

# Success One! Charter School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 School Contact Information

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

## 2023-24 District Contact Information

<b>District Name</b>	Glenn County Office of Education - Success One! Charter School
<b>Phone Number</b>	530 934-6575
<b>Superintendent</b>	Ryan Bentz
<b>Email Address</b>	<a href="mailto:rbentz@glenncoe.org">rbentz@glenncoe.org</a>
<b>District Website</b>	<a href="http://www.glenncoe.org">http://www.glenncoe.org</a>

## 2023-24 School Description and Mission Statement

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) and 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 mission of Success One! 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 vision of Success One! is to tailor education programs to meet each student's 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

## 2023-24 School Description and Mission Statement

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 variety of learning opportunities which include independent study, distance learning, service learning, classroom and field assignments while integrating high school educational goals with job preparation and monitoring student competencies to reward achievement and correct deficiencies. Success One! is now in its tenth year of operation and continues to grow as an educational institution. Due to COVID-19, we suffered enrollment loss through the 2020 - 2021 and 2021 - 2022, and we are on our path to recovery. We have established strategies to improve our student retention and progress. We have implemented a student wellness tracking 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

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	38
Grade 11	14
Grade 12	39
Total Enrollment	91

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	64.8%
Male	35.2%
American Indian or Alaska Native	2.2%
Asian	1.1%
Filipino	2.2%
Hispanic or Latino	63.7%
White	30.8%
English Learners	3.3%
Migrant	1.1%
Socioeconomically Disadvantaged	61.5%
Students with Disabilities	7.7%

## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.60	25.00	13.10	47.48	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	3.62	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.00	3.62	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.90	74.62	7.40	26.85	12115.80	4.41
<b>Unknown</b>	0.00	0.00	5.00	18.39	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.70	30.96	10.70	41.71	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.00	7.78	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	4.00	15.56	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.50	62.76	5.00	19.81	11953.10	4.28
<b>Unknown</b>	0.10	6.28	3.80	15.10	15831.90	5.67
<b>Total Teaching Positions</b>	2.30	100.00	25.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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	0.00
Local Assignment Options	1.90	1.50
<b>Total Out-of-Field Teachers</b>	1.90	1.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

According to the 2023-2024 Williams Monitoring Resolution of Glenn County Office of Education passed on September 28, 2023, all students in Success One! have access to instructional material and textbooks, and there are no insufficiencies. The most recent curriculum adoption for Success One! took place in March, 2023. At that time, English 1-4, Algebra 1, 2, Biology, Physics, Economics, US Government, US History, Child Development, Personal Finance, Art History, Career Preparation 1, Music Appreciation and College and Career Transitions were approved by Glenn County Board of Education.

Year and month in which the data were collected

Spring 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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  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 Burlington English (ELD) Adopted 2020 The Bright Thinker Adopted 2023	Yes	0
<b>Mathematics</b>	Common Core Connections Integrated 4 2014 CPM Educational Adopted 2018	Yes	0

	<p>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  The Bright Thinker  Adopted 2023</p>		
<b>Science</b>	<p>Biology              Holt    2007  Earth Science      Holt    2007  All adopted 2015  Chemistry              Holt    2007  Physics                      Holt    2007  Edmentum Online Courses  Adopted 2019  The Bright Thinker  Adopted 2023</p>	Yes	0
<b>History-Social Science</b>	<p>World Geography                      Glencoe/McGraw  Hill    2005                      All adopted 2015  World Geography and Cultures              Mc Graw Hill  2008  U.S. History                                      AGS 2005  U.S. History: The Americans              Holt Mc Dougal  2015                      All adopted 2015  U.S. History: The Americans              McDougal  Littell/Houghton Mifflin    2007  United States Government: Democracy in Action  Glencoe/McGraw Hill    2008  World History                                      Pearson  AGS Globe 2008  World History: Modern Times  Glencoe/McGraw Hill    2006  Economics:Today and Tomorrow              Mc Graw Hill  2008  Economics: Principles and Practices  Glencoe/McGraw Hill    2005  Edmentum Online Courses  Adopted 2019  The Bright Thinker  Adopted 2023</p>	Yes	0
<b>Foreign Language</b>	<p>Edmentum Spanish Online Course  Adopted 2019  The BrightThinker  Adopted 2023</p>	Yes	0
<b>Health</b>	<p>Lifetime Health    Holt    2007  Adopted 2015</p>	Yes	0



	Edmentum Online Courses Adopted 2019 The Bright Thinker Adopted 2023		
<b>Visual and Performing Arts</b>	Art in Focus Glencoe/ McGraw Hill 2006 Adopted 2015 Edmentum Online Courses Adopted 2019 The Bright Thinker Adopted 2023	Yes	0

## School Facility Conditions and Planned Improvements

Success One! has two campuses: Learning Center South (LCS) located in 451 S Villa Ave in Willows and Success One! North (S1N) located at 129 E Walker St. Orland, CA 95963. Both locations are inspected by the owner, Glenn County Office of Education, and are kept in good operational conditions.

<b>Year and month of the most recent FIT report</b>	December, 2023
---	----------------

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [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).

