

# Santa Cruz County Office of Education Career Advancement Charter, Re-Entry High School for Adults

## 2021 School Accountability Report Card



### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Santa Cruz County Office of Education Career Advancement Charter, Re-Entry High
<b>Street</b>	400 Encinal Street
<b>City, State, Zip</b>	Santa Cruz
<b>Phone Number</b>	831-466-5680
<b>Principal</b>	Denise Sanson
<b>Email Address</b>	dsanson@santacruzcoe.org
<b>School Website</b>	<a href="https://santacruzcoe.org/student-services/alternative-education-programs/career-">https://santacruzcoe.org/student-services/alternative-education-programs/career-</a>
<b>County-District-School (CDS) Code</b>	44 10447 0136572

## 2021-22 District Contact Information

<b>District Name</b>	Career Advancement Charter, Adult Re-entry High School for the Santa Cruz County
<b>Phone Number</b>	(831) 466-5600
<b>Superintendent</b>	Dr. Faris Sabbah
<b>Email Address</b>	fsabbah@santacruzcoe.org
<b>District Website Address</b>	www.santacruzcoe.org

## 2021-22 School Overview

The Career Advancement Charter (CAC) is an Independent Study program for adult learners to earn their high school diploma while gaining academic and technical skills that will lead to college and career readiness. As part of the Santa Cruz County Office of Education, the CAC collaborates with community partners to achieve this mission by engaging students through work-based, relationship-focused, innovative, and welcoming learning experiences. The CAC serves students ages 18 and older who are working to achieve their high school diploma. All services are free and programs are provided in multiple locations within Santa Cruz County. The COVID-19 pandemic greatly impacted our LEA and community with the commencement of county-wide school closures on March 16, 2020. During the early summer, our COVID-19 numbers were low in Santa Cruz County and we planned for reopening schools under low, medium, and high restrictions. As the summer progressed and COVID-19 numbers increased it was confirmed that all school programs would begin the year in distance learning. Our program immediately communicated with all stakeholders about the change and planned necessary professional development for our colleagues. Our administration team spent time digesting and creating guidance for staff that upheld the requirements of the law while not losing what makes our CAC program unique. In addition to the pandemic, Santa Cruz County has been severely impacted by the CZU Lightning Fire, displacing nearly 70,000 residents. Continuing to support the health and wellbeing of our staff, students, and community is our immediate priority.

In April of 2021, in-person instruction was implemented again for students. Teachers are providing individualized weekly assignments based on transcript needs and feedback, and students attend a weekly progress check-in meeting. CAC continues to provide a standards-aligned learning strategy and aims to meet the needs of all students including those who qualify for Special Education, language learners, those experiencing homelessness, students with exceptional needs, and those requiring mental health support. Throughout the pandemic, we have continued to provide our free meal program as well as connectivity and devices to all students in need.

The CAC thrives on personalized learning and meeting students where they are, engaging students with relevant, goal-oriented, and innovative instruction that promotes student success and supports transition into higher education and new career possibilities. The CAC, under the department of Adult Learning, partners with the Workforce Development Board, neighboring school districts and high schools, probation, homeless and foster youth, SCCOE Special Education programs, adult programs, and other agencies to achieve this mission; that each student experience success re-entering school, exploring a career learning pathway, and completing their high school diploma. In addition to the high school diploma program, students

## 2021-22 School Overview

are offered Career Technical Education (CTE) classes in Culinary Arts and Construction Technologies at the Sequoia Schools facility. Prior to the pandemic, Rountree Jail Facility also had access to CTE classes in Culinary Arts, Construction Technology, Computer Applications, and Agricultural Technology.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
<b>Total Enrollment</b>	235

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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## 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

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

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<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)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Annually, in September, the Santa Cruz County Office of Education's Governing Board holds a public meeting and passes a resolution regarding the sufficiency of textbooks and instructional materials for the Alternative Education and Adult Learning programs in English Language Arts, Mathematics, Science, History-Social Science, Foreign Language, Health, and Visual and Performing Arts. To prepare for this, the Career Advancement Charter staff inventories texts at all school sites prior to the start of the school year and make the appropriate purchases, and distributes textbooks and instructional materials to each site. At the beginning of the school year, administrators conduct a survey to identify additional textbooks and instructional materials needed by teachers and deliver them from storage. Administrators then visit all sites to visually verify the sufficiency of textbooks and instructional materials in all classrooms. Textbooks and instructional materials are selected by a teacher committee and selections are based on several factors including accessibility, equity, state board approval/recommendation, standards alignment, student engagement elements, and appropriate reading level.

