

Success One! Charter School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 the 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.

2022-23 School Contact Information

School Name	Success One! Charter School
Street	451 S. Villa Ave. & 129 E. Walker St., Orland, 95963
City, State, Zip	Willows & Orland, California
Phone Number	530-936-6980 Ext 4774
Principal	Elena Jones
Email Address	ejones@glenncoe.org
School Website	http://www.glenncoe.org/Schools/Success-One-Charter-School/index.html
County-District-School (CDS) Code	11-10116-0130724

2022-23 District Contact Information

District Name	Glenn County Office of Education - Success One! Charter School
Phone Number	530 934-6575
Superintendent	Tracey Quarne
Email Address	traceyquarne@glenncoe.org
District Website Address	http://www.glenncoe.org

2022-23 School Overview

Success One! is a WASC accredited adult charter high school serving students aged 18 years and over who have not completed a high school diploma or a high school equivalency certificate. Success One! is a dependent charter of Glenn County Office of Education. Success One! has been established to meet the need for a career focused adult education program that can be individualized to meet the needs of a rural county community. Our school seeks to provide a program designed to meet the needs of: adults involved in the Public Safety Realignment (AB109); adults qualified for the federal Workforce Investment Opportunity Act program (WIOA), including but not limited to: out of school youth, job seekers, laid-off workers, displaced homemakers, new entrants into the workforce, veterans and persons with disabilities.

The Success One! mission is to develop literate, educated thinkers who: respect themselves and others; pursue knowledge, apply facts and theories to solve problems; participate productively in the economy and their communities; become motivated and are able to learn for a lifetime; and who are employable in today's workplace. The Success One! vision is to: tailor education programs to meet each students needs, taking into account individual learning modalities; assess students on an ongoing basis; hire, support, and continuously train quality teachers and staff; work closely with students and county partners to assure full support for student success; and establish staff accountability for producing positive outcomes. Success One! goals include but are not limited to: providing a rigorous standards based program of study; developing an individual learning plan for each student; employing innovative instructors and staff, utilizing real-time assessment instruments to measure student needs and progress; utilizing technology to deliver instruction as well as offering students a menu of learning opportunities including independent study, distance learning, service learning, classroom and field assignments; integrating high school educational goals with job preparation; and monitoring student competencies to reward achievement and correct deficiencies.

Success One! is now in its seventh year of operation and continues to grow as an educational institution. Due to COVID-19 we suffered enrollment loss through the fall semester of the 2020 - 2021, and stabilized during the Spring semester. We have established strategies to improve our student retention and progress. We have implemented a student wellness tracking

2022-23 School Overview

system to monitor student need. We continue to provide our students with individualized learning plans and to work with our partners around the county to assure complete support of our students as they move toward completing their academic programs and career goals.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	3
Grade 11	18
Grade 12	42
Total Enrollment	63

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	63.5
Male	36.5
American Indian or Alaska Native	6.3
Asian	1.6
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	63.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	3.2
White	25.4
English Learners	4.8
Foster Youth	0.0
Homeless	1.6
Migrant	0.0
Socioeconomically Disadvantaged	61.9
Students with Disabilities	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

2020-21 Teacher Preparation and Placement

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)	0.60	25.00	13.10	47.48	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	3.62	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	3.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.90	74.62	7.40	26.85	12115.80	4.41
Unknown	0.00	0.00	5.00	18.39	18854.30	6.86
Total Teaching Positions	2.60	100.00	27.60	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.

2021-22 Teacher Preparation and Placement

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	1.90	
Total Out-of-Field Teachers	1.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The most recent textbook adoption for Success One! took place in November 2018. At that time additional Common Core materials in Math, English and ELD were added along with additional reading selections for our Character Based Literacy program.

