

Solano County Community School School Accountability Report Card Reported Using Data from the 2015-16 School Year Published During 2016-17

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/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 <http://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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Solano County Community School
Street	Golden Hills Education Center, 2460 Clay Bank Road
City, State, Zip	Fairfield, CA 94533
Phone Number	(707) 399-4840
Principal	Gricelda Rodriguez
E-mail Address	grodriguez@solanocoe.net
CDS Code	48 10488 6089668

District Contact Information	
District Name	Solano County Office of Education
Phone Number	(707) 399-4400
Superintendent	Lisette Estrella-Henderson
E-mail Address	lehenderson@solanocoe.net
Web Site	www.solanocoe.net

School Description and Mission Statement (School Year 2016-17)

The Solano County Community School, otherwise called Golden Hills Community School, provides a well-rounded curriculum for expelled and probation students residing in the Fairfield-Suisun School District boundaries. Our main goal is to assist students with getting back on track with their academics and discipline. We are dedicated to helping students return to a comprehensive high school in the district where they can finish their education. We have our initial WASC accreditation so students who finish at Golden Hills can now be issued a high school diploma. The class size at our Community School is limited to 24 students. We currently have two classrooms ranging from 7 through 12th grade. Students are placed in a class based on their grade level and credits earned. Each class has a teacher and a paraeducator. Also on site is a Student Support Specialist and the Program Administrator for Alternative Education. The Student Support Specialist provides case management and social emotional intervention support services. This individual may conduct home visits, coordinate services with the Juvenile Justice System and when appropriate, participate as an Individualized Education Program (IEP) team member. This individual provides one-on-one and small group counseling for students after school. This person is the liaison with the Fairfield-Suisun school district. All our textbooks are state approved and standards-based.

The Community School focus has shifted over the last four years from a program primarily based on Literacy and Mathematics to a more broad-based approach, including all four core subjects- Mathematics, English, Science and History-Social Science. Text book adoptions in all four areas have made this possible.

The Solano County Office of Education's Distance Learning Program is open to eligible students from the county's six school districts who have not been successful in their district's alternative school settings. Students may be referred to the program by their district's Student Services Department. This program is designed to allow students access to the Learning Lab at least three days per week, with a minimum requirement of meeting with the teacher once a week. Each student is required to complete a minimum of 20 hours per week of on-line school work. We encourage students to exceed this amount of time so that more credits can be earned. This is a program built on self-motivation and individual success. Therefore, parental support is critical to support student learning.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	3
Grade 8	6
Grade 9	4
Grade 10	13
Grade 11	15
Grade 12	18
Total Enrollment	59

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	45.8
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	47.5
Native Hawaiian or Pacific Islander	0
White	5.1
Two or More Races	1.7
Socioeconomically Disadvantaged	72.9
English Learners	20.3
Students with Disabilities	32.2
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	3	3	3	59
Without Full Credential	0	0	0	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	84.1	15.9
High-Poverty Schools in District	84.1	15.9
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

The textbooks being used are board adopted materials in all four core subjects. Each students has access to all materials necessary, including supplemental materials such as Shining Star and Keys to Learning.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt 2011	Yes	0
Mathematics	Pearson 2014	Yes	0
Science	MacDougal Littel Adopted 2007	Yes	0
History-Social Science	MacDougal Littel Adopted 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Solano County Office of Education (SCOE) provides instructional services in a wide variety of school settings. Golden Hills Community School operates two classrooms in Building 5 and one Distance Learning Program in Building 6. The Golden Hills Community School facilities are maintained by the SCOE Maintenance Department. The facilities are maintained in a safe condition and there are procedures in place to quickly address health and safety issues once they have been identified. Classrooms are cleaned daily after the students leave at 1:00 P.M.

