

S. William Abel Community

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 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 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 <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/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](#) 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.

About This School

Contact Information (School Year 2017-18)

The SARC is completed and pending board approval on February 14, 2018.

District Contact Information (School Year 2017-18)	
District Name	Colusa County Office of Education
Phone Number	5304731350
Superintendent	Michael West
E-mail Address	mwest@ccoe.net
Web Site	www.ccoe.net

School Contact Information (School Year 2017-18)	
School Name	S. William Abel Community
Street	499 Marguerite Street #B
City, State, Zip	Williams, Ca, 95987
Phone Number	15304731350
Principal	Maria Arvizu-Espinoza
E-mail Address	maespinoza@ccoe.net
Web Site	www.ccoe.net
County-District-School (CDS) Code	06100660630111

Last updated: 1/29/2018

School Description and Mission Statement (School Year 2017-18)

MISSION STATEMENT: As an advocate for educated, socially responsible citizens, Colusa County Office of Education will: Communicate Effectively, Collaborate Cooperatively, Operate Efficiently And Educate Totally

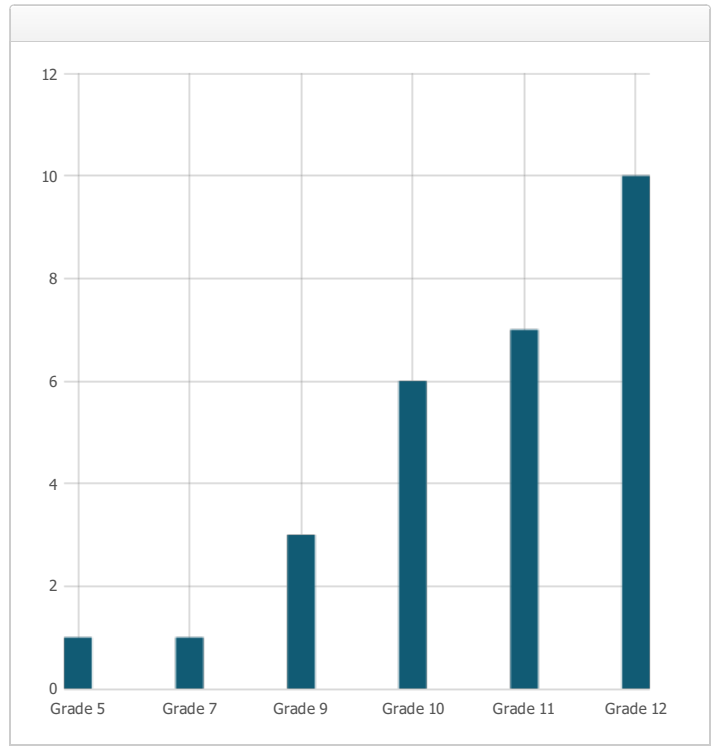
The Colusa County Office of Education provides a full range of educational services to meet the needs of the students. The S. William Abel Community School is located in Williams and provides alternative learning opportunities for students in grades 7 - 12 who are expelled from school districts or are court ordered, and are at risk of being expelled. The school also provides Independent Study. All students are supported academically and emotionally with the goal of providing them with a smooth and successful transition to return to a public school. We have an onsite counselor to support students with their socio-emotional needs as well as monthly field trips. Monthly student stakeholder meetings take place to provide an opportunity for students to provide input and engage in their education. We provide an Individual Learning Plan for every student to ensure success in meeting their specific needs and provide a customized plan. The blended learning curriculum, Fuel Education, allows the student to be more engaged as it utilizes a plethora of various material types: video, audio, and visually enhanced presentations are included in a blended learning course. The curriculum also is designed to help the students stay engaged and course material is more easily understood by all types of learners. Free meals and transportation are provided to all students.

