Electrical	Good	n/a
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	n/a
Safety: Fire Safety, Hazardous Materials	Good	n/a
Structural: Structural Damage, Roofs	Good	n/a
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	Every building at the Village is "Deficient" in Category 15, Windows/Doors/Gates/Fences due to door and window water intrusion. CCOE has employed measures to mitigate the water intrusion issues at the Education Village. This effort to maintain and control this impact on our facility has been purposeful; however, CCOE's legal advisors have advised that we are not to employ permanent repairs until the current litigation, relating to this matter, has been resolved.

Overall Facility Rate

Year and month of the most recent FIT report: October 2019

Overall Rating	Good
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Last updated: 1/17/2020

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.

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

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 2019—20)

Parents are provided guidelines, procedures and questionnaires to update staff on current student status at the beginning of each year or placement. Annually, parents participate in their students Individualized Education Program (IEP) as well as parent/teacher conferences as needed. Parents are contacted daily and/or weekly regarding student progress by phone, email or text preference of parents. Parents are also invited to attend Community Advisory Committee (CAC) Meetings which promote community awareness and support through workshops and informational meetings. Coastal Buttes hosts an Open House in the spring. Translators on site are available.

State Priority: Pupil Engagement

Last updated: 1/17/2020

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

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

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

School Safety Plan (School Year 2019—20)

The Comprehensive School Safety Plan for 2018-19 was revised in August of 2018 and is currently in review for the 2019-2020 school year. 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

Last updated: 1/17/2020

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.

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.20
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.20
Social Worker	0.00
Nurse	0.10
Speech/Language/Hearing Specialist	0.10
Resource Specialist (non-teaching)	0.00
Other	0.20

*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: 1/17/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11433.63	\$11433.63	\$0.00	\$67643.00
District	N/A	N/A	\$0.00	\$67643.00
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$7506.64	\$76871.00
Percent Difference – School Site and State	N/A	N/A	--	-13.60%

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

Last updated: 1/17/2020

Types of Services Funded (Fiscal Year 2018—19)

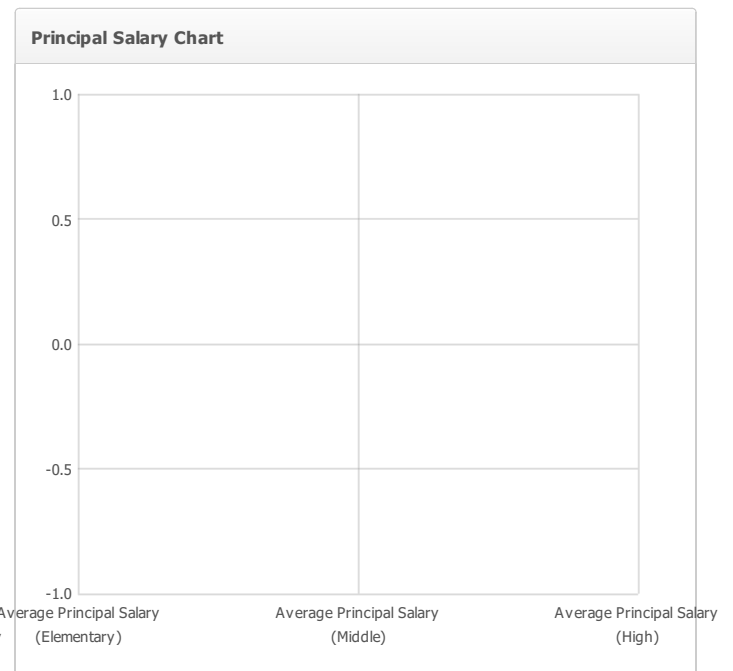
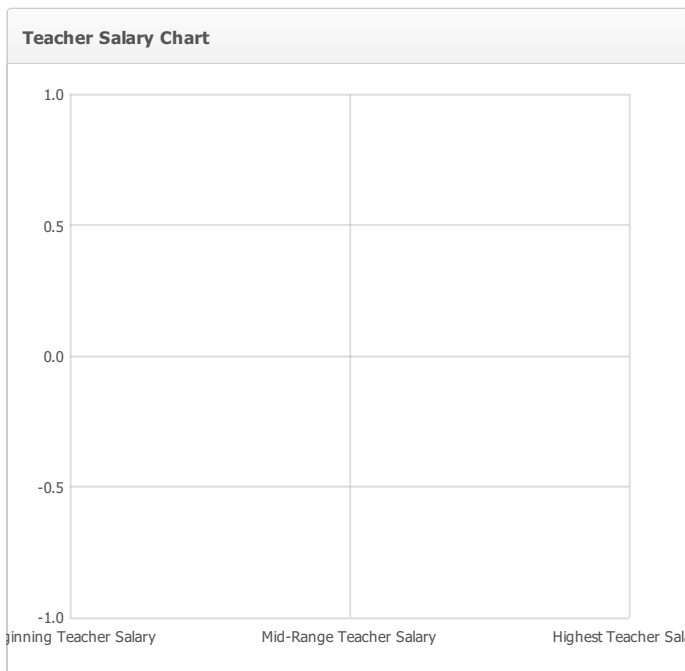
Coastal Buttes Academy is a K-12 Special Needs school serving students with severe needs. The program has intensive supports and specialized instruction embedded throughout the day. The services provided are dictated by the students' IEP.

Last updated: 1/17/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

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	--	--
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/cs/>.



Last updated: 1/17/2020

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/17/2020