

## S. William Abel Community

# 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.



### Lorilee Niesen

Principal, S. William Abel Community

### About Our School

The Colusa County Office of Education offers a vast array of educational services to students of all ages. The S. William Abel Community School (SWACS) is located at the Education Village in Williams and provides alternative learning opportunities for students in grades 7-12 who are expelled from school districts, court-ordered, or deemed "at-promise" youth. While the community day school is offered to all students, the school also provides an Independent Study Program as another alternative. The school's main mission is to create a smooth and successful transition for students to return back to their home districts. Many supports are in place to help create this transition. PBIS strategies are used to create a positive culture at the school. Academic and socio-emotional support are also provided to every student. Field trips are planned for students to explore college and career options. Students are able to experience leadership roles through the monthly Student Stakeholder Meetings and serving as an interviewer on Educational Services Personnel Interviews. In addition to opportunities to participate as a group, each student develops an Individual Learning Plan to meet their specific needs and goals. The plan is visited multiple times throughout the year. While part of the student's learning plan focuses on academic goals, SWACS ensures that the curriculum offered is aligned to state standards. In addition, SWACS holds high standards for its students so that it will continue to remain a WASC Accredited School. With the Williams Branch of Woodland Community College being adjacent to SWACS, students are offered the opportunity of enrolling in advanced education courses, thus creating dual enrollment opportunities. SWACS attempts to ensure student success by providing counseling, meals, transportation, academic advising, and a positive school culture.

### Contact

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

Phone: 530-473-1350  
Email: [hiesen@ccoe.net](mailto:hiesen@ccoe.net)

# About This School

## Contact Information (School Year 2019—20)

The SARC is completed and pending board approval on February 12, 2020.

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Colusa County Office of Education
<b>Phone Number</b>	(530) 458-0350
<b>Superintendent</b>	Michael West
<b>Email Address</b>	<a href="mailto:mwest@ccoe.net">mwest@ccoe.net</a>
<b>Website</b>	<a href="http://www.ccoe.net">www.ccoe.net</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	S. William Abel Community
<b>Street</b>	499 Margurite St.
<b>City, State, Zip</b>	Williams, Ca, 95987-5815
<b>Phone Number</b>	530-473-1350
<b>Principal</b>	Lorilee Niesen
<b>Email Address</b>	<a href="mailto:lniesen@ccoe.net">lniesen@ccoe.net</a>
<b>Website</b>	<a href="http://www.ccoe.net">www.ccoe.net</a>
<b>County-District-School (CDS) Code</b>	06100660630111

*Last updated: 1/24/2020*

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

The S. William Abel Community School is an accredited alternative school primarily designed to serve expelled and at-promise youth. The community school admits expelled students from county school districts, SARB/DART referrals, and students needing a more structured environment. All credits earned are transferable to public schools.

### MISSION STATEMENT

"To provide an educational program which reinforces the physical, emotional, and intellectual growth of all students, as well as nurturing a love of learning that produces positive and productive members of society."

### VISION STATEMENT

At SWACS, Students are empowered while Working toward Academic, College and Career Readiness Success

### GOALS

The goals of the S. William Abel Community School are the following:

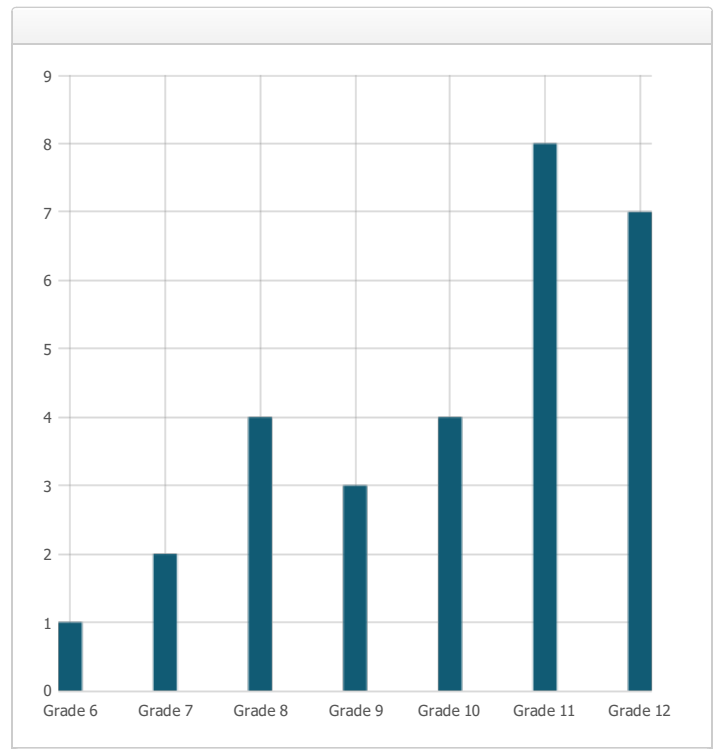
- Improve all students' ability to learn, work in a cooperative manner with others, and succeed in school.
- Successfully reintegrate students into their home, public school.
- Build personal responsibility and a sense of community with the student body.
- Instill a sense of tolerance and empathy for others.
- Prepare students for the world of work and higher education.