During the 2020-2021 school year, the Career Advancement Charter critically reviewed our curriculum to center around racially equity and adult learners specifically. To help engage our students with online learning and provide them with better accessibility and standards-aligned content we purchased the BrightThinker curriculum, which also provides a vibrant and accessible paper-based curriculum for students. To provide a more vigorous curriculum for our multilingual learners we specifically purchased Spanish literacy books and engaging adult English Language Learner materials. All students who were in need of a device have been assigned a Chromebook. Our local internet service providers have offered temporary free internet service to families who qualify. The CAC purchased new Chromebooks and hot spots to distribute to families who were not able to access the free internet services and still needed internet access at home.

**Year and month in which the data were collected**

September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	AGS English, Side by Side, Newsela, EDGE: Reading, Writing & Language, Norton Anthology Series	Yes	0
<b>Mathematics</b>	AGS Math and Algebra, Breakthrough to Math Series, Number Power Series, Workplace Skills Series	Yes	0
<b>Science</b>	AGS Life Science, Physical Science	Yes	0
<b>History-Social Science</b>	AGS World Civilizations, U.S. History, Economics, Government	Yes	0
<b>Foreign Language</b>	N/A		
<b>Health</b>	Fitness for Life, Fit & Well, Foundations of Physical Education, Exercise Science, and Sport	Yes	0
<b>Visual and Performing Arts</b>	N/A		
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		

### School Facility Conditions and Planned Improvements

Sites are clean, safe and are maintained by either the SCCOE or by the partnering agency. A recent facilities inspection found a few minor deficiencies, all of which have been corrected and there are no outstanding work orders at this time. SCCOE takes great efforts to ensure that all schools are clean, safe, and in good repair. To assist in this effort, SCCOE Maintenance and Operations staff conducts a facility inspection annually. The goal of the inspection is to (i) assist programs in evaluating their self-audit procedures, (ii) facilitate the identification of conditions that may pose a risk of injury and/or property damage, and (iii) provide recommendations and/or suggestions to help mitigate the risks identified. The results of this inspection are available at the LEA office.

SCCOE maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The SCCOE has adopted cleaning standards for all school sites. Overall, all sites and classrooms are in good repair and there were no high priority recommendations offered in the inspection report. Adult Learning Services has adopted additional safety measures, during COVID-19, that are tailored to the specific nature of the school sites as well as in accordance with the California Department of Public Health. The SCCOE is committed to doing everything possible to ensure the continued health, safety, and well-being of the community during the ongoing pandemic.

**Year and month of the most recent FIT report**

September 2020

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>	X			

## School Facility Conditions and Planned Improvements

Fire Safety, Hazardous Materials				
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## 2020-21 Career Technical Education Programs

Students earn credits through individualized instruction, CTE course participation, and completion of activity logs, career exploration learning reflective journals, and Independent Study. Each student has an individual graduation plan based on the number of credits needed in each subject area. Students are encouraged and supported to enroll in one of the various CTE courses offered on-site. New students are given a weekly appointment time to check in with the enrollment specialist and also with the academic teacher, who will provide ongoing support to the student as they progress toward their goal of obtaining the HSD. Many students are employed in entry-level positions upon enrollment and desire to learn new job skills. They are provided with opportunities to reflect on their current job learning and improve skills in their current work while exploring areas for career growth and learning about new college and career options. Four additional Career Technical Education courses were offered at the Rountree Jail Facility and one CTE Course at Blaine St. Jail facility.

The Santa Cruz County Alternative Education department works in conjunction with community colleges throughout the greater San Francisco Bay Area and our local Cabrillo College to help facilitate the transition from our program to college. In addition, the Santa Cruz COE Alternative Education department works closely with local industry to support students in finding and keeping jobs in our community. Our Work Experience Coordinator and specialists work with our Alternative Education students throughout Santa Cruz County. Students in our programs have access to individualized assistance with their resumes, interview preparation, and career exploration.