Last updated: 1/29/2018

Student Enrollment by Grade Level (School Year 2016-17)

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 7	1
Grade 9	3
Grade 10	6
Grade 11	7
Grade 12	10
Total Enrollment	28



Last updated: 1/29/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	0.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.3 %
Two or More Races	0.0 %
Other	99.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	100.0 %
English Learners	0.1 %
Students with Disabilities	0.3 %
Foster Youth	0.1 %

Last updated: 1/29/2018

A. Conditions of Learning

State Priority: Basic

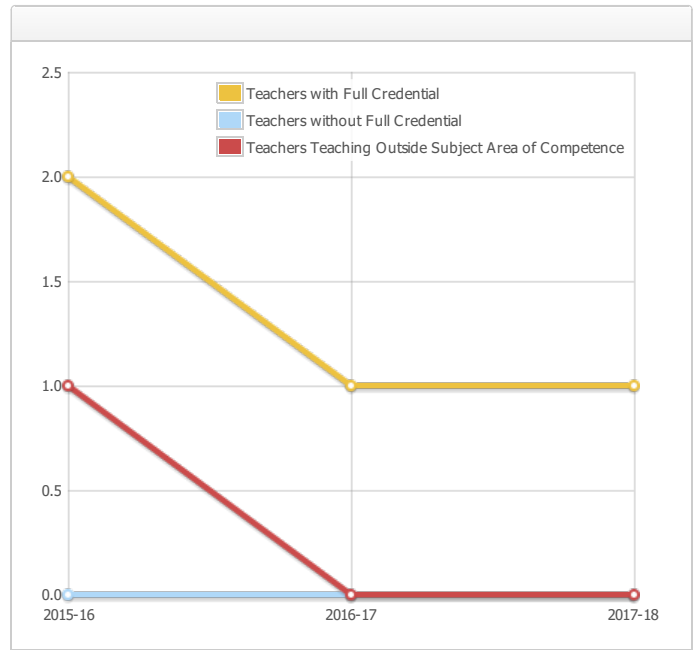
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- 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

The school was closed in 2014-15 therefore there is no data.

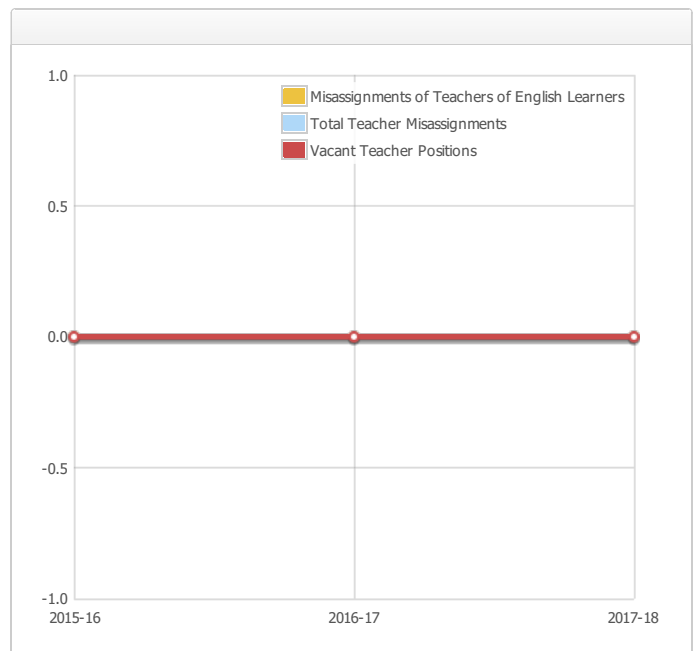
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	2	1	1	1
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0



