S. William Abel Academy
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education

Address:	499 Margurite St. Williams, CA , 95987-5815	**Principal:**	Mr. John Ithurburn, Principal/Director
Phone:	(530) 473-1350	**Grade Span:**	7-12

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 and access to prior year reports, 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/fg/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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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

Mr. John Ithurburn, Principal/Director

 Principal, S. William Abel Academy

About Our School

?S. William Abel Academy
?499 Margurite St. Ste. B
?Williams, CA 95987-5815

?Phone: (530) 473-1350
?Email: jithurburn@ccoe.net?

Contact

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

Phone: (530) 473-1350
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Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name   Colusa County Office of Education

Phone Number   (530) 458-0350

Superintendent   West, Michael

Email Address   mwest@ccoe.net

Website   www.ccoe.net

School Contact Information (School Year 2023–24)

School Name   S. William Abel Academy

Street   499 Margurite St.

City, State, Zip   Williams, CA , 95987-5815

Phone Number   (530) 473-1350

Principal   Mr. John Ithurburn, Principal/Director

Email Address   jithurburn@ccoe.net

Website   www.ccoe.net

County-District-School (CDS) Code   06100660630111

Last updated: 11/28/23

School Description and Mission Statement (School Year 2023–24)

The S. William Abel Academy 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 SWAA, Students are empowered while working toward Academic, College and Career Readiness Success

GOALS: The goals of the S. William Abel Academy 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: 1/9/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 7	1
Grade 9	3
Grade 10	5
Grade 11	3
Grade 12	3
Total Enrollment	15
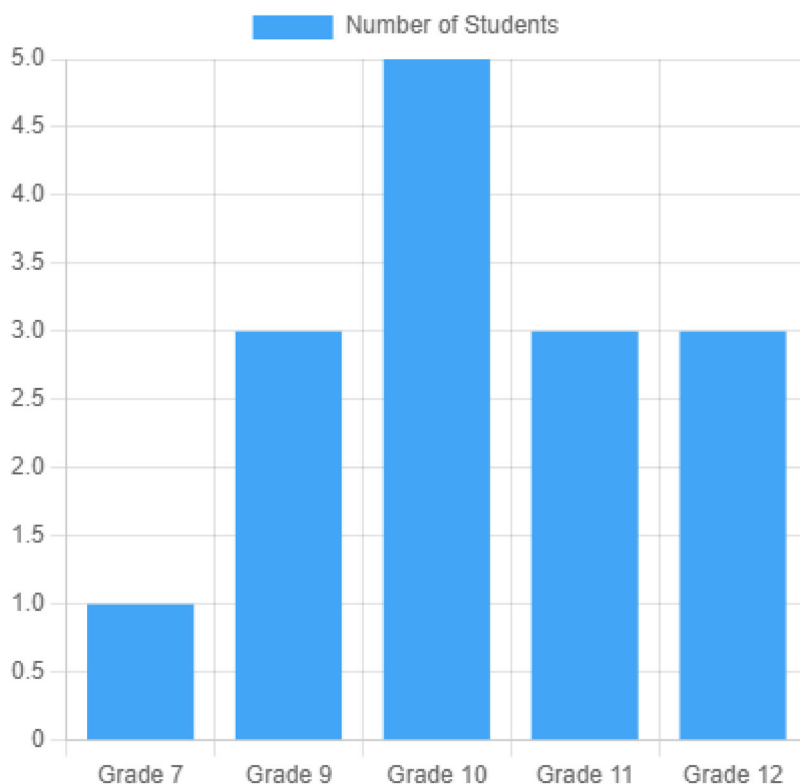
Last updated: 1/9/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	26.70%
Male	73.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	33.30%
Foster Youth	0.00%

Student Group	Percent of Total Enrollment
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	6.70%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	66.70%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	20.00%

Student Group (Other)	Percent of Total Enrollment
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	86.70%
Students with Disabilities	53.30%