Teachers at all of our sites tie their curriculum and instruction to college and career themes. At numerous sites, students have the opportunity to engage in Work-Based Learning (WBL). WBL is a great opportunity for students to bridge their in-class learning with real-world, hands-on activities. Students who participate in WBL or internships have the chance to learn valuable soft skills alongside their peers.

CTE Courses offered with the Career Advancement Charter:

- Medical Assisting (Santa Cruz County Office of Education, main office)
- Dental Assisting (Santa Cruz County Office of Education, main office)
- Hospitality and Culinary Arts (Sequoia Schools)
- Construction Technology (Sequoia Schools)

Due to COVID-19, the following CTE corrections programs have been stopped for now:

- Construction Technology (Rountree Facility)
- Agriculture (Rountree Facility)
- Hospitality and Culinary Arts (Rountree Facility/Blaine St Women's Facility/Santa Cruz Main Jail)
- Computer Applications (Rountree Facility/Blaine St)

The primary representative of the Santa Cruz County district's CTE advisory committee is Deinse Sony Sanson, and the industries represented include; Agriculture & Natural Resources, Arts, Media and Entertainment, Building & Construction Trades, Education, Child Development & Family Services, Health Science & Medical Technology, Manufacturing & Product Development, Transportation, Culinary Arts & Hospitality, Fire Science, and IT Essentials.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	32
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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	

## 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

## 2021-22 Opportunities for Parental Involvement

In providing services for adult students, the student's voice is vital in shaping the environment and mission of our school. A learning community beyond just academics, the CAC staff is committed to cultivating a program that is relevant, welcoming, and racially equitable. In this respect, the CAC team is eager to understand the needs of their students and to explore resources to address those needs. Students are often surveyed and invited to share ideas that help create an engaging and positive school culture. Through the lens of equity, we continue to adapt and design new practices, systems, and opportunities in order to help all students succeed.

Students, staff, and community stakeholders participated to monitor the goals and action steps of the three-year LCAP and were involved in the development of the 2019-2020 LCP for the Career Advancement Charter (CAC). They were involved through surveys, discussions, and the analysis of qualitative and quantitative data at various forums that included monthly advisory council meetings, staff meetings, and an extensive mid-year LCAP review and needs assessment. Weekly check-ins occurred with the administration team and sites to discuss student needs and create plans for students who were disengaging. At the beginning of the 2020-2021 school year, we sent out a survey to students and held community meetings via Zoom to allow the community to share the impact of COVID-19, in-person learning versus virtual learning, and make any



## 2021-22 Opportunities for Parental Involvement

recommendations see fit. Students and interested community partners can become involved in school activities and obtain more information about our program and opportunities for involvement by contacting our Project Coordinator, Jesus Reyes, at 831-466-5680 or [jreyes@santacruzcoe.org](mailto:jreyes@santacruzcoe.org).

## 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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate			28.5%						
Graduation Rate			22.9%						

### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			

Students Receiving Migrant Education Services			
Students with Disabilities			

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

<b>C. Engagement</b>	<p><b>State Priority: School Climate</b></p> <p>The SARC provides the following information relevant to the State priority: School Climate (Priority 6):</p> <ul style="list-style-type: none"> <li>Pupil suspension rates;</li> <li>Pupil expulsion rates; and</li> <li>Other local measures on the sense of safety</li> </ul>
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## Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

## 2020-21 Suspensions and Expulsions by Student Group

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

## 2021-22 School Safety Plan

SCCOE Career Advancement Charter updates and reviews its School Safety Plan annually. The plan includes a Safe School Vision, a description of the school grounds, and the condition of facilities. The plan also provides school rules and regulations as well as strategies and procedures for preventing and dealing with emergency situations. The Plan Development was approved in February 2021.

