

Wellington Smith Jr. School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Wellington Smith Jr. School
Street	1420 Natividad Road
City, State, Zip	Salinas, Ca. 93906
Phone Number	(831) 755-6457
Principal	Debra Brau
Email Address	dbrau@montereycoe.org
School Website	www.montereycoe.org
Grade Span	6-12
County-District-School (CDS) Code	27 10272 2730117

2024-25 District Contact Information

District Name	Monterey County Office of Education - Wellington Smith Jr. School
Phone Number	(831) 755-0300
Superintendent	Dr. Deneen Guss
Email Address	superintendent@montereycoe.org
District Website	www.montereycoe.org

2024-25 School Description and Mission Statement

Wellington Smith Jr. School, operated by the Monterey County Office of Education, provides comprehensive educational services to youth in grades 6-12 who are detained at the Monterey County Juvenile Hall or Youth Center. These juvenile court programs ensure that all students receive state-mandated educational opportunities to pursue a high school diploma or high school equivalency certificate. The school served 250 students during the 2022-23 academic year, with enrollment durations ranging from a few days to over nine months, depending on individual circumstances.

The school features a dedicated team of educators, including four classroom teachers, two paraprofessional aides, and a

2024-25 School Description and Mission Statement

Special Education Teacher. The instructional day consists of at least 240 minutes, as required by California Education Code and Title 15 mandates. Students benefit from an engaging, standards-aligned curriculum designed to address their academic and social-emotional needs while supporting successful transitions back into their communities.

Through community partnerships and stakeholder engagement, Wellington Smith Jr. School ensures students receive a well-rounded education. Partnerships with agencies such as Monterey County Probation, Behavioral Health, and community organizations enrich the educational experience by integrating services that promote mental health, prosocial behavior, and career readiness.

Mission Statement

The mission of Wellington Smith Jr. School is to prepare students for future success by fostering a supportive and structured educational environment that prioritizes academic achievement, prosocial development, and functional life skills. We are dedicated to respecting and valuing the unique contributions of every student while helping them become responsible, stable, and contributing members of society.

Accomplishments for 2023-24

Facilitated Professional Learning Communities across Alternative Education programs to align and implement curriculum.
Hosted bi-annual parent conferences to maintain open communication with families.
Provided supportive transition services for students re-entering traditional school environments.
Strengthened instruction through Professional Learning Communities focused on Common Core State Standards.
Conducted professional development for all staff on trauma-informed practices and cultural competency.

Goals for 2024-25

Enhance the use of Individual Learning Plans to guide personalized instruction and postsecondary goals.
Expand staff training on trauma-informed practices to further support student needs.
Explore supplemental curriculum options tailored to alternative education students.
Implement professional development sessions focused on data-driven instructional strategies to improve academic outcomes.
Update the Parent/Family Engagement Policy to broaden involvement opportunities.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	2
Grade 10	1
Grade 11	7
Grade 12	14
Total Enrollment	24

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	0
Male	100
Non-Binary	0
American Indian or Alaska Native	0
Asian	0
Black or African American	0
Filipino	0
Hispanic or Latino	100
Native Hawaiian or Pacific Islander	0
Two or More Races	0
White	0
English Learners	29.2
Foster Youth	0
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	100
Students with Disabilities	20.8

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	10.67	63.20	53.13	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	16.50	12.20	10.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.30	72.50	28.20	23.71	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	15.30	12.88	18854.30	6.86
Total Teaching Positions	6.00	100.00	119.10	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)	0.40	9.02	73.80	53.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	2.18	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.70	35.07	18.90	13.75	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.70	55.91	25.90	18.79	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	16.10	11.74	15831.90	5.67
Total Teaching Positions	4.90	100.00	137.80	100.00	279044.80	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.