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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.00	0.00%	2.00	64.52%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.40	41.82%	0.40	14.84%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	57.27%	0.60	20.32%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	0.00	0.00%	18854.30	6.86%
Total Teaching Positions	1.10	100.00%	3.10	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/9/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.00	0.00%	2.00	48.78%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.00	24.39%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.40	44.55%	0.40	11.95%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	31.82%	0.30	8.54%	11953.10	4.28%
Unknown/Incomplete/NA	0.20	22.73%	0.20	6.10%	15831.90	5.67%
Total Teaching Positions	1.10	100.00%	4.10	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/9/24

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.40	0.40
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.40	0.40

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.60	0.30
Total Out-of-Field Teachers	0.60	0.30

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	92.30%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: Not Available

Subject	Textbooks and Other Instructional Materials/year of Adoption		From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/Language Arts	Reading/Language Arts		0
		Edmentum Online-Online Curriculum in all core subject areas that is approved to meet A-G Requirements • English 7 A/B • English 8 A/B • English 9 A/B • English 10 A/B • English 11 A/B • English 12 A/B Holt Adapted Interactive Readers Courses 1-6	Yes	0
Mathematics	Mathematics	Mathematics	Edmentum Online- Online Curriculum in all core subject areas that is approved to meet A-G Requirements • Math 7 A/B • Math 8 A/B		0

Subject	Textbooks and Other Instructional Materials/year of Adoption		From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
		• Algebra 1 A/B • Algebra 2 A/B • Consumer Mathematics • Geometry A/B		
Science	Edmentum Online-Online Curriculum in all core subject areas that is approved to meet A-G Requirements and NGSS Science Standards			0
	Science Science	• Science 7 A/B • Science 8 A/B • Earth and Space Science A/B • Physical Science A/B • Biology A/B • Life Science A/B		
History-Social Science	Edmentum Online-Online Curriculum in all core subject areas that is approved to meet A-G Requirements			0
	History-Social Science	History-Social Science	• California World History and Geography: Medieval & Early Modern Times 7 A/B • Middle School US History A/B • California World History, Culture and Geography A/B • U.S. History A/B • Economics • U.S. Government	

Subject	Textbooks and Other Instructional Materials/year of Adoption			From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Foreign Language	Foreign Language	SWAA does not offer Foreign Language Courses, but students interested in this area have access to Woodland Community College to enroll in such courses.		0
Health	Health Health		Edmentum Online-Online Curriculum in all core subject areas that is approved to meet A-G Requirements • Health and Personal Wellness		0
Visual and Performing Arts	Visual and Performing Arts	Visual and Performing Arts	Edmentum Online-Online Curriculum in all core subject areas that is approved to meet A-G Requirements • Introduction to Visual Arts • Art Talk, Glencoe		0
Science Lab Eqpmt (Grades 9-12)	N/A			N/A	0

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

Last updated: 1/9/24

School Facility Conditions and Planned Improvements

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Based on the Facility Inspection Tool (FIT), prepared by the CCOE Facilities Supervisor, Colusa County Office of Education received an overall rating of 97.92% indicating the school rating was GOOD. Our facility received the rating of GOOD in all areas except in the Category of Play Ground, and School Ground.

Last updated: 1/10/24

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: Not Available

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	Fair	Some minor sheetrock cracks on joints in restroom and front office. Currently working on repairing the area. Laminate on cabinet needs to be replaced. South east sidewalk behind building A sidewalk has lifted causing a trip hazard.

Overall Facility Rate

Year and month of the most recent FIT report: Not Available

Overall Rating	Good

Last updated: 1/9/24

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] 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. CAA 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).

