

# Solano County Community School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Solano County Community School
<b>Street</b>	Golden Hills Education Center, 2460 Clay Bank Road
<b>City, State, Zip</b>	Fairfield, CA 94533
<b>Phone Number</b>	(707) 399-4840
<b>Principal</b>	Christopher Morris
<b>E-mail Address</b>	cmorris@solanocoe.net
<b>Web Site</b>	
<b>CDS Code</b>	48 10488 6089668

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

### **School Description and Mission Statement (School Year 2018-19)**

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 successfully 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 one classroom ranging from 7 through 12th grade. The class has a teacher and a paraeducator. Also on site is a Student Support Specialist and the Program Administrator for Educational Options. 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 2017-18)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 7</b>	3
<b>Grade 8</b>	3
<b>Grade 9</b>	5
<b>Grade 10</b>	9
<b>Grade 11</b>	12
<b>Grade 12</b>	8
<b>Total Enrollment</b>	40

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	42.5
American Indian or Alaska Native	2.5
Asian	0.0
Filipino	0.0
Hispanic or Latino	37.5
Native Hawaiian or Pacific Islander	0.0
White	10.0
Socioeconomically Disadvantaged	72.5
English Learners	15.0
Students with Disabilities	15.0
Foster Youth	0.0

**A. Conditions of Learning**

**State Priority: Basic**

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	3	3	2	50.4
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

**Year and month in which data were collected:** September 2018

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 one classroom 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)

Using the **most recently collected** 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 overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 9/14/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 9/14/18	
Overall Rating	Exemplary

**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 English Language Arts/Literacy (ELA) and Mathematics for All Students  
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	9.0	4.0	7.0	4.0	49.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	0.0	0.0	0.0	0.0	38.0	39.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	33	28	84.85	3.57
<b>Male</b>	21	18	85.71	0.00
<b>Female</b>	12	10	83.33	10.00
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Hispanic or Latino</b>	13	10	76.92	0.00
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	23	20	86.96	5.00
<b>English Learners</b>	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	33	27	81.82	0
Male	21	18	85.71	0
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	13	9	69.23	0
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	23	19	82.61	0
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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.

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated on both assessments.

## Career Technical Education Programs (School Year 2017-18)

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 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	40
% 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
2017-18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0
2016-17 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2018-19)

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. 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. We also hold multiple opportunities for the parents to offer input in the Local Control Accountability Plan (LCAP) throughout the year.

The parent and family engagement policy was developed jointly with, and agreed on with parents and children at the school. The contact person for people who would like to get involved is the Program Administrator, Dr. Christopher Morris, at [cmorris@solanocoe.net](mailto:cmorris@solanocoe.net) or (707) 399-4840.

## State Priority: Pupil Engagement

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)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	75.0	74.4	78.9	72.2	81.1	69.0	10.7	9.7	9.1
<b>Graduation Rate</b>	10.7	20.5	15.8	2.8	6.8	18.6	82.3	83.8	82.7

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

### Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
<b>All Students</b>	27.3	47.8	88.7
<b>Black or African American</b>	66.7	66.7	82.2
<b>American Indian or Alaska Native</b>	0.0	0.0	82.8
<b>Asian</b>	0.0	0.0	94.9
<b>Filipino</b>	0.0	0.0	93.5
<b>Hispanic or Latino</b>	16.7	47.1	86.5
<b>Native Hawaiian/Pacific Islander</b>	0.0	0.0	88.6
<b>White</b>	0.0	22.2	92.1
<b>Two or More Races</b>	0.0	50.0	91.2
<b>Socioeconomically Disadvantaged</b>	25.0	51.4	88.6
<b>English Learners</b>	0.0	20.0	56.7
<b>Students with Disabilities</b>	50.0	31.6	67.1
<b>Foster Youth</b>	100.0	100.0	74.1

## 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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	14.1	30.1	24.4	2.0	3.9	4.2	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



**School Safety Plan (School Year 2018-19)**

It is the policy of the Solano County Office of Education (SCOE) that all students enrolled in this county office of education, and all employees employed by this county office of education, have the right to attend campuses, which are safe and secure. The SCOE believes that a beginning step toward safer schools is the development of a comprehensive plan for school safety by every school within the county. The SCOE intends that parents, students, teachers, administrators, classified personnel, and community agencies develop safe school plans, including local law enforcement. The school site committee reviews these safe school plans on an annual basis and proposed changes are submitted to the Site Administrators' Committee for approval. 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 site safety committee meets quarterly to discuss pertinent issues. This plan is discussed each year at a beginning of the year's staff meetings per department. The 2018-2019 plan was last updated 17 December 2018 and will be discussed at the January 2019 school site council meeting, it will be open for public comment in February 2019 before finalizing and submitting by 1 March 2019. Per AB 1747 the school safety plan will be reviewed by law enforcement, fire department and other first responder entities, as appropriate.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2015-16			2016-17			2017-18					
	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		3				3				3		
Mathematics		3				3				3		
Science		3				3				3		
Social Science		3				3				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 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1	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 (non-teaching)		N/A
Other	3	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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	25987	1994	23993	57359
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$7,125	
Percent Difference: School Site and State	N/A	N/A	108.4	

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

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

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	45,801	
Mid-Range Teacher Salary	62,421	
Highest Teacher Salary	81,447	
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary	230,000	
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 2017-18)**

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

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)

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All teachers and para educators attend professional development sessions throughout the school year. This past year, the focus has been on Academic Conferencing and the continued 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, online training with Renaissance Learning has occurred so teachers become familiar with the different reports that are available to them to monitor student growth in Math and English Language Arts. 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 received English Language Development (ELD) professional development trainings from an outside consultant. The staff has received approximately ten dedicated professional development days for curriculum training. Staff has also attended trainings on the Next Generation Science Standards (NGSS), Mindfulness, and classroom management strategies.

Additional professional development areas include integrating Google Apps in the classroom and improving math instruction through rigorous math instruction, social emotional learning, growth mindset, and cultural competence.