Last updated: 1/29/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 1/29/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> Fuel Education (On-line) for credit recovery and also high school A -G curriculum. (English (1-4), Electives, Career Technical Education, and Credit Recovery Holt , Rinehart and Winston: "Adapted Reader Series" Holt, Rinehart and Winston: Literature & Language Arts Series "Mastering the California Standards" AGS (A merican Guidance Service): Text -based curriculum 	Yes	0.0 %
Mathematics	<ul style="list-style-type: none"> Fuel Education (On-line) for credit recovery and also high school A -G curriculum. (Pre-Algebra, Algebra, Geometry, and Credit Recovery) McDougal Littell: Mathematics Series AGS (American Guidance Service): Text -based curriculum for Math Additional resources available in Khan Academy (on-line) to supplement instruction in math. 	Yes	0.0 %
Science	<ul style="list-style-type: none"> Fuel Education (On-line) for credit recovery and also high school A -G curriculum. (Physical Science, Life Science, and Credit Recovery) AGS (American Guidance Service): Text -based curriculum for Science 	Yes	0.0 %
History-Social Science	<ul style="list-style-type: none"> Fuel Education (On-line) for credit recovery and also high school A -G curriculum. (Social Sciences and Credit Recovery) Houghton Mifflin: Social Studies Series: World History, U.S. History, and Government Globe Fearon: American Government , Economics, and World Geography & Cultures AGS (American Guidance Service): Text -based curriculum for Social Sciences 	Yes	0.0 %
Foreign Language	Fuel Education (On-line) for credit recovery and also electives including Foreign Language.	Yes	0.0 %
Health	Fuel Education (On-line) for credit recovery and also electives including Health.	Yes	0.0 %
Visual and Performing Arts	Fuel Education (On-line) for credit recovery and also electives including 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: 1/29/2018

School Facility Conditions and Planned Improvements

S. William Community School is housed in Williams at the county office facility, also known as the Education Village. This is a fairly new facility with large classrooms equipped with state of the art equipment and new student furniture. The facility provides opportunities for physical activities; weight room, track, basketball court, and playground. The school is comprised of two classrooms and a cafeteria where the students are provided breakfast and lunch. The construction of the kitchen from a warming kitchen to a fully operational kitchen allowed for meals to be prepared onsite for students.

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.

The facility ranked 85%/100% (Good). The school is in generally good condition. Items present at time of inspection can easily be remedied. Attached is a list to remedy items.

Last updated: 1/29/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2017

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</p>

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.

Repairs will be completed once the logistics of the plan are finalized.

Overall Facility Rate

Year and month of the most recent FIT report: October 2017

Overall Rating	Good
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Last updated: 1/29/2018

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 (School Year 2016-17)

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	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)						48%
Mathematics (grades 3-8 and 11)					36%	37%

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: 1/29/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	
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	--	--	--	
English Learners	--	--	--	
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: 1/29/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	
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	--	--	--	
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: 1/29/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	0.0%	0.0%	0.0%	56%	54%

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.

Note: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/29/2018

Career Technical Education Programs (School Year 2016-17)

The programs/classes offered provided were: Marketing, Sales and Service, Manufacturing and Product Development, and Fashion and Interior Design

The classes were integrated with academic courses by providing effective connections with the content, supported a deeper understanding of the courses, and provided more positive and meaningful connections with the academic work that may have additional positive effects on long-term learning motivation.

S. William Community School provides Individual Learning Plans for each student in order to customize their unique needs. Students are provided with workbased learning opportunities that include career exploration, job search, resume writing, and mock interviews. Friday Night Live provides 21st Century Skills classes, these are qualities that apply across a variety of jobs and life situations. Traits such as integrity, communication, courtesy, responsibility, professionalism, flexibility, and teamwork are encouraged. Educational fieldtrips to the community college to encourage students to concurrently enroll in courses and provide unique opportunities for disadvantaged students who may otherwise not set foot on a college campus.

The measurable outcomes are based on the successful completion of the courses. Monthly student meetings take place with the teacher and administration to monitor student and program success.

The Assistant Superintendent is the primary representative for the CTE advisory committee. Because we had steady turnover in staffing, we are currently working on developing a pathway. We have hired a director with a CTE background, as we have not had the expertise in this area before.

