

Local Control Accountability Plan Update

Goal 1: Provide a countywide structured positive instructional program in collaboration with county agencies that provides all students, including foster youth, English learners, economically disadvantaged, and expelled students, with academic support that promotes college and career readiness with academic and socio-emotional interventions to eliminate barriers for student success.

ACTIONS/SERVICES	UPDATES
<p>Action 1 Maintain additional math, English, and other core subject support, during school, and/or an extended school day through on-site tutoring, credit recovery classes not available in the school (paper pencil and/or online) small group direct instruction, one on one support, differentiated materials, counseling, and parent/guardian/teacher meetings.</p>	<p>Oct. 2019:</p> <ul style="list-style-type: none"> • Currently, time is reserved on Tuesday and Thursday afternoons from 1:00-3:00 for students to receive additional academic supports. • Priority has been given to students from Maxwell due to the impact of transit schedules. • Edmentum Courseware is being used to provide credit recovery for student’s needs. <p>Feb. 2020</p> <ul style="list-style-type: none"> • Currently time is available all afternoons from 1:00-3:00 for students to receive support from the teacher. • Students are given one-on-one instruction due to small class size. • Peer tutoring support is being implemented in the classroom.
<p>Action 2 Maintain Designated and Integrated ELD</p>	<p>Oct. 2019:</p> <ul style="list-style-type: none"> • Efforts are needed to provide supports to students. Once consistent staffing is in place, ELD support will be a primary focus. <p>Feb. 2020</p> <ul style="list-style-type: none"> • Scaffolding, graphic organizers, parallel curriculum and other supports are in practice for ELD students as well as all students.
<p>Action 3 Provide Foster and Homeless Liaison trainings to provide support and coordinate services to foster youth in the county.</p>	<p>Oct. 2019:</p> <ul style="list-style-type: none"> • Prevention Services Coordinators work to provide supports and services to the S. William Abel Community School and the four local districts. <p>Feb. 2020</p> <ul style="list-style-type: none"> • In January, during the Colusa County District Liaison Meeting faith-based organizations joined in discussing how collaboration could better serve foster and homeless students throughout the county. This was also an opportunity to provide educational materials to faith-based organizations about the McKinney-Vento Act. • Later this month (Feb.) CCOE Prevention Services will be having a human trafficking prevention training for educators, law enforcement, and other local agencies.
<p>Action 4 Maintain Friday Night Live classes to build leadership skills, broaden appropriate social networks, and implement youth led projects to improve school climate and reduce youth access to alcohol and other drugs.</p>	<p>Oct. 2019:</p> <ul style="list-style-type: none"> • Girls Circle and Boys Council have been offered to students at SWACS. • Plans to conduct Friday Night Live activities for SWACS students have been discussed and are forthcoming. <p>Feb. 2020</p> <ul style="list-style-type: none"> • Currently FNL is not being offered to SWACS Students. Student Stakeholder Meetings are being held to provide leadership skills to community school students.
<p>Action 5 100% of students, including unduplicated pupils and students with exceptional needs will have access to standards-aligned instructional materials.</p>	<p>Oct. 2019:</p> <ul style="list-style-type: none"> • SWACS has renewed its subscription to Edmentum, an online learning program that is approved by the University of California to provide college preparatory coursework for students. • Curriculum was written for Independent Study students’ graduation requirements over the summer. Curriculum developed was directly aligned to current content standards. <p>Feb. 2020</p> <ul style="list-style-type: none"> • All students have access to Edmentum Online Learning Programs.
<p>Action 6 Students will be assisted in making a smooth transition back to their home school by meeting with district school administration to ensure alignment of instruction to meet all academic requirements and necessary support systems are in place.</p>	<p>Oct. 2019:</p> <ul style="list-style-type: none"> • ILP meetings with all parents and students to discuss student transition plans occurred at the end of the school year 2019. • Systems are in place to effectively communicate student attendance, progress grades and accurate transcripts to transition students back to their home districts. • Since May 2019, six students have transitioned back to their home districts. <p>Feb. 2020</p> <ul style="list-style-type: none"> • Transition plans are discussed with student and parent prior to transition back to their school. Credits accrued must be complete and meet the requirements of their home district.