  The CAASPP System encompasses the following assessments and student participation requirements:
    1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
    2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
    3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** 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 taking and completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	--	--		25%	47%	46%
Mathematics (grades 3-8 and 11)		--		25%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/9/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/9/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/9/24

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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	--	--	--		29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/9/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

Career Technical Education (CTE) Programs (School Year 2022–23)

Farm to School

Art

Last updated: 1/9/24

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/9/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/9/24

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 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	100%	100%	100%	100%	100%
9	83%	83%	83%	83%	83%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/29/24

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

Parents are invited to participate in school activities and are also involved in their student's learning progress at the S. William Abel Academy. Parent involvement in parent conferences, Back to School Night, IEP's, Student Study Team meetings, LCAP Committee Meetings, and the opportunity to volunteer in the classroom are just a few ways parents participate. Parent conferences begin at the beginning of the school year with an intake meeting, followed immediately with Student Individualized Learning Plan (ILP) meetings which then occur every six weeks, and

a conference after each grading period. 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. All students and parents receive a Student Handbook at the initial intake meeting held at the beginning of the school year. Parents are invited to participate in field trips also. Opportunity for feedback on how to improve the S. William Abel Academy is provided through surveys as well as at LCAP Stakeholder Meetings.

Due to the transiency of the student population, a school site council is difficult to maintain, but will be a future focus of SWAA.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate		--				--	9.4%	7.8%	8.2%
Graduation Rate		--				--	83.6%	87.0%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.
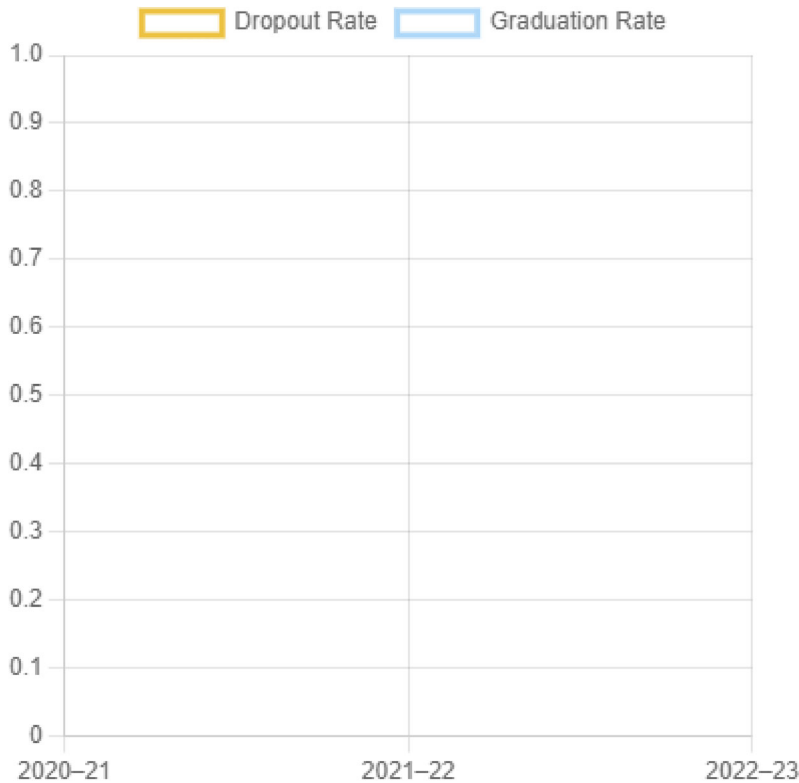
Last updated: 1/9/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	0	0	0.00%
Filipino	0	0	0.00%
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/9/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	32	29	18	62.1%
Female	11	10	4	40.0%
Male	21	19	14	73.7%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	1	1	0	0.0%
Black or African American	0	0	0	0.0%
Filipino	0	0	0	0.0%
Hispanic or Latino	26	23	14	60.9%
Native Hawaiian or Pacific Islander	2	2	2	100.0%
Two or More Races	0	0	0	0.0%
White	3	3	2	66.7%
English Learners	10	8	5	62.5%
Foster Youth	0	0	0	0.0%
Homeless	1	1	1	100.0%
Socioeconomically Disadvantaged	28	26	18	69.2%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	12	10	5	50.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	38.89%	3.13%	3.70%	33.33%	1.89%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.13%	0.00%
Female	0.00%	0.00%
Male	4.76%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	3.85%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	3.57%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	8.33%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/9/24

