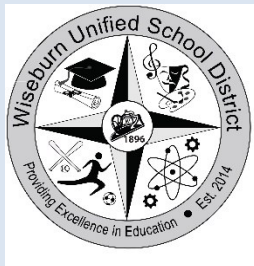


Success Learning Center

13530 Aviation Blvd. • Hawthorne, CA 90250 • (310) 725-2101 Ext. 5510 • Grades
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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Wiseburn Unified School District

201 North Douglas
El Segundo, CA 90245
(310) 725-2101
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District Governing Board

JoAnne Kaneda
Roger Bañuelos
Neil Goldman
Nelson Martinez
Israel Mora

District Administration

Dr. Blake Silvers, Ed.D.
Superintendent

Dr. Aileen Harbeck, Ed.D.
**Assistant Superintendent,
Educational Services**

Cathy Waller
**Director of Psychological & Child
Services**

Ana Montes
Director of Human Resources

David Wilson
Chief Business Official

Vince Madsen
Director of Facilities Planning

School Description

Success Learning Center Consortium is an intensive educational program option for special education students in middle and high school who require a small structured setting. We use a collaborative and comprehensive team approach to support students which includes regular meetings and parent training opportunities. Success Learning Center has highly trained staff that strives to build positive relationships with families. We also partner with local regional centers and educational and community agencies to support students and families. Our staff offers comprehensive assessments from a team of professionals along with recommendations to IEP teams. In addition, Success Learning Center incorporates a collaborative approach to design individualized education programs for students including regular meetings and training opportunities. Above all, we build positive relationships with families through respect of each parent's knowledge and priorities, on-going communication, and supporting parents in implementing strategies across settings.

About the SARC

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.

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 | | | |
|---|-------|-------|-------|
| Success Learning Center | 16-17 | 17-18 | 18-19 |
| With Full Credential | ~ | ~ | 3 |
| Without Full Credential | ~ | ~ | 0 |
| Teaching Outside Subject Area of Competence | ~ | ~ | 0 |
| Wiseburn Unified School District | 16-17 | 17-18 | 18-19 |
| With Full Credential | ♦ | ♦ | 126 |
| Without Full Credential | ♦ | ♦ | 0 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Success Learning Center | 16-17 | 17-18 | 18-19 |
| Teachers of English Learners | | | |
| Total Teacher Misassignments | | | |
| Vacant Teacher Positions | | | |

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

The Success Learning Center Consortium accesses district approved core curriculum from the following districts and charter schools: Centinela Valley Unified School District, El Segundo Unified School District, Inglewood Unified School District, Redondo Beach Unified School District, Torrance Unified School District, Palos Verdes Peninsula Unified School District, DaVinci Charter Schools, New West Charter School, and Manhattan Beach Unified School District.

| Textbooks and Instructional Materials Year and month in which data were collected: | |
|---|--|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Science Laboratory Equipment | N/A The textbooks listed are from most recent adoption: N/A |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2019 | | |
|--|---------------|---|
| System Inspected | Repair Status | 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 | Poor | Flooring, Door Seal, Flooding |
| Overall Rating | Good | |

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 Science for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Parents are encouraged to get involved in their child's learning either by volunteering, participating in a planning group, or by attending school events. Parents stay informed on upcoming events and activities through our Success Learning Center Newsletter, email blasts through Outlook and through regular communication from school staff. The Success Learning Center also offers parent trainings to educate parents in becoming more effective supporters for their children. For more information on how to become involved in your child's learning please contact the school via the school office at (310) 982-4301.

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.

School Safety Plan

Wisburn Unified School District (WUSD), the lead district for The Success Learning Center, is committed to ensuring that students and staff attend campuses that are safe and secure, and where they are free from physical and psychological harm. Success Learning Center believes that a step towards maintaining safer schools is for each school site to develop a comprehensive school safety plan that takes into account the school's staffing, available resources, building design, and other factors unique to the site. WUSD, as the lead district for operations for purposes of reporting data relating to the school safety plan, does not have a school site council due to the nature of its program design. Nevertheless, WUSD and Success Learning Center shall be responsible for developing and annually reviewing and updating the plan by March 1 of each year and forwarded to the Board of Trustees for approval. The status of the school safety plan, including a description of its key elements, shall be reported every July in the annual school accountability report card as appropriate. The Principal shall also ensure that the most current comprehensive school safety plan is readily available for inspection by the public.