	<ul style="list-style-type: none"> • Communication with site administration, Special Education and other programs regarding student transitions back to their home district occurs prior to students reenrolling. • Two students have transitioned back to their home districts as of February 2020.
<p>Action 7 Basic Educational expenditures including but not limited to staffing, supplies, services, and other expenditures.</p> <ul style="list-style-type: none"> ✓ Highly qualified instructor/administrator to meet the academic needs of all students. ✓ Provide academic and behavioral interventions and involve parents in the education process (MTSS). ✓ Provide reliable safe home to school transportation for low-income students to increase attendance. ✓ Provide a nutritious breakfast, lunch, and snack for low-income students. ✓ Materials required to achieve and maintain academic goals. ✓ Services required to achieve and maintain academic goals. (i.e. state mandated assessments, student incentives, fieldtrips). 	<p>Oct. 2019:</p> <ul style="list-style-type: none"> • A principal/ teacher for SWACS was hired over the summer but resigned in September. The position has been posted and hoped to be filled as soon as possible. Currently, a retired, experienced, certificated teacher is serving in that capacity. • An art teacher continues to provide art instruction to students on a weekly basis. • Farm to School program efforts continue to provide hands-on science experiences for SWACS students. • Counseling services continue to be provided daily to students from a licensed therapist. • Transit tickets continue to be made available to each student daily. • Breakfast and lunch are provided to all SWACS students that attend school daily. • Materials and supplies were purchased in Spring of 2019 to assist students in meeting their CTE (Career Technical Education) goals. • Lockers are available for student use to house materials needed to meet academic goals. • A van was purchased May 2019 to provide transportation for SWACS field trips. Collaboration with the SELPA department to provide additional vans when needed for field trips is ongoing. • Special Education services are provided by staff from SELPA. • Meetings with parents to review progress and update Individual Learning Plans were held at the end of the school year and have also been conducted in September and October 2019. <p>Feb. 2020</p> <ul style="list-style-type: none"> • Currently there is an experienced, certificated, highly qualified teacher with 20+ years of experience in Alternative Education serving as the community schoolteacher. • The part-time Art Teacher continues to provide art instruction to students twice weekly. • Farm to School activities continue to provide outside/lab experiences for students. • A part time Counselor provides academic and social emotional interventions daily to SWACS students. Intervention strategies are also provided to staff at monthly staff meetings. • Transit tickets are currently only being utilized by four SWACS students but are made available to all. • Currently breakfast and lunch continue to be provided by Ed. Village Cafeteria to all SWACS students free of charge. • Students are encouraged to enroll at the adjacent Woodland Community College (WCC)-Colusa County Campus. Three students have enrolled in courses at WCC. • ILP Meetings were held in November 2019 to discuss personal and academic goals of all students and the development of their ILP Plans. • A field trip to the Colusa County Library and a nature hike occurred October 18, 2019. • February 4, 2020 seven students visited the Colusa Farm Show as a field trip. • The PRIDE Store currently is open the last day of month. Tickets earned for this individual incentive program come from academic achievement, positive behavior, and/or demonstrating work ethic. • School-wide incentives determined by student selection are offered quarterly to promote positive behavior and character development.
<p>Action 8 Maintain Student Study Team Meetings, Individual Education Plan, Individual Learning Plan, and 504 meetings as required.</p>	<p>Oct. 2019:</p> <ul style="list-style-type: none"> • Special Education services are provided by staff from SELPA • Meetings with parents to review progress and update Individual Learning Plans were held at the end of the school year and have also been conducted in September and October 2019. • Students are provided with academic counseling during their appointments with the licensed therapist as she also serves as an academic counselor. <p>Feb. 2020</p> <ul style="list-style-type: none"> • ILP Meetings were held in November 2019 to discuss personal and academic goals of all students and the development of their ILP Plans. • Administration and the community schoolteacher attend IEP meetings as scheduled by the Special Education Department.