#### 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.

### 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	0	0	34	29	47	46
<b>Mathematics</b> (grades 3-8 and 11)	0	0	20	12	33	34

## 2022-23 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
<b>All Students</b>	15	4	26.67	73.33	--
<b>Female</b>	--	--	--	--	--
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2022-23 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
<b>All Students</b>	15	2	13.33	86.67	--
<b>Female</b>	--	--	--	--	--
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	0.00	0.00	--	--	29.47	30.29

## 2022-23 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
<b>All Students</b>	20	11	55.00	45.00	0.00
<b>Female</b>	--	--	--	--	--
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	13	7	53.85	46.15	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	15	8	53.33	46.67	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2022-23 Career Technical Education Programs

Success One! currently offers the following Career Technical Education pathways:

### Child Development

- Principles of Education
- Child Development
- Workplace Preparation

### Education

- NCLB
- Workplace Preparation

### Information and Communication Technology

- IT Fundamentals
- Office Technology
- Digital Media

### Business Management

- Personal and Family Finance
- Advertisement and Sales Promotion
- Workplace Preparation

### Patient Care

- Principles of Health
- Health Science 1
- Health Science 2
- Medical Terminology

The District's primary representative for CTE advisory committee is Linda Riggle, CTE Coordinator, Glenn County Office of Education.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	6
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	42.86
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## 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.

## 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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
Grade 9	0%	0%	0%	0%	0%

## 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.

## 2023-24 Opportunities for Parental Involvement

Success One! is a grades 9 through 12 charter school developed for adults, therefore we seek for student input and involvement. 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, assist in planning and take part in our various career and academic preparation workshops, and attend other extra curricular school activities. Additionally, students are surveyed on a regular basis regarding their wellness, curriculum offerings, career or academic opportunities, 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, social media posts, and other means of communication.

## 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	75	60.9	66.7	56.3	42.5	47.4	9.4	7.8	8.2
<b>Graduation Rate</b>	7.8	4.3	25.9	26.4	35.6	49.1	83.6	87	86.2

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

This table displays the 2022-23 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	27	7	25.9
<b>Female</b>	14	4	28.6
<b>Male</b>	13	3	23.1
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	13	1	7.7
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	0	0	0.00
<b>White</b>	13	6	46.2
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	19	4	21.1
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	--	--	--



## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	176	157	100	63.7
Female	115	99	65	65.7
Male	59	56	34	60.7
Non-Binary	2	2	1	50.0
American Indian or Alaska Native	5	3	3	100.0
Asian	3	3	2	66.7
Black or African American	0	0	0	0.0
Filipino	2	2	1	50.0
Hispanic or Latino	115	103	64	62.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	0	0	0.0
White	50	46	30	65.2
English Learners	11	11	6	54.5
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	125	111	70	63.1
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	10	9	3	33.3

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	1.29	2.07	3.43	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

The school safety plan is updated annually (most recently, February 23, 2023). The last safety plan was presented and discussed with the faculty and staff on August 3rd, 2023, during the Back to School event. The Safety plan includes both locations and describes the emergency response for fire and evacuation procedures, lock down, natural disasters, traumatic events, power outages, chemical accidents, civil disturbances, earthquakes, and bomb threats. Teachers and students are updated on safety procedures regularly.

## 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		

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	0	0
Mathematics	2	3	0	0
Science	2	4	0	0
Social Science	1	10	0	0

## 2022-23 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	227.5

## 2022-23 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)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	7,406	1,369	6,037	67,517
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	-23.0	

## Fiscal Year 2022-23 Types of Services Funded

Glenn County Office of Education is our provider of special education and supplemental developmental education services. School services include access to electronic devices such as iPads, Chromebooks, laptops and desktop computers while at school sites, and also Chromebooks and laptops to check out for students enrolling in online courses who do not have a computer at home. Supplemental basic skills, career planning and college preparation workshops are provided on site on a rotating basis throughout the school year. Students at Success One! have access to transportation and academic and social-emotional counseling services if or when needed.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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		

## 2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
-----------------------------------	---

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
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

Success One! has continued its focus on professional development for all teachers and staff. Professional development opportunities focus on a variety of areas including, but not limited to, Common Core standards, Mathematics, Language Arts, 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 as well as academic goals for each student. Other professional development workshops attended this year covered regulations and instructional methods related to independent study students, use of technology in the

## Professional Development

classroom, ELD strategies, and use of assessment data. Additional activities included CTE certification and curriculum, Renaissance Star assessments training, Burlington English training to support EL students, all GCOE mandated trainings (Child Abuse Prevention, Sexual Harassment Prevention, Title IX, etc.), Edmentum and The BrightThinker online platforms training, Charter and Independent Study law training. Teachers currently receive individual on-going mentoring in the use of technology in the classroom as well as in the use of new curriculum and instructional materials. The staff also received a series of professional development training on serving diverse student communities. Faculty meetings also provide professional development sessions that include topics such as the Adult Learner Corner that covers andragogy, instructional strategies for adult students, and technology resources for instructors. Administrative staff took professional development in the area of school accountability and student information system. We continue to be part of the CA MTSS (Multi-Tiered Systems of Support), a professional development training that is helping us to strengthen school, family, and community partnerships to support our students. In addition, all staff is required to be CPR certified, and we provide multiple sessions throughout the year to stay in compliance.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	10	8	9