School Safety Plan (School Year 2023–24)

The Comprehensive School Safety Plan for 2023 was approved on February 14, 2023. The 2023-24 School Safety Plan is scheduled to be discussed and recommended changes made on January 30, 2024. The safety plan includes core information regarding the school, its climate, and the demographics of the school. In addition, the key elements of the plan include:

• Procedures & Practices
• Training & Preparation
• Communication
• Lockdowns
• Shelter-in-place
• Evacuations & Fire Drills
• Active Shooter Situations
• Child Abuse Reporting Procedures
• Earthquakes
• Suspension/Expulsion Policies
• Discrimination Policies
• Sexual Harassment Policies
• Bullying Prevention
• Uniform Complaint Procedures
• Problem Resolution
• Dress Code
• Campus Ingress and Egress
• School Discipline
• Supporting Mental Health Needs

Last updated: 1/9/24

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	6		
Mathematics	2.00	4		
Science	1.00	4		
Social Science	1.00	5		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	1.00	10		
Mathematics	2.00	5		
Science	2.00	6		
Social Science	1.00	14		

* 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 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	10	0	0
Mathematics	1.00	8	0	0
Science	1.00	9	0	0
Social Science	1.00	15	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: 1/9/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	0

* 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: 1/9/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	0.30

* 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: 1/9/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$83847.00	$83847.00	$0.00	$83403.98
District	N/A	N/A	$23030.41	$67265.56
Percent Difference – School Site and District	N/A	N/A	-200.00%	21.42%
State	N/A	N/A	$7606.62	--
Percent Difference – School Site and State	N/A	N/A	113.51%	200.00%

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

Last updated: 1/30/24

Types of Services Funded (Fiscal Year 2022–23)

Varying grades and skill levels of each student at the S. William Abel Academy require that the teacher develop individualized learning opportunities. The Individualized Learning Plans (ILPs) are critical in providing a challenging and relevant education customized for each individual student. The ILP is reviewed every six weeks with students and parents. On a monthly basis, the staff meets with individual students to review progress towards graduation and to modify ILPs. Furthermore, a parent/teacher/student conference is held at the end of each grading period to review progress and goals accomplished. The classroom teacher maintains updated credit reports for student's progress and provides graduation status reports to students consistently.

The teacher and principal work collaboratively to individualize each student's learning plan based on evaluation of transcripts, skill level, learning modalities and interests. Students have access to Edmentum, an online curriculum that provides instruction at all levels and proficiencies. The teacher can blend instruction so that students can use both technology and traditional instructional materials to meet their learning needs. An Independent Study Option is available to students wishing to complete their course work outside of the daily classroom setting. The independent Study Program begins with a conference between the teacher, student, parent, and administrator to determine whether this placement will be effective for the student. A contract is created, weekly check-ins are established and visits to the contract to determine student success are done frequently.
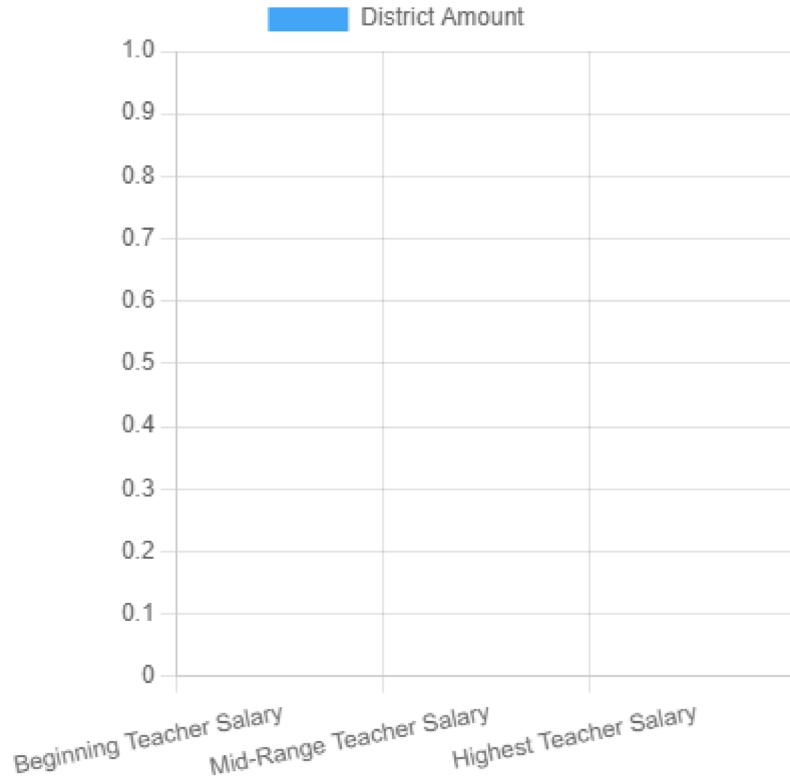
Last updated: 1/10/24