2022-23 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)	0.10	4.76	65.70	51.90	231142.40	100.00
Intern Credential Holders Properly Assigned	0.40	12.28	2.40	1.97	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.40	37.34	21.70	17.17	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.80	45.11	24.70	19.51	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	11.90	9.44	14303.80	5.15
Total Teaching Positions	3.90	100.00	126.60	100.00	277698	100

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	2022-23
Permits and Waivers	0.20	0.00	0
Misassignments	0.70	1.70	1.4
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.90	1.70	1.4

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	4.30	2.70	1.8
Total Out-of-Field Teachers	4.30	2.70	1.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	15.30	25.8	50
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	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Curriculum Materials Adoption Committee (CMAC) is responsible for ensuring that the selection of appropriate instructional materials for Alternative Education Program sites' students is conducted in a professional manner by a deliberative body of teachers, administrators, parents and community members. The committee consists of the school site principal, classroom teachers (including lead teachers), instructional paraprofessionals and office support staff.

CMAC members are committed to alignment with Common Core State Standards and other applicable state and federal laws and regulations. Members attend monthly committee meetings. Members will review materials submitted for consideration, completing reviewer forms within established timelines. A public hearing of curriculum and materials took place September 13, 2023 before the Monterey County Office of Education Board of Education.

Year and month in which the data were collected

9/1/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 1, English 2, English 3, English 4, American Literature, Reading & Writing Skills Development, Edgenuity 2020 Write Ahead (Supplemental), Great Source 2020 All Write: A Handbook for Writing, Great Source 2020 Basic English Composition (Supplemental), AGS Publishing 2020 Life Skills English, AGS Publishing 2020 Basic English Grammar, AGS Publishing 2020 New Practice Readers (Special Education) (ELL), Phoenix Learning Resource 2020 English Reading Comprehension for Spanish Speakers (ELL), Fisher Hill 2020 Read Naturally (Special Education), Read Naturally Inc. 2020 Character-based Literacy 2020	Yes	0%
Mathematics	Math Vision Project, Integrated Math, Modules 1-8, Grades 9-12; Utah State Office of Education 2020 Engage New York Mathematics Grades 6-8 (Core) 9-12 (Remedial), New York State Education Department 2020 Edgenuity: Integrated Math 1-3—IV, A-G, Edgenuity 2020 Edgenuity: Geometry, Edgenuity, 2020	Yes	0%

	Moving with Math (Supplemental), Math Teachers Press 2020 Algebra City (Special Ed), Pro-Ed 2020		
Science	Modern Biology California, Holt 2020 Edgenuity: Biology (A-G), Chemistry (A-G), Physical Science, Physics (A-G), Edgenuity, 2020 The Basis of Life, Globe Fearon 2020 Environmental Science, Globe Fearon 2020 Human Biology, Globe Fearon 2020 Earth and Space, Globe Fearon 2020 The Changing Land, Globe Fearon 2020 Force, Motion and Work, Globe Fearon 2020 Water & Air, Globe Fearon 2020 Physical Science, Holt 2020 Life Science, Holt 2020	Yes	0%
History-Social Science	Reading like a Historian, Teacher's College Press 2020 Reading like a Historian—US History Lessons, Stanford History Education Group 2020 Reading like a Historian—World History Lessons, Stanford History Education Group 2020 World History (Supplemental), AGS 2020 World Geography (Supplemental), Follet 2020 A History of US, books 8, 9, 10; Scott Freeman 2020 U.S. History, Scott Freeman 2020 History Social Science for California—Our Nation, Scott Freeman 2020 History Social Science for California—Our California, Scott 2020 History Social Science for California—Our Communities, Scott Freeman 2020 Economics (Supplemental), AGS 2020 US Government (Supplemental), AGS 2020 World Atlas, Holt 2020 Edgenuity: Economics, Government, World History (AG), US History (A-G), Edgenuity 2020	Yes	0%
Foreign Language	Edgenuity/Imagine Learning: Chinese, German, Spanish, Latin, French	Yes	0%
Health	Edgenuity/Imagine Learning; Contemporary Health	Yes	0%
Visual and Performing Arts	Edgenuity/Imagine Learning: Visual Arts, Music Appreciation	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%
Note: Cells with N/A values do not require data.			

School Facility Conditions and Planned Improvements

Monterey County Juvenile Hall houses Wellington M. Smith Jr. School within the facility. The site provides a clean, safe and functional environment for learning through proper maintenance and campus supervision. Students receive instruction within five classrooms and a dayroom.