<p>Action 9 Promote/support parent/guardian participation through increased communication, invitations to school committees, community, parent, and school events.</p>	<p>Oct. 2019:</p> <ul style="list-style-type: none"> • Parents were invited to ILP meetings in September and October 2019. • Parents have been invited to field trips, an opportunity to attend class with their student and the LCAP Community Stakeholder meeting. <p>Feb. 2020</p> <ul style="list-style-type: none"> • Teacher contact with parents is consistent and ongoing regarding student academic and behavior. • Parents continue to be invited to all SWACS activities. • Development of the School Site Council will occur by Feb. 28, 2020.
<p>Action 10 Support independent study/home school students by maintaining regularly scheduled weekly meetings to provide direct instruction, provide assignments and ensure attendance is continuous. Provide academic counseling for individual student success and meet regularly with students, parents/guardians, and teacher to review student progress.</p>	<p>Oct. 2019:</p> <ul style="list-style-type: none"> • Currently, there is only one student on independent study. A contract is in place to ensure student is making progress to meet academic goals. Communication between parent, student, and principal to ensure student success is ongoing. • One hour continues to be allocated to each student; however, the student is provided additional support at any time within the school hours. <p>Feb. 2020</p>

	<ul style="list-style-type: none"> Currently four students are enrolled in the Independent Study Program. (One student that was previously on I.S. has transferred back to the day school). Contracts are in place to ensure academic success and goals are met. Schedules are set between teacher and student for any time after 1:00 PM for student weekly meetings and extra support.
Action 11 Facilities Inspection Tool (FIT) ratings of good or better	<p>Oct. 2019:</p> <ul style="list-style-type: none"> A part-time custodian cleans the classroom. The county office received a rating of "Good" in its last FIT rating. <p>Feb. 2020</p> <ul style="list-style-type: none"> Facilities remain in "Good" condition.
Action 12 Maintain a system to evaluate student performance data to modify instruction, provide timely student interventions, and support data decision-making practices	<p>Oct. 2019:</p> <ul style="list-style-type: none"> Exact Path was purchased with Edmentum Courseware to provide a diagnostic assessment of students in ELA and math and to further provide academic interventions to achieve student success. Edmentum provides performance data to track student progress. Students receive bi-weekly updates on their grades, credit, and progress. Students are encouraged to use these reports to complete missing work and retake any assessments. 1st Quarter Progress Report Grades and Credits were distributed to students, parents and probation on October 18, 2019. <p>Feb. 2020</p> <ul style="list-style-type: none"> Student Information System software report cards were sent to all student parents and guardians in December 2019. Attendance system tracking to determine absenteeism is currently in place and interventions are being provided. Daily phone calls to parents are being made to determine absences. Students receive daily or weekly updates on grades, credits, and progress by the teacher.
Action 13 Provide access to all students, course offerings in comprehensive schools, community college dual enrollment courses and online learning classes to meet student's academic goals.	<p>Oct. 2019:</p> <ul style="list-style-type: none"> One Community School student is currently enrolled in advanced education offerings at WCC. Three students successfully completed community college work. Woodland Community College Student Outreach Specialist continues to work with students regarding options at the community college. <p>Feb. 2020</p> <ul style="list-style-type: none"> Students are encouraged to enroll at the adjacent Woodland Community College (WCC)-Colusa County Campus. Three students have enrolled in courses at WCC.
Action 14 Survey parents, students, and the community for program effectiveness and school climate.	<p>Oct. 2019:</p> <ul style="list-style-type: none"> Parent and student surveys have been designed and planned to be conducted prior to October 31, 2019. <p>Feb. 2020</p> <ul style="list-style-type: none"> Parent and student surveys are pending.
Action 15 Maintain quarterly LCAP Committee meetings.	<p>Oct. 2019:</p> <ul style="list-style-type: none"> The first quarterly LCAP meeting is scheduled for 10/24/19. All potential stakeholders were contacted via email and phone and personally invited to attend the event. Quarterly LCAP meetings for 2019-20 have been posted on the CCOE website. <p>Feb. 2020</p> <ul style="list-style-type: none"> The second quarterly LCAP Meeting is scheduled for February 5, 2020. Stakeholders have been invited and encouraged to attend.