Last updated: 1/30/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	5
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: 1/30/2018

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 2016-17)

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 Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	--	--	--
7	--	--	--
9	--	--	--

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: 1/30/2018

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 2017-18)

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 and 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

Last updated: 1/30/2018

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

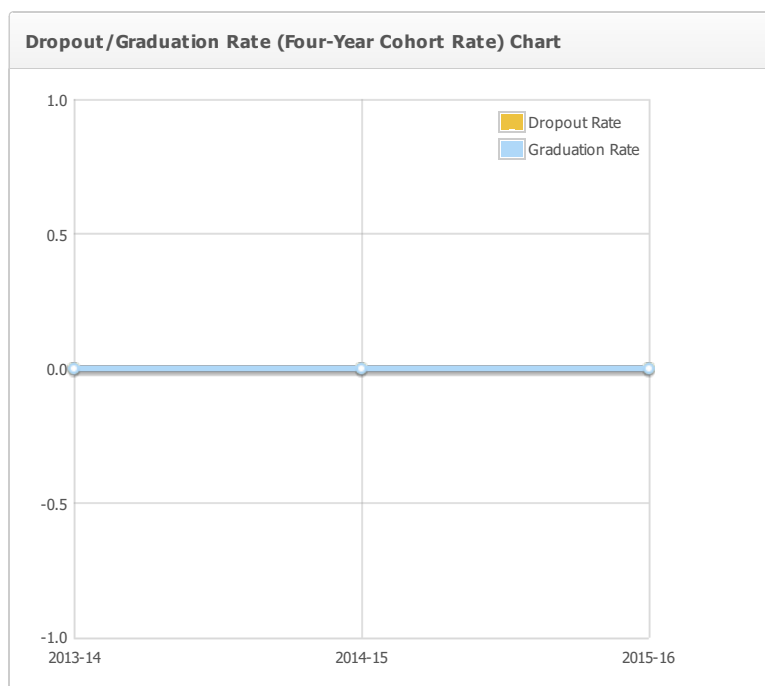
- High school dropout rates; and
- High school graduation rates

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

The school was closed in 2014-15 therefore there is no data for that year.

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	81.0%	82.3%	83.8%



Last updated: 1/29/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(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	0.0%	0.0%	87.1%
Black or African American	0.0%	0.0%	79.2%
American Indian or Alaska Native	0.0%	0.0%	80.2%
Asian	0.0%	0.0%	94.4%
Filipino	0.0%	0.0%	93.8%
Hispanic or Latino	0.0%	0.0%	84.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	86.6%
White	0.0%	0.0%	91.0%
Two or More Races	0.0%	0.0%	90.6%
Socioeconomically Disadvantaged	0.0%	0.0%	85.5%
English Learners	0.0%	0.0%	55.4%
Students with Disabilities	0.0%	0.0%	63.9%
Foster Youth	0.0%	0.0%	68.2%