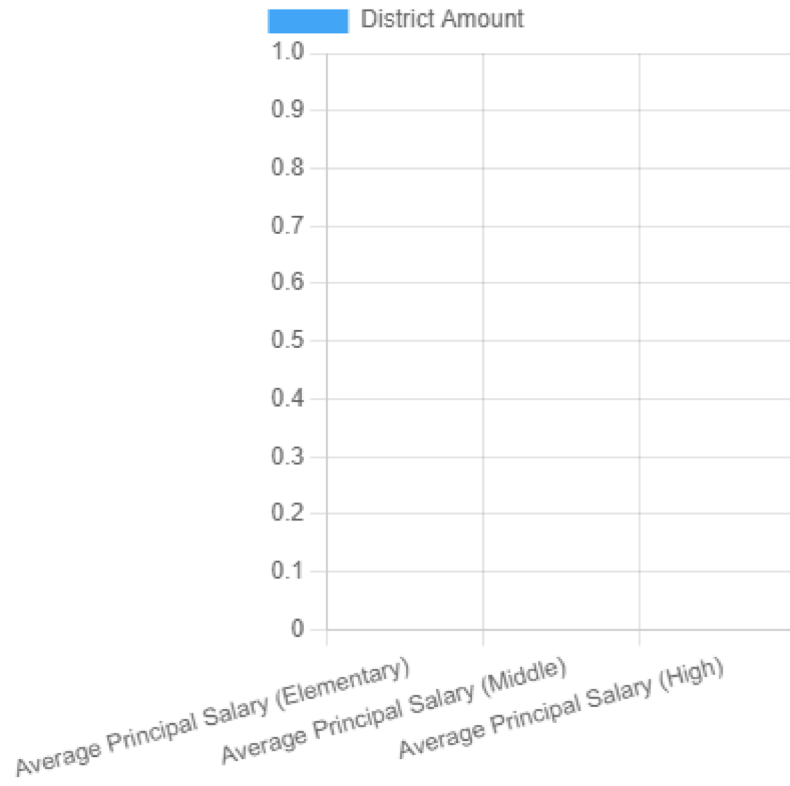## Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$0.00	$0.00
Mid-Range Teacher Salary	$0.00	$0.00
Highest Teacher Salary	$0.00	$0.00
Average Principal Salary (Elementary)	$0.00	$0.00
Average Principal Salary (Middle)	$0.00	$0.00
Average Principal Salary (High)	$0.00	$0.00
Superintendent Salary	$0.00	$0.00
Percent of Budget for Teacher Salaries	0.00%	0.00%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	0.00%	0.00%

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

District Amount

1.0		
0.9		
0.8		
0.7		
0.6		
0.5		
0.4		
0.3		
0.2		
0.1		
0		

Average Principal Salary (Elementary)   Average Principal Salary (Middle)   Average Principal Salary (High)

Last updated: 1/9/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

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

Last updated: 1/9/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement			

Last updated: 1/9/24