*Last updated: 1/24/2020*

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

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 6	1
Grade 7	2
Grade 8	4
Grade 9	3
Grade 10	4
Grade 11	8
Grade 12	7
<b>Total Enrollment</b>	<b>29</b>



Last updated: 1/24/2020

### Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	48.30 %
Native Hawaiian or Pacific Islander	%
White	51.70 %
Two or More Races	%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	96.60 %
English Learners	17.20 %
Students with Disabilities	13.80 %
Foster Youth	%
Homeless	24.10 %

## A. Conditions of Learning

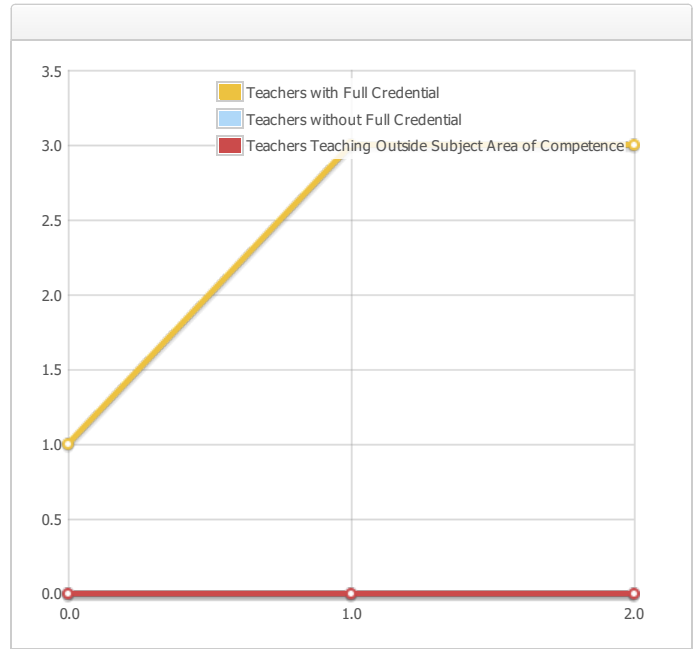
### State Priority: Basic

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

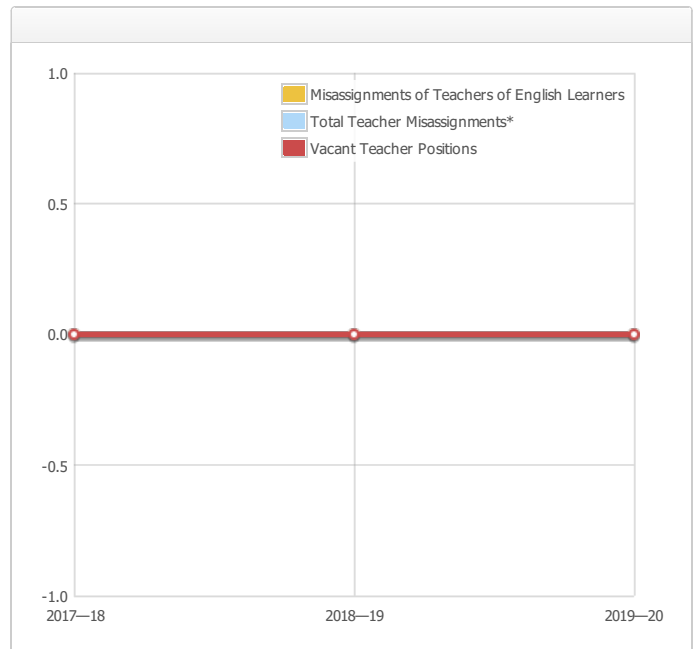
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	1	3	3	3
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/24/2020