The comprehensive safety plan shall include an assessment of the current status of any crime committed on campus and at school-related functions. The campus is presently located within the Hawthorne Police Department jurisdiction. Success Learning Center shall work with law enforcement, examine local assessments and data, and utilize district systems such as Schoolzilla, a data warehouse of student information to assess reports of crime, suspension and expulsion rates, and surveys of students, parents/ guardians, and staff regarding their perceptions of school safety and school connectedness.

The plan shall also, at minimum, identify strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following:

1. Child abuse reporting procedures
2. Routine and emergency disaster procedures, including adaptations for students with disabilities
3. Policies for students who commit acts which would lead to suspension or expulsion
4. Procedures to notify teachers of dangerous students
5. Policies prohibiting discrimination, harassment, intimidation, and bullying
6. Provision of a school wide dress code, which defines and prohibits "gang-related apparel"
7. Procedures for safe ingress and egress
8. Policies enacted to maintain a safe and orderly environment conducive to learning
9. Rules and procedures on school discipline

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | | | |
| Expulsions Rate | | | |
| District | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | | | |
| Expulsions Rate | | | |
| State | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | | | |
| Expulsions Rate | | | |

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

| Academic Counselors and Other Support Staff at this School | |
|--|---|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | ~ |
| Counselor (Social/Behavioral or Career Development) | ~ |
| Library Media Teacher (Librarian) | ~ |
| Library Media Services Staff (Paraprofessional) | ~ |
| Psychologist | ~ |
| Social Worker | ~ |
| Nurse | ~ |
| Speech/Language/Hearing Specialist | ~ |
| Resource Specialist (non-teaching) | ~ |
| Other | ~ |
| Average Number of Students per Staff Member | |
| 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.

| Average Class Size and Class Size Distribution (Secondary) | | | | | | | | | | | | |
|--|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Subject | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-22 | | | 23-32 | | | 33+ | | |
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| English | | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | | |
| Science | | | | | | | | | | | | |
| Social Science | | | | | | | | | | | | |

* 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.

Professional Development provided for Teachers

The Success Learning Center staff participates in monthly staff development opportunities including but not limited to Positive Behavior Supports, Applied Behavior Analysis, Visual Supports, and other Evidence-based Practices. Staff also can participate in Professional Development trainings provided by the Southwest Special Education Local Plan Area, Los Angeles County Office of Education, and other educational agencies within California and the Nation.

| FY 2016-17 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | | |
| Mid-Range Teacher Salary | | |
| Highest Teacher Salary | | |
| Average Principal Salary (ES) | | |
| Average Principal Salary (MS) | | |
| Average Principal Salary (HS) | | |
| Superintendent Salary | | |
| Percent of District Budget | | |
| Teacher Salaries | | |
| Administrative Salaries | | |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | ~ | ~ | ~ | ~ |
| District | ◆ | ◆ | ~ | \$90,535 |
| State | ◆ | ◆ | \$7,125 | \$71,392 |
| Percent Difference: School Site/District | | | | |
| Percent Difference: School Site/ State | | | | |

* Cells with ◆ 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

Success Learning Center was not operating during the 2017-18 school year. Types of services funded in 2018-19 include the overall educational program offered to the students of Success Learning Center.

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) | | | |
|--|---------|---------|---------|
| Success Learning Center | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate | | | |
| Graduation Rate | | | |
| Wiseburn Unified School District | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate | | | |
| Graduation Rate | | | |
| California | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate | | | |
| Graduation Rate | | | |

| Career Technical Education Participation | |
|--|---------------------------|
| Measure | CTE Program Participation |
| Number of pupils participating in CTE | ~ |
| % of pupils completing a CTE program and earning a high school diploma | ~ |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | ~ |

| Courses for University of California (UC) and/or California State University (CSU) Admission | |
|--|---------|
| UC/CSU Course Measure | Percent |
| 2017-18 Students Enrolled in Courses Required for UC/CSU Admission | |
| 2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission | |

* Where there are student course enrollments.

| 2017-18 Advanced Placement Courses | | |
|------------------------------------|-------------------------------|-----------------------------------|
| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
| Computer Science | | ♦ |
| English | | ♦ |
| Fine and Performing Arts | | ♦ |
| Foreign Language | | ♦ |
| Mathematics | | ♦ |
| Science | | ♦ |
| Social Science | | ♦ |
| All courses | | |

Career Technical Education Programs

Success learning center was not in operation during the 2017-18 school year.

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.