# Atwater Senior Academy
## School Accountability Report Card
## Reported Using Data from the 2018-19 School Year
### Published During 2019-20

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**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

### School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|---|---|
| **School Name** | Atwater Senior Academy |
| **Street** | 1800 Juniper Ave. |
| **City, State, Zip** | Atwater, CA 95301 |
| **Phone Number** | (209) 357-6515 |
| **Principal** | Diana Dietz |
| **Email Address** | ddietz@aesd.edu |
| **Website** | www.atwatersenior.academy |
| **County-District-School (CDS) Code** | 24-65631-0101402 |

| Entity | Contact Information |
|---|---|
| **District Name** | Atwater Elementary School District |
| **Phone Number** | (209) 357-6100 |
| **Superintendent** | Sandra Schiber |
| **Email Address** | sschiber@aesd.edu |
| **Website** | https://www.aesd.edu/ |

## School Description and Mission Statement (School Year 2019-20)

Atwater Senior Academy is an alternative educational setting that provides an instructional setting for students who have not been successful in a traditional school setting. Atwater Senior Academy helps students to achieve success in their home school by teaching them study skills, organizational skills, and interpersonal skills, which ultimately helps them to make better life choices in their daily lives and find success in the regular classroom. Students enrolled at Atwater Senior Academy receive weekly counseling sessions as well as check in visits by their administrator.

## Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|---|---|
| **Grade 8** | 4 |
| **Total Enrollment** | 4 |

## Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|---|---|
| **Hispanic or Latino** | 100 |
| **Socioeconomically Disadvantaged** | 100 |
| **Homeless** | |

# 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 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|---|---|---|---|---|
| **With Full Credential** | 1 | 1 | 1 | 207.95 |
| **Without Full Credential** | 0 | 0 | 0 | 24.5 |
| **Teaching Outside Subject Area of Competence (with full credential)** | 0 | 0 | 0 | 0 |

## Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| 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 2019-20)

**Year and month in which data were collected:** December 2019

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | 6-8 Study Sync/McGraw Hill 2016<br>4-8 Read 180 HMH Intervention Solutions 2012<br>Edmentum Online Learning System | Yes | 0 |
| **Mathematics** | 6-8 California Math, Courses 1, 2, and 3/McGraw Hill 2015<br>7 Math Accelerated/Glencoe<br>8 Integrated Math I/ Houghton Mifflin Harcourt 2017<br>Edmentum Online Learning System | Yes | 0 |
| **Science** | Glencoe Focus on Science 2007<br>Edmentum Online Learning System | Yes | 0 |
| **History-Social Science** | Holt California Social Studies 2007<br>Edmentum Online Learning System | Yes | 0 |

## School Facility Conditions and Planned Improvements (Most Recent Year)

ASA is a portable building with clean school grounds. Providing a safe, clean, attractive environment for our students is a high priority at Atwater Senior Academy. The efforts of the custodial, maintenance, and gardening staff keep the buildings and school grounds in good condition. New picnic benches were added to the grounds this year.

## 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

**Year and month of the most recent FIT report:** 11/20/2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| **Interior:** Interior Surfaces | Good | |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| **Electrical:** Electrical | Good | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | Good | |
| **Safety:** Fire Safety, Hazardous Materials | Good | |
| **Structural:** Structural Damage, Roofs | Good | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| **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 ELA and Mathematics for All Students
## Grades Three through Eight and Grade Eleven
## Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---|---|---|---|---|---|---|
| English Language Arts/Literacy (grades 3-8 and 11) | 0 | 33 | 47 | 48 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 8 | 7 | 35 | 35 | 38 | 39 |

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 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 15 | 15 | 100.00 | 0.00 | 33.33 |
| Male | 13 | 13 | 100.00 | 0.00 | 30.77 |
| Female | -- | -- | -- | -- | -- |
| Black or African American | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Filipino | | | | | |
| Hispanic or Latino | 13 | 13 | 100.00 | 0.00 | 38.46 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| Two or More Races | | | | | |
| Socioeconomically Disadvantaged | 14 | 14 | 100.00 | 0.00 | 35.71 |
| English Learners | -- | -- | -- | -- | -- |
| Students with Disabilities | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |

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 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 15 | 15 | 100.00 | 0.00 | 6.67 |
| Male | 13 | 13 | 100.00 | 0.00 | 7.69 |
| Female | -- | -- | -- | -- | -- |
| Black or African American | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Filipino | | | | | |
| Hispanic or Latino | 13 | 13 | 100.00 | 0.00 | 7.69 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | -- | -- | -- | -- | -- |
| Two or More Races | | | | | |
| Socioeconomically Disadvantaged | 14 | 14 | 100.00 | 0.00 | 7.14 |
| English Learners | -- | -- | -- | -- | -- |
| Students with Disabilities | | | | | |
| Students Receiving Migrant Education Services | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| Foster Youth | | | | | |
| Homeless | | | | | |

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
## Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|---|---|---|---|
| 5 | | | |

Note: 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.