#### 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: 1/24/2020

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

Year and month in which the data were collected: September 2019

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Edmentum Online- Online curriculum in all core subject areas that is approved to meet a-g requirements. <ul style="list-style-type: none"> <li>English 6 A /B</li> <li>English 7 A /B</li> <li>English 8 A /B</li> <li>English 9 A /B</li> <li>English 10 A /B</li> <li>English 11 A /B</li> <li>English 12 A /B</li> <li>Holt Adapted Interactive Readers Courses 1-6</li> </ul>	Yes	0.00 %
Mathematics	Edmentum Online- Online curriculum in all core subject areas that is approved to meet a-g requirements. <ul style="list-style-type: none"> <li>Algebra 1 A/B</li> <li>Algebra 2 A/B</li> <li>Consumer Mathematics</li> <li>Geometry A/B</li> <li>Math 6 A/B</li> <li>Math 7 A/B</li> <li>Math 8 A/B</li> </ul>	Yes	0.00 %
Science	Edmentum Online- Online curriculum in all core subject areas that is approved to meet a-g requirements with supplemental laboratory science components. <ul style="list-style-type: none"> <li>Science 6 A/B</li> <li>Science 7 A/B</li> <li>Science 8 A/B</li> <li>Earth and Space Science A/B</li> <li>Physical Science A/B</li> <li>Biology A/B</li> <li>Life Science A/B</li> </ul>	Yes	0.00 %
History-Social Science	Edmentum Online- Online curriculum in all core subject areas that is approved to meet a-g requirements. <ul style="list-style-type: none"> <li>California World History and Geography: Ancient Civilizations 6 A/B</li> <li>California World History &amp; Geography: Medieval &amp; Early Modern Times 7 A/B</li> <li>Middle School U.S. History A/B</li> <li>California World History, Culture, and Geography A/B</li> <li>U.S. History A/B</li> <li>Economics</li> <li>U.S. Government</li> </ul>	Yes	0.00 %
Foreign Language	We do not provide Foreign Language courses, but have utilized Woodland Community College to provide the courses for students interested in this area.	Yes	0.00 %
Health	Edmentum Online- Online curriculum in all core subject areas that is approved to meet a-g requirements. <ul style="list-style-type: none"> <li>Health &amp; Personal Wellness</li> </ul>	Yes	0.00 %
Visual and Performing Arts	Edmentum Online- Online curriculum in all core subject areas that is approved to meet a-g requirements. <ul style="list-style-type: none"> <li>Introduction to Visual Arts</li> <li>Art Talk, Glencoe</li> </ul>	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: 1/24/2020*

## 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: 1/24/2020*

## 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	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 me 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: 1/24/2020*

## 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.

**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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	0.0%	0.0%	7.0%	0.0%	38.0%	39.0%

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: 1/24/2020*



**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	12	7	58.33%	41.67%	0.00%
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	12	7	58.33%	41.67%	0.00%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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: 1/24/2020*

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	12	7	58.33%	41.67%	0.00%
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	12	7	58.33%	41.67%	0.00%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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: 1/24/2020*

**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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

*Last updated: 1/24/2020*

### Career Technical Education (CTE) Programs (School Year 2018—19)

Due to the unique nature of the S. William Abel Community School (SWACS) 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 industry sectors over the course of their time at SWACS. 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, 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. Due to the transiency of the student population, it is difficult to offer career pathways and obtain completers. CTE classes are aligned to model curriculum standards and students thrive in the "hands-on" learning environment.

*Last updated: 1/24/2020*

### Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	11
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

*Last updated: 1/24/2020*

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017—18 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 2018—19)

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
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Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/24/2020

## 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 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 meetings, 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 and interpretation is available for those parents who do not speak English. All students and parents receive a handbook at the beginning of the school year. Parents are invited to participate on field trips also. Due to the transiency of the student population, a school site council is difficult to maintain, but still an necessary component to the school.