The SCCOE Comprehensive School Safety Plan analyzes current school safety conditions, describes programs in place at our schools and defines strategies and programs for continued improvement in providing a safe, organized school environment conducive to learning. The analysis results in two action plans, one pertaining to school physical safety and the other centering on issues connected to maintaining a safe and positive school climate. The action plans are followed by addenda that include specific, mandated policies and procedures such as:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School-wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The plan was developed by a safety committee with representation and input from the SCCOE School Site Council and local law enforcement. The plan was reviewed and discussed with staff in September 2020 in preparation for the 2020-21 school year. The safety committee utilizes multiple sources of data to conduct its study of the current state of school safety as it applies to both school climate and the physical environment. Sources used include, but are not limited to:

- Annual facilities inspections
- WASC Self-Study
- Student, Teacher perception Surveys
- Program course of study
- Board policies
- Healthy Kids Survey
- United Way Community Assessment Project
- Site walk-throughs
- School site handbooks
- Student and staff interviews

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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				
Mathematics				
Science				
Social Science				

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 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				
Mathematics				
Science				
Social Science				

## 2020-21 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	

## 2020-21 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$10,819.45	\$2,139.06	\$8,680.38	\$68,495
District	N/A	N/A	\$12,663.86	
Percent Difference - School Site and District	N/A	N/A	-37.3	
Percent Difference - School Site and State	N/A	N/A	11.3	

## 2020-21 Types of Services Funded

In the fiscal year 2020-2021, along with high school diploma programming and Special Education services for qualified students, the CAC's capacity expanded through development with our students, staff, and community stakeholders. Surveys and discussions with our students continue to guide us in assessing both individual and general needs and in improving our services. The larger identified needs in our community were career and language literacy, access to childcare services, and relief from food insecurity. Through development with our students and in collaboration with community partners, we built the capacity to support equitable student need.

At our site-based programs, we previously offered free childcare services, free dinners for students and their families, career technical education (CTE) courses in Construction Technology and Culinary Arts, ESL and primary language literacy classes for the wider community, and a bilingual digital literacy course focusing on the job training. Classes were offered in the evening to support the working student and instructional staff had flexible schedules to better serve the needs of their adult learners. Programming during the 20-21 school year was greatly impacted by COVID-19. We were able to offer limited in-person services and focused on community referrals to support our students with various needs. Through the California Adult Education Program (formally known as the Adult Education Block Grant), in the fiscal year 2020-2021, the CAC continued to onboard the Comprehensive Adult Student Assessment System (CASAS) to implement assessments that help both student and teacher track, evaluate, and strengthen job literacy in our program, providing meaningful data to drive instruction and programmatic decisions. The CAC partners with both the Department of Corrections and the Department of Probation to offer wrap-around services to identify and meet each students' academic, social-emotional, and health needs. Within the county corrections system, we continued to offer high school diplomas and Hi-SET programming and were mandated to suspend CTE courses in Construction Technology, Hospitality and Culinary Arts, Computer Applications, and Agriculture.

The CAC project coordinator and support staff additionally were funded to provide these services, bilingually:

- College registration support
- Career coaching and employment support
- Student outreach for enrollment and attendance

Due to COVID-19, some of our more comprehensive services such as our child care services and extracurricular classes have been reduced or paused.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		
<b>Mid-Range Teacher Salary</b>		
<b>Highest Teacher Salary</b>		
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		
<b>Percent of Budget for Teacher Salaries</b>		
<b>Percent of Budget for Administrative Salaries</b>		

## Professional Development

We started the 20-21 school year with a week-long Professional Learning Summit. On-going professional learning will be tailored to meet the needs of our staff and focused on facilitating high-quality instruction, supporting students and families, supporting and collaborating with colleagues, and adjusting to protocols of in-person learning. Professional learning opportunities to support distance learning, in-person learning as well as support with COVID-19 will continue throughout the 20-21 school year and will also continue our emphasis on staff wellness and self-care.

Staff support around all professional development topics augmented by technology support is accessible to all staff members. In addition, professional development around racial equity has become an important focus and is offered to all staff, in various forms throughout the year. Staff meetings at the CAC have provided space for small professional development presentations as needed. Assessments in job literacy in reading and math, through the Comprehensive Adult Student Assessment System (CASAS), inform both instruction and professional development needs while providing data to guide student progress. We are elated to continue our Professional Development series for our teachers, with student and teacher priorities informing our topics of discussion. In 2022-2023 with our Educator Effectiveness Funds, we will be focusing professional development around racial equity, English language learners & standards-aligned instruction as well as holistic