All Interim Evaluation Instruments for Golden Hills Community School facilities are on file in the Facilities Department. Please contact the Director of Facilities/Maintenance and Transportation at (707) 399-4864 for questions.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/28/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/28/16				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. 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 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	0	10	4	5	44	48
Mathematics	0	6	1	1	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	--	--	--	--
	8	--	--	--	--
	11	22	15	68.2	13.3
Male	7	--	--	--	--
	8	--	--	--	--
	11	20	14	70.0	14.3
Female	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Black or African American	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
American Indian or Alaska Native	8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Asian	11	--	--	--	--
Hispanic or Latino	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
White	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Two or More Races	7	--	--	--	--
Socioeconomically Disadvantaged	7	--	--	--	--
	8	--	--	--	--
	11	13	8	61.5	12.5
English Learners	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Students with Disabilities	8	--	--	--	--
	11	--	--	--	--
Foster Youth	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

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

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	--	--	--	--
	8	--	--	--	--
	11	22	15	68.2	7.1
Male	7	--	--	--	--
	8	--	--	--	--
	11	20	14	70.0	7.7
Female	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	--	--	--	--
	11	--	--	--	--
Black or African American	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
American Indian or Alaska Native	8	--	--	--	--
Asian	11	--	--	--	--
Hispanic or Latino	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
White	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Two or More Races	7	--	--	--	--
Socioeconomically Disadvantaged	7	--	--	--	--
	8	--	--	--	--
	11	13	8	61.5	14.3
English Learners	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Students with Disabilities	8	--	--	--	--
	11	--	--	--	--
Foster Youth	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

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

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.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	15	0	8	13	7	28	60	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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	27	25	92.6	8.0
Male	22	20	90.9	10.0
Black or African American	14	14	100.0	7.1
Socioeconomically Disadvantaged	18	17	94.4	5.9

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Career Technical Education Programs (School Year 2015-16)

Students at Golden Hills Community School have access to a career class which is taught by a member of SCOE's CTE department. In this class, students learn job skills, resume writing and interview techniques. Many of our students take advantage of this class which has helped past students get quality jobs in the community. In 2014/2015 school year, SCOE began offering CTE programs.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	82
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 2016-17)

At Golden Hills Community School, we have a School Site Council composed of teachers, students, parents, and community members. Parent input is critical to the needs of the school and the students. Parents and students have input in the use of our Title I funds. Golden Hills Community School also holds a Back-to-School Night in the fall semester and a Parent Information Night in the Spring. The school holds Parent Involvement meetings which are designed to increase more parental participation to ensure successful transition to students' home school life in the community.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	13.40	10.90	9.90	13.40	10.90	9.90	11.40	11.50	10.70
Graduation Rate	81.48	83.96	84.26	81.48	83.96	84.26	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	42	9	86
Black or African American	50	14	78
American Indian or Alaska Native	0	0	78
Asian	0	0	93
Filipino	0	0	93
Hispanic or Latino	0	0	83
Native Hawaiian/Pacific Islander	0	0	85
White	100	13	91
Two or More Races	100	25	89
Socioeconomically Disadvantaged	100	10	66
English Learners	0	0	54
Students with Disabilities	44	11	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	17.1	37.3	14.1	2.3	4.1	2.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The elements of the plan include disaster response, supervision, and expulsion policies, sexual harassment, safe and orderly entry and departure, rules and procedures on school discipline, and crime reporting. A safety committee meets quarterly. This plan is discussed each year at a staff meeting.

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 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2010-2011
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English								20	3			
Mathematics								20	3			
Science								20	3			
Social Science								20	3			

Note: 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	60
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		N/A
Other		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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	20779	4139	16640	68310
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,677	
Percent Difference: School Site and State	N/A	N/A	193.1	

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

Types of Services Funded (Fiscal Year 2015-16)

Golden Hills Community School provides wraparound services for its students. After school, counseling and community service hours are also available for students who need these. Supplemental Educational Services are available for all students.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

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

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

All teachers and para educators attend professional development sessions throughout the school year. This year, the focus has been the implementation of the ELA and Mathematics Common Core State Standards (CCSS) which prepares students for the annual Smarter Balanced Assessment Consortium (SBAC) testing. To further support this, face-to-face and on-line trainings pertaining to the new Pearson Math adoption are provided to teachers and para educators. These take place on Wednesdays after the students are released. The central office provides support for these trainings through in-house presenters. For the past years, the teachers have also been receiving ELD professional development trainings from an outside consultant. The staff has received approximately ten dedicated professional development days for curriculum training.