### State Priority: Pupil Engagement

*Last updated: 1/24/2020*

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

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

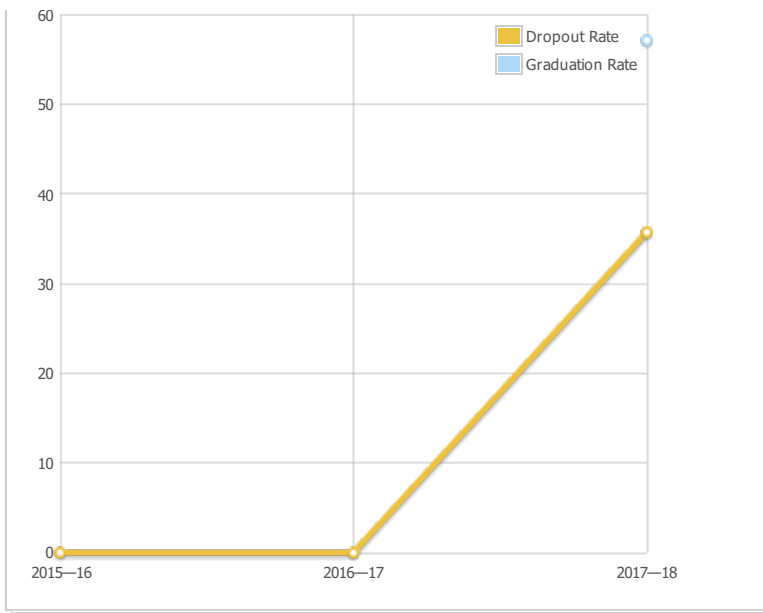
#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

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 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	0.00%	9.70%
Graduation Rate	--	--	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.00%	35.70%	0.00%	35.70%	9.10%	9.60%
Graduation Rate	--	57.10%	--	57.10%	82.70%	83.00%

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



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

*Last updated: 1/24/2020*

# 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

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.

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	10.30%	2.60%	17.10%	10.30%	4.50%	20.80%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

*Last updated: 1/24/2020*

## School Safety Plan (School Year 2019—20)

The Comprehensive School Safety Plan for 2019-20 was visited in August of 2019 by involving input from the local sheriff's department, local police department and staff from the adjacent Woodland Community College. While the safety plan 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 remains a work in progress and is being revisited to create a more comprehensive safety plan that will address more policies and procedures. This is being done by obtaining input from partnering agencies. Once complete, local agencies will be asked to review the Comprehensive Safety Plan and provide other valuable input.

*Last updated: 1/24/2020*

## **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.



**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes *		
		1-22	23-32	33+
English	28.00	0	6	0
Mathematics	18.00	6	0	0
Science	11.00	6	0	0
Social Science	17.00	6	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 2017—18)**

Subject	Average Class Size	Number of Classes *		
		1-22	23-32	33+
English	20.00	6	0	0
Mathematics	20.00	6	0	0
Science	20.00	6	0	0
Social Science	20.00	6	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 2018—19)**

Subject	Average Class Size	Number of Classes *		
		1-22	23-32	33+
English	3.00	8	0	0
Mathematics	4.00	4	0	0
Science	3.00	4	0	0
Social Science	3.00	8	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: 1/24/2020*

**Ratio of Academic Counselors to Pupils (School Year 2018—19)**

Title	Ratio**
Counselors*	0.14

\*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.

\*\*Average Number of Pupils per Counselor

*Last updated: 1/24/2020*

**Student Support Services Staff (School Year 2018—19)**

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
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.00

\*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.

*Last updated: 1/24/2020*

**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	\$6813.48	\$6813.48	\$0.00	\$56521.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$76871.00
Percent Difference – School Site and State	N/A	N/A	-10.00%	-36.00%