The new Juvenile Hall facility was completed in 2021 and in-person classes started that year in August. The facility includes updated classrooms, and indoor and outdoor athletic facilities. The new facility also includes an educational wing and small learning environments. School custodial staff, probation staff, and the county maintenance department collaboratively work together to ensure classrooms and campus grounds are well-maintained, safe, and functioning for students, staff and visitors. Due to the COVID-19 pandemic, all classrooms are sanitized daily after the school day has been completed. All student technology equipment and individual laptops are sanitized after daily use.

The Salinas Youth Center houses the Salinas Valley Education Center. A new school building opened for the 2008-09 school year. It offers students instruction in four classrooms. Students also have access to outdoor physical education facilities and athletic fields. The facility provides appropriate space for teachers, special education offices and support staff. The latest FIT report examines the facilities and grounds at the Salinas Valley Education Center.

Year and month of the most recent FIT report

8/3/24

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			N/A
Interior: Interior Surfaces	X			N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			N/A
Electrical	X			N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			N/A
Safety: Fire Safety, Hazardous Materials	X			N/A
Structural: Structural Damage, Roofs	X			N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			N/A

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	0	22	40	39	46	47
Mathematics (grades 3-8 and 11)	0	0	27	25	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	17	9	52.94	47.06	--
Female	--	--	--	--	--
Male	15	8	53.33	46.67	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	15	8	53.33	46.67	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	4	36.36	63.64	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	18	8	44.44	55.56	--
Female	--	--	--	--	--
Male	16	7	43.75	56.25	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	16	7	43.75	56.25	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	4	33.33	66.67	--
Students Receiving Migrant Education Services	0	0	0	0	0
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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	--	--	2.00	2.63	30.29	30.73

2023-24 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	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

Wellington Smith Jr. School's CTE programs focus on serving students and closing gaps in student engagement and academic performance. The following CTE programs were offered to students in the 2023-2024 school year:

Wellington Smith Jr. School will measure the following outcomes and evaluate effectiveness by monitoring the percent of students who complete each of the following:

- * College concurrent enrollment
- * College transition planning
- * Career exploration through our career planning platforms

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	15
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	10

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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	33.33
2022-23 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.

2023-24 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 requires only participation results 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 5	0	0	0	0	0
Grade 7	0	0	0	0	0
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.

2024-25 Opportunities for Parental Involvement

The Monterey County Office of Education, County Board, and Wellington Smith Jr. School firmly believe that parental involvement is a critical factor in student achievement and fostering a positive school environment. When schools, families, and community stakeholders collaborate to build strong partnerships, they create a stable foundation of support that benefits students academically, socially, and emotionally. Wellington Smith Jr. School prioritizes this collaboration through consistent engagement with students and families via a variety of channels. These include partnerships with local agencies, parent/teacher/student conferences, stakeholder engagement meetings, Local Control Accountability Plan (LCAP) sessions, and the WASC accreditation process. Families are regularly updated on their student's progress through quarterly reports that detail grades and credits earned.

Opportunities for Engagement and Support

Wellington Smith Jr. School offers numerous opportunities for students and families to stay actively involved in the educational process, including:

Support Services: Families have access to a range of resources and assistance through partnerships with community organizations, such as Monterey County Behavioral Health, Probation, and educational support agencies.

Parent Engagement and Advisory Roles: Families are encouraged to participate in school-related decisions and provide input through stakeholder meetings and advisory committees focused on enhancing educational outcomes for all students.

Local Control Accountability Plan (LCAP) Stakeholder Meetings: Held throughout the school year, these sessions invite students and families to voice their perspectives and contribute to shaping the school's direction and priorities.

Wellington Smith Jr. School ensures that families are well-informed and actively engaged in their student's education. By fostering these connections, the school empowers parents and guardians to play a meaningful role in their child's academic success and personal development.