State Priority: School Climate

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

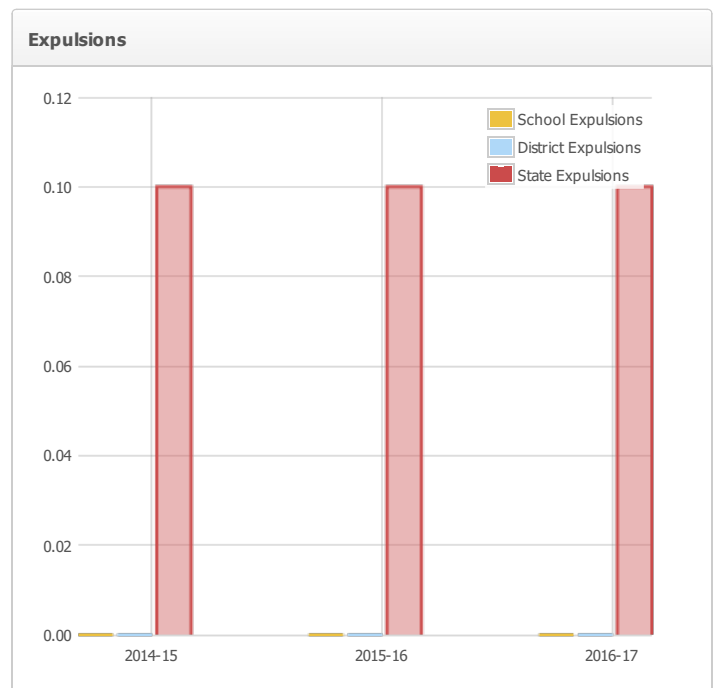
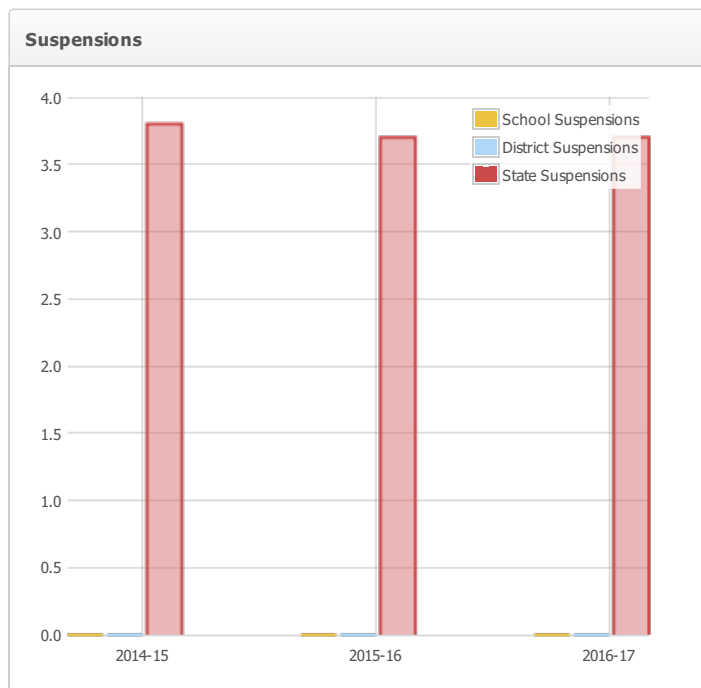
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

The school was closed in 2014-15 therefore there is no data.

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/29/2018

School Safety Plan (School Year 2017-18)

The Community School adheres to the Colusa County Office of Education Safety Plan. Staff participates in ongoing training and review of the plan. The plan meets the required legal components per California Ed Code. The plan is reviewed by staff at the school site each year after board approval, and on an ongoing basis at site staff meetings. The safety plan includes all of the elements of school safety to help meet the goal of providing a safe environment, both physical and social/emotional, that is conducive to learning. An Emergency Response Matrix is posted in each room that defines each crisis situation, a safe route, and designated evacuation site.

Last updated: 1/30/2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Last updated: 1/29/2018

Average Class Size and Class Size Distribution (Secondary)

The school was closed in 2014-15 therefore there is no data.

Subject	2014-15				2015-16				2016-17			
	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	0.0	0	0	0	6.0	5	0	0	28.0	1	0	0
Mathematics	0.0	0	0	0	6.0	5	0	0	18.0	1	0	0
Science	0.0	0	0	0	6.0	5	0	0	11.0	1	0	0
Social Science	0.0	0	0	0	6.0	5	0	0	17.0	1	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: 1/29/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

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	0.0	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)	0.0	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: 1/29/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The school was closed in 2014-15.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$30579.0	\$30579.0	\$0.0	\$51280.0
District	N/A	N/A	\$0.0	\$51280.0
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
State	N/A	N/A	\$6574.0	\$69964.0
Percent Difference – School Site and State	N/A	N/A	-200.0%	-30.8%

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

Types of Services Funded (Fiscal Year 2016-17)

Revenue for the school was derived from state apportionment as determined by the average daily attendance. Expenditures include online curriculum, instructional materials, meals, equipment and supplies, Special Education services, and bus passes. Other

expenditures include: computers and soft ware, office equipment , rents, leases, utilities, and other overhead costs.