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

Last updated: 1/24/2020

**Types of Services Funded (Fiscal Year 2018—19)**

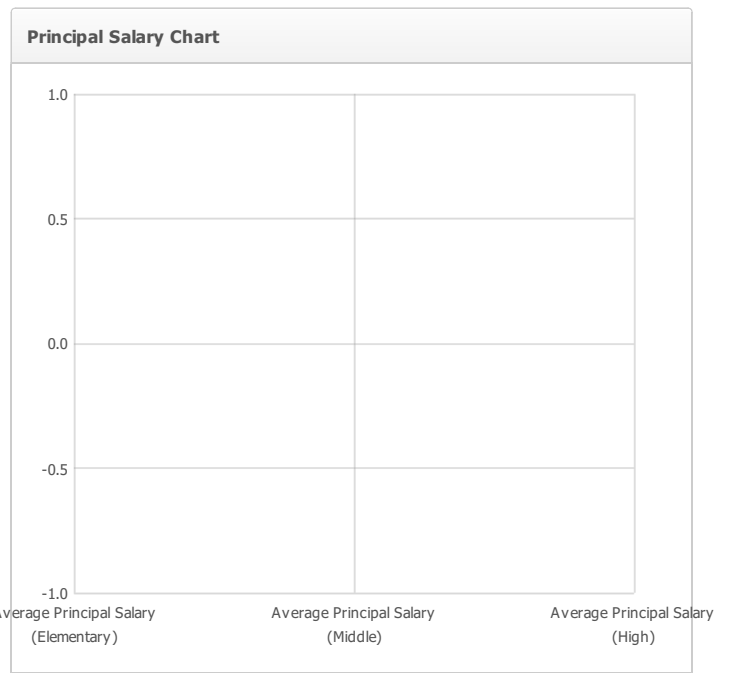
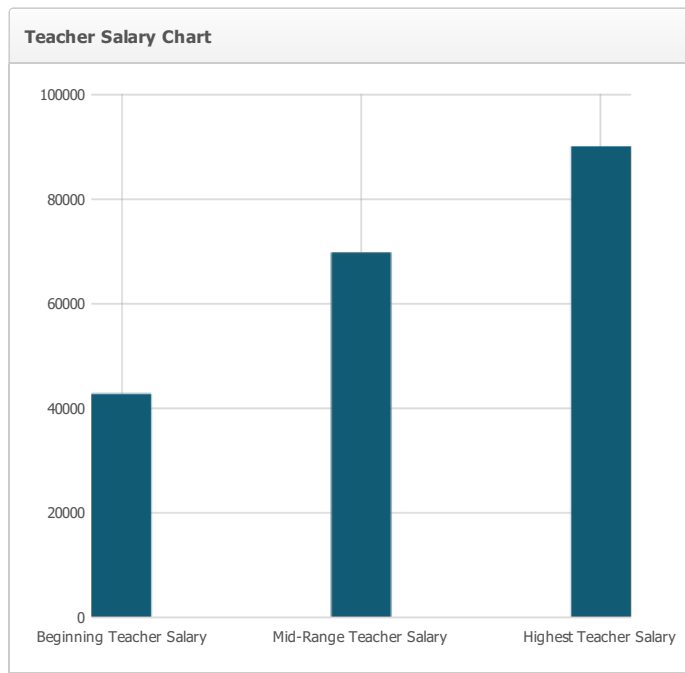
The varied grade and skill levels of each student require that the teacher develop individualized learning opportunities. The Individual Learning Plans are critical in providing a challenging and relevant education at levels that are appropriate for all students. The plan is reviewed on a monthly basis 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 maintains updated credit reports for student's progress and can provide graduation status reports for each student on any given day. A counselor is available daily to address any student's academics or socio-emotional concerns. With the high mobility of SWACS students each student has different needs, both instructionally and behaviorally. The teacher and principal work collaboratively to individualize each student's learning plan based on evaluation of their transcript, skill level, learning modalities and interests. 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. An independent Study option is available to students wishing to complete their coursework outside of the daily classroom setting. The goal of the school is to support students both academically and socio-emotionally.

Last updated: 1/24/2020

### Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,647	\$32,667
Mid-Range Teacher Salary	\$69,687	\$75,694
Highest Teacher Salary	\$90,007	\$118,721
Average Principal Salary (Elementary)	--	\$103,506
Average Principal Salary (Middle)	--	\$108,961
Average Principal Salary (High)	--	\$108,954
Superintendent Salary	\$143,773	\$136,125
Percent of Budget for Teacher Salaries	--	30.33%
Percent of Budget for Administrative Salaries	--	6.40%

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



Last updated: 1/24/2020

**Advanced Placement (AP) Courses (School Year 2018—19)**

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	0.00%

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

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

*Last updated: 1/24/2020*

**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: 1/24/2020*