Action 16 Provide continuous communication/collaboration with other county agencies to improve attendance, emotional health, social adjustment, successful reintegration to regular school for all students, including unduplicated pupils and students with exceptional needs.	<p>Oct. 2019:</p> <ul style="list-style-type: none"> The Community School maintains agreements with multiple local agencies to provide services to students. The probation officer assigned to serving students in Colusa County visits the SWACS classroom on Fridays sometimes weekly or bi-weekly depending on his training schedule. Ongoing discussions occur with County Behavioral Health regarding the status of Community School students and supports needed. <p>Feb. 2020</p> <ul style="list-style-type: none"> Colusa County TUPE Coordinator and Prevention Services Coordinator provides activities and collaboration with SWACS students and staff. A meeting with Colusa County Probation occurred on February 4, 2020 and collaboration between agencies will continue.

<p>Action 17 Ensure systems are in place for the ongoing WASC accreditation self-study for the community school</p>	<p>Oct. 2019:</p> <ul style="list-style-type: none"> • The initial visit for WASC Accreditation took place on September 13, 2018. The initial feedback we have received is positive. Three areas for focus were identified by the visiting team; Developing standards-aligned curriculum. Using tests and quizzes to make decisions about how to best serve students. Sharing with the community about the purpose of the Community School and building more partnerships. • SWACS was recommended for preliminary WASC accreditation and a seal is used on official student transcripts. • A banner denoting WASC accreditation is displayed in the Education Services Office. • The Director of Ed Services served on a WASC accreditation team in Spring 2019 to gather ideas for preparing for the WASC self-study. <p>Feb. 2020</p> <ul style="list-style-type: none"> • Systems are being put in place to prepare for the WASC Self-study. • Efforts are ongoing regarding aligning curriculum to state standards. • Plans to serve on a WASC Accreditation team in 2020 are being visited.
<p>Action 18 Develop a continuum of Career Technical Education (CTE) and college readiness experiences for students including soft skills, personal planning and organizational skills trainings, career exploration, and field trips to colleges and business sites.</p>	<p>Oct. 2019:</p> <ul style="list-style-type: none"> • Due to the turnover in staffing, more effort needs to be put forth to meet this action/service. • CTE curriculum was developed in the summer of 2019 but have yet to be implemented. • Career Exploration resources were purchased in April and May of 2019. <p>Feb. 2020</p> <ul style="list-style-type: none"> • Plans to increase opportunities and experiences for students in CTE are being discussed with partnering agencies and local school districts. • Field Trips, college visits, and career exploration have been discussed at recent Student Stakeholder Meetings with students providing input on future experiences.
<p>Action 19 Provide Prevention Education Services in the county and community school for onsite support and coordinate services for prevention, intervention and cessation programs.</p>	<p>Oct. 2019:</p> <ul style="list-style-type: none"> • Prevention Services Coordinators are housed on the Education Village campus are consistently available to provide support and services to SWACS students. • Intervention and cessation programs are currently in place with SWACS students. <p>Feb. 2020</p> <ul style="list-style-type: none"> • SWACS students who qualify under the McKinney-Vento Act have received services such as: clothes and shoes as well as AB 1806 guidance.
<p>Action 20 Provide transportation for students on field trips, college visits and in emergency situations in recently purchased van. \$2500 for supplies, maintenance and repairs.</p>	<p>Oct. 2019:</p> <ul style="list-style-type: none"> • Students have been provided transportation in recently purchased van in emergency situations and when transit is unavailable. • Students were provided transportation to the field trip on October 18, 2019 in school van. • A vehicle mileage log is maintained when the van is used to determine miles traveled and programs to be charged. <p>Feb. 2020</p> <ul style="list-style-type: none"> • The van is used primarily for the last two field trips for students and has been used on occasion to transport students to their home.