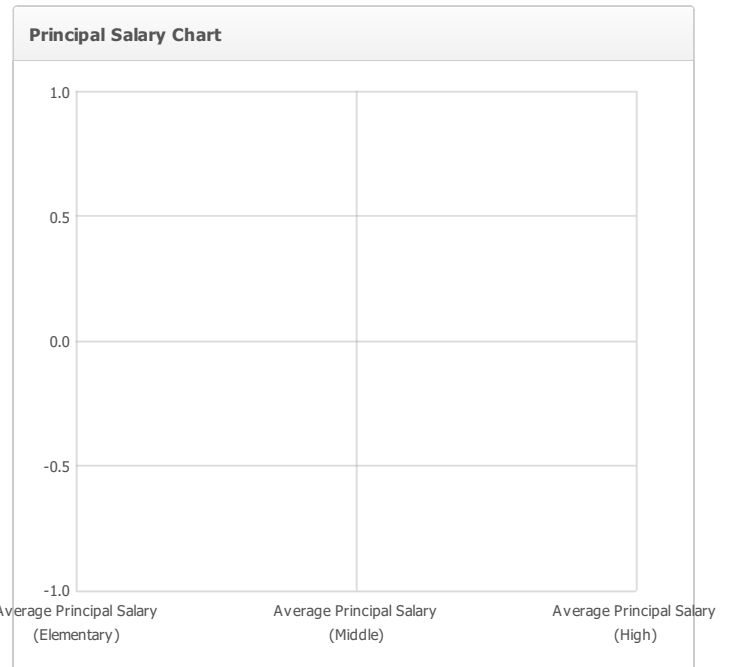
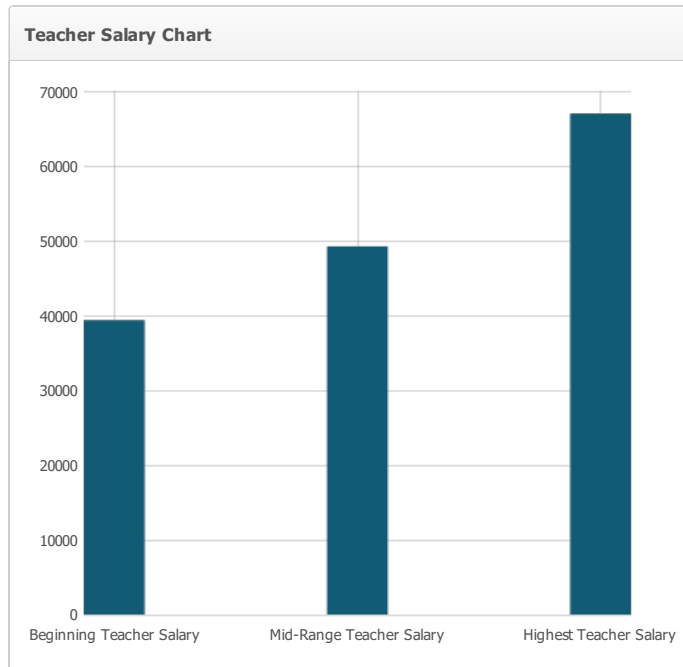
Last updated: 1/29/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

The school was closed in 2014-15. The Assistant Superintendent served as the principal.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,362	--
Mid-Range Teacher Salary	\$49,228	--
Highest Teacher Salary	\$66,982	--
Average Principal Salary (Elementary)	\$	--
Average Principal Salary (Middle)	\$	--
Average Principal Salary (High)	\$	--
Superintendent Salary	\$129,199	--
Percent of Budget for Teacher Salaries	0.4%	--
Percent of Budget for Administrative Salaries	0.2%	--

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



Last updated: 1/30/2018

Advanced Placement (AP) Courses (School Year 2016-17)

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: 1/30/2018

Professional Development

The primary area of staff development is initiated based on the student achievement and behavior data. Collaboration meetings take place on a weekly basis between the school staff and administration to discuss each individual student as well as lesson planning, curriculum and instruction, classroom management, assessments, and student /parent conferences. Professional development is offered based on staff feedback, administration, and student data results. Trainings take place during the school day.

- Positive Intervention
- Western Association of School and Colleges (WASC)
- Fuel Education Online Curriculum
- Data Analysis

Last updated: 1/30/2018