For further information, please contact Debra Brau, Educational Administrator, Principal at 831-755-0300 ext. 1031.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	23.3	14.8	0	12.7	17.0	22.9	7.8	8.2	8.9
Graduation Rate	66.7	70.4	85.7	65.1	60.3	59.3	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	14	12	85.7
Female	--	--	--
Male	13	11	84.6
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	--	--	--
Filipino	0	0	0
Hispanic or Latino	13	11	84.6
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	0	0
White	0	0	0
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	14	12	85.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	218	55	0	0
Female	37	--	--	--
Male	181	50	0	0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	196	50	0	0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	15	--	--	--
English Learners	76	18	0	0
Foster Youth	14	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	218	55	0	0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	51	19	0	0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	1.70	0.40	0	0.96	1.67	1.74	3.17	3.60	3.28
Expulsions	0	0	0	0	0	0	0	0	0

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The mission of the Alternative Education Programs at MCOE, as it relates to the Comprehensive School Safety Plan, is to provide a safe, secure, and positive learning environment for all students and staff through the implementation of a framework of policies, regulations, and procedures in accordance with Senate Bill 187, State Department of Education directives and the mandate of the Monterey County Board of Education. The intent of this plan is to be both preventative and proactive as the staff seeks to ensure that our most valued assets, our students and staff, are recognized and respected. This ensures that our goals for learning are more fully realized and respected in a safe and supportive environment.

As a matter of standard procedure, beginning in August and throughout the school year, each individual school site in the Alternative Education Programs Department periodically reviews the Comprehensive School Safety Plan. At each interval, the staff conduct this review with the specific objective of coordinating effective site-based operational procedures in alignment with the requirements of state legislation, Department of Education Code, MCOE Board policy, and MCOE Administrative Regulations.

The Safety Plan Committee, in collaboration with the faculty at large, developed emergency procedures designed to employ at the site level. The committee allowed each school in the department to adapt the general template of emergency procedures (Emergency Procedure Bulletin) to prevailing circumstances unique to the site while retaining essential command and control links with the department's Emergency Incident Response Team.

The Alternative Education sites annually review and update safety-related documents that include the Alternative Education Program Faculty Handbook. This document contains policies and procedures for nonemergency safety issues. The Emergency Procedure Bulletin focuses on disaster and other potential life- and health-threatening issues of an immediate nature. The Emergency Incident Response Team Bulletin serves as the primary phone-tree reference for the department command and

2024-25 School Safety Plan

control center.

The school safety plan was last reviewed, updated and discussed with the school faculty and is scheduled to be approved by the County Board in February, 2025.

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	3	14	0	0
Mathematics	5	7	0	0
Science	3	7	0	0
Social Science	2	11	0	0

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	5	6	0	0
Science	5	6	0	0
Social Science	3	16	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	11	0	0
Mathematics	4	5	0	0
Science	5	5	0	0
Social Science	3	14	0	0

2023-24 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	0

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$20,068	\$5,004	\$29,251	\$85,785
District	N/A	N/A	\$29,251	\$82,743
Percent Difference - School Site and District	N/A	N/A	0.0	3.6
State	N/A	N/A	\$12,015	\$95,160
Percent Difference - School Site and State	N/A	N/A	83.5	-10.4

Fiscal Year 2023-24 Types of Services Funded

Wellington Smith Jr. School (WSS) continues to make every effort to meet the academic, social, emotional and physical needs of its students. Student study teams address issues that affect the ability of a student to perform at his or her best in school, and recommend various intervention strategies and services to meet the unique needs of referred students.

Services include:

- Hired a Pupil Personnel Services Counselor (PPSC)

Fiscal Year 2023-24 Types of Services Funded

- Created in-person, after-school opportunities and expanded online learning opportunities for credit acquisition
- Provided professional development for staff to improve trauma informed and culturally responsive practices
- Implementing trauma informed student supports
- Improve library book options

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$51,636	\$50,757
Mid-Range Teacher Salary	\$88,019	\$75,693
Highest Teacher Salary	\$112,017	\$105,687
Average Principal Salary (Elementary)	\$131,349	\$121,443
Average Principal Salary (Middle)	\$131,349	\$132,509
Average Principal Salary (High)	\$131,349	\$133,106
Superintendent Salary	\$266,519	\$167,660
Percent of Budget for Teacher Salaries	15.7%	5.93%
Percent of Budget for Administrative Salaries	3.16%	25.51%

2023-24 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

This year we focused our Staff Development on trainings for student wellness and academic improvement. These trainings included Trauma Informed Practices, supporting culturally relevant practices and active threat assessment/response.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	7	8	8