# 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 2019-20)

Parents are provided with access to the teacher as often as needed, daily if necessary. Parents may call directly into the classroom when needed. The teacher is available for parent meetings throughout the day. Parents may visit the classroom during the school day with prior notice to the teacher and administration.

## 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 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|---|---|---|---|---|---|---|---|---|---|
| Suspensions | 32.1 | 41.4 | 38.5 | 5.3 | 3.8 | 3.1 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 6.9 | 3.8 | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 |

## School Safety Plan (School Year 2019-20)

The comprehensive safety plan is shared with Mitchell Senior Elementary School, as they are adjoining campuses. The Safety Plan was reviewed in September of 2019 and approved by the school board on November 12, 2019. The comprehensive Safety Plan details the responsibilities and protocol for a variety of emergency situations. Staff members are trained to react in the appropriate manner for each type of emergency and practice them on a routine basis. Procedures are in place to ensure a safe and orderly campus at Atwater Senior Academy, closed and monitored gates, a security camera system, a school wide PA system, and an instructional assistant the checks the grounds.

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

| Subject | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-22 | 2016-17 # of Classes* Size 23-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-22 | 2017-18 # of Classes* Size 23-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-22 | 2018-19 # of Classes* Size 23-32 | 2018-19 # of Classes* Size 33+ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Mathematics | 9 | 1 | | | 8 | 1 | | | 4 | 1 | | |
| Science | 9 | 1 | | | 8 | 1 | | | 4 | 1 | | |
| Social Science | 9 | 1 | | | 8 | 1 | | | 4 | 1 | | |

*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.

## Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|---|---|
| Academic Counselors* | .0 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

## Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|---|
| **Counselor (Academic, Social/Behavioral or Career Development)** | |
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | .2 |
| **Psychologist** | |
| **Social Worker** | |
| **Speech/Language/Hearing Specialist** | |
| **Resource Specialist (non-teaching)** | |

*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 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| **School Site** | $12,139.00 | $12,121.00 | $18.00 | $75,936.00 |
| **District** | N/A | N/A | $3494.89 | $78,946.00 |
| **Percent Difference - School Site and District** | N/A | N/A | -99.5 | 10.0 |
| **State** | N/A | N/A | $7,506.64 | $77,619.00 |
| **Percent Difference - School Site and State** | N/A | N/A | -99.6 | 12.9 |

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 2018-19)

Atwater Elementary School District receives a variety of State and Federal funds that are designed to further support the needs of our students. Funds are allocated on a yearly basis based on student population and needs at each individual site. Listed below are the types of funds AESD receives.

Federal Programs:
Title I, Part A
Title III, LEP

State Programs:
After School Education and Safety (ASES)

General and LCFF funding are strategically used to increase student learning results. LCFF funds are used to support goals and action plans in the School Plan for Student Achievement.

Expenses include, but are not limited to, staff professional development, supplemental instructional materials, technology and extra learning opportunities for students.

**Teacher and Administrative Salaries (Fiscal Year 2017-18)**

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $45,653 | $49,378 |
| **Mid-Range Teacher Salary** | $78,195 | $77,190 |
| **Highest Teacher Salary** | $98,975 | $96,607 |
| **Average Principal Salary (Elementary)** | $119,785 | $122,074 |
| **Average Principal Salary (Middle)** | $121,408 | $126,560 |
| **Average Principal Salary (High)** | $0 | $126,920 |
| **Superintendent Salary** | $182,638 | $189,346 |
| **Percent of Budget for Teacher Salaries** | 34% | 36% |
| **Percent of Budget for Administrative Salaries** | 4% | 6% |

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

**Professional Development (Most Recent Three Years)**

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 5 | 4 | 4 |

Teachers participate in grade level collaboration trainings each year. They are also released by substitute teachers to receive additional training during the school year. After school and summer optional trainings are also offered. During the last three school years, teachers have been provided on-going professional development in the areas of: objectives, Depth of Knowledge, class engagement, CAASPP and ELPAC assessments, English Language Development, reading trainings, Illuminate platform for district assessments, and special education. Professional development sessions for teachers this year focus on English Language Learners and Math Number Talks.

The district has three instructional coaches to help all teachers with ELA and Math assessments. School sites participate in site specific professional development, based on their data, during weekly Professional Learning Communities (PLC) meetings. All schools participate in grade level academic conferencing pull out days for teachers to discuss student progress, data, and future instruction, based upon the data gathered. In addition, new teachers to the district receive another layer of support with the Induction Program. This includes two days of trainings, after-school trainings, visiting other classrooms in the district with their induction mentor.