Year and month in which the data were collected	December 2020
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Foundations 1,2,3,4,5, Reading Explorer 2nd Ed Adopted 2018 21st Century Communication Nat'l Geographic Adopted 2018 Grammar Explore 1,2,3 Nat'l Geographic Adopted 2018 From Home top School 1, 2 New readers Press Adopted 2018 Vocab for Academic Prep New reader Press Adopted 2018 Vocab for Work Readiness New readers Press Adopted 2018 Life Prints Literacy, 1, 2, 3 Adopted 2018 OPD Workbook skills Oxford Press Adopted 2018 OPD Eng/Span Oxford Press Adopted 2018 American Lives 1, 2, 3 New Readers Press Adopted 2018 What's Next 1, 2, 3, 4 New readers Press Adopted 2018</p> <p>Character Based Literacy www.scu.edu/character 2013 Updated adoption 2017 Write Ahead Great Source Education 2004 Adopted 2015 English Essentials Townsend Press 2015 Adopted 2015 Stand Out ELD Series (Basic through 5)Cengage 2016 Adopted 2017 Oxford Picture Dictionary Eng/Span 2nd Ed. Oxford 2009 Adopted 2017 New Headway Adv. Oxford 2015 Adopted 2017 Burlington English ELD Support Adopted 2019 Edmentum Online Courses Adopted 2019 Edgenuity Adopted 2020 Burlington English (ELD) Adopted 2020</p>	No	0
Mathematics	<p>Common Core Connections Integrated 4 2014 CPM Educational Adopted 2018 Common Core Achieve Mc Graw Hill 2015 All adopted 2015 Algebra I Mc Graw Hill 2008 Algebra II Glencoe Mc Graw Hill 2008 Core Connections Integrated I 2014 CPM Educational Core Connections Integrated II 2014 CPM Educational</p> <p>Math Sense 1, 2, 3 New Readers Press 2013 All adopted 2016 Core Connections Integrated III 2014 CPM Educational 2014 Common Core Connections Integrated III 2014 CPM Educational Adopted 2017 Edmentum Online Courses Adopted 2019</p>	Yes	0

	Edgenuity Online Courses	Adopted 2020		
Science	Biology Holt 2007 Earth Science Holt 2007 All adopted 2015 Chemistry Holt 2007 Physics Holt 2007 Edmentum Online Courses Adopted 2019 Edgenuity Online Courses	Adopted 2020	Yes	0
History-Social Science	World Geography Hill 2005 World Geography and Cultures 2008 U.S. History U.S. History: The Americans 2015 U.S. History: The Americans Littell/Houghton Mifflin 2007 United States Government: Democracy in Action Glencoe/McGraw Hill 2008 World History AGS Globe 2008 World History: Modern Times Glencoe/McGraw Hill 2006 Economics: Today and Tomorrow 2008 Economics: Principles and Practices Glencoe/McGraw Hill 2005 Edmentum Online Courses Adopted 2019 Edgenuity Online Courses	Glencoe/McGraw Hill All adopted 2015 McGraw Hill AGS 2005 Holt Mc Dougal All adopted 2015 McDougal Pearson McGraw Hill McGraw Hill Adopted 2020	Yes	0
Foreign Language	Edmentum Spanish Online Course Adopted 2019		Yes	0
Health	Lifetime Health Holt 2007 Adopted 2015		Yes	0
Visual and Performing Arts	Art in Focus Glencoe/ McGraw Hill 2006 Adopted 2015		Yes	0
Science Laboratory Equipment (grades 9-12)	Non classroom based curriculum. Online lab experience through Edmentum. Adopted 2019		Yes	0

School Facility Conditions and Planned Improvements

Success One! is primarily housed in a County Office of Education building, Learning Center South (LCS,) that is seventeen years old. Other facilities where instruction may take place include the Glenn County Jail, and the Success one! North (S1N) located in the Glenn Success Square at 129 E Walker St. Orland, CA 95963. The Glenn Success Square (S1N) is inspected by the owner, Glenn County Office of Education. Learning Center South (LCS) is regularly inspected by the owner, Glenn County Office of Education.

Year and month of the most recent FIT report

8/4/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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	N/A - No outdoor grounds exist except parking. We are an adult school.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 [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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	0	N/A	34	N/A	47
Mathematics (grades 3-8 and 11)	N/A	0	N/A	20	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	32	7	21.88	78.12	--
Female	19	4	21.05	78.95	--
Male	13	3	23.08	76.92	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	16	3	18.75	81.25	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	14	4	28.57	71.43	--
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	17	3	17.65	82.35	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	32	5	15.63	84.37	--
Female	19	4	21.05	78.95	--
Male	13	1	7.69	92.31	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	16	1	6.25	93.75	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	14	4	28.57	71.43	--
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	17	1	5.88	94.12	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	0	0	--	--	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	50	22	44	56	0
Female	31	13	41.94	58.06	0
Male	19	9	47.37	52.63	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	36	17	47.22	52.78	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	4	36.36	63.64	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	14	46.67	53.33	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

Success One! is currently in the process of implementing pathway programs in Arts Media Entertainment - Audio and Digital Recording, Health Careers . We offer entry level courses in each pathway. The school also offers other Career Technical Education courses through Edmentum and Career Planning and Preparation workshops each year. Through meetings with our academic counselor students are notified of and encouraged to attend local area career fairs and expo's each year. Students participate in the local community college career exploration days each year. They also have a chance to attend the local CSU on campus Manufacturing Expo each fall. Career courses and pathways are integrated through related short term courses and workshops; for example our Vocational Math and English courses. Because Success One! is a small school and our pathways are continuing to evolve, each course is evaluated on a case by case basis according to student performance and survey results/comments. As our students are all adults, we value their thoughts about the courses, their content and mode of instruction. With the receipt of career grants, this year our students will expand career opportunities such as Industry Tours. The programs offered by our school are:

Broadcasting, and the sequence is -
 Concentrator - Fundamentals of Audio
 Capstone Course - Audio Editing I & II

Patient Care - sequence:
 Introductory - Principles of Health
 Concentrator - Health Science I
 Concentrator - Health Science II
 Capstone - Medical Terminology

The District's Primary representative CTE advisory committee is:
 Linda Riggle - Glenn County Office of Education, CTE Coordinator

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	11
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	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	53.97
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	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
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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.

2022-23 Opportunities for Parental Involvement

Success One! is a grades 9 through 12 charter school developed for adults. All of our students are over 18 years of age. Success One! provides a variety of opportunities for involvement of our students and their families such as: students may be elected to represent the student body on the school's advisory board; assisting in planning and taking part in our various career and academic preparation workshops and attending other extra curricular school activities. Additionally, students are surveyed on a regular basis regarding their needs for new course offerings, necessity for career or academic workshops, desires for school activities and overall satisfaction with instructional methods and materials. Success One! activities and opportunities for involvement are announced through on-site fliers, teacher announcements, Facebook posts and on the events/calendar page of the Glenn Gazette newspaper.

C. Engagement

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		71.7	60.9		56.4	42.5		8.9	7.8
Graduation Rate		7.5	4.3		26.9	35.6		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	46	2	4.3
Female	30	0	0.0
Male	16	2	12.5
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	36	1	2.8
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	0	0	0.0
Socioeconomically Disadvantaged	31	1	3.2
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	164	143	73	51.0
Female	95	89	38	42.7
Male	69	54	35	64.8
American Indian or Alaska Native	7	6	6	100.0
Asian	3	2	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	101	90	42	46.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	5	2	40.0
White	47	40	23	57.5
English Learners	9	8	6	75.0
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	110	94	49	52.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	12	8	3	37.5

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	3.01	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	1.29	2.07	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	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	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

The school safety plan is updated annually (most recently, February 2022) and discussed with the faculty each year in the fall. The plan includes fire and evacuation procedures, lock down, natural disasters, traumatic events, power outages, chemical accidents, civil disturbances, earthquakes, and bomb threats. Teachers and students are informed of and practice safety procedures on a regular basis.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	8		
Mathematics	2	6		
Science	2	5		
Social Science	3	11		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	10		
Mathematics	2	7		
Science	2	6		
Social Science	2	17		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	7		
Mathematics	3	6		
Science	1	5		
Social Science	2	16		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	630

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$6,594	
Percent Difference - School Site and State	N/A	N/A		

2021-22 Types of Services Funded

Glenn County Office of Education is our provider of special education, ELD and supplemental developmental education services. School services include one on one instructional services with an instructional aide. Students have full use of iPad's, Chrome-books, laptops and desktop computers while at school sites. Supplemental basic skills, career planning and college preparation workshops are provided on site on a rotating basis throughout the school year. Due to COVID-19, we have continue to offer Hotspots also became available to students with technology needs as well as the opportunity to check out Chrome-books.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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		

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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 Where there are student course enrollments of at least one student.	0

Professional Development

Success One! has continued its focus on staff development for all teachers. Professional development days focused on Common Core standards, Mathematics and Writing, and ELD through conferences and workshops. Conferences on independent study, charter school requirements, and instructional strategies are attended annually. Achievement and benchmark data is reviewed on an on-going basis throughout each school year. Academic goals for each student are reviewed and updated each year.

First and foremost, all staff attended mandated COVID training. Other professional development workshops attended have concentrated on regulations and instructional methods related to independent study students, use of technology in the classroom, ELD strategies and use of assessment data. Other activities have included ICEV CTE certification and curriculum, Renaissance Star assessments training, Burlington English training to support EL students, all the educator mandated trainings (Child Abuse Prevention, Sexual Harassment Prevention, Title IX, etc.), Edmentum online software training, Charter and Independent Study law training, and post COVID recovery through trauma informed lenses. Teachers currently receive individual on-going mentoring in the use of technology in the classroom as well as in the use of new texts and materials. The staff also received a series of professional development training on Serving Diverse Student Communities. Faculty meetings also provide information and peer to peer instruction regarding one on one teaching methods and new instructional resources. Administrative staff took professional development in the area of School Accountability and Student information system. We applied and were approved to be part of the CA MTSS (Multi-Tiered Systems of Support) professional development training that will help us to strengthen school, family, and community partnerships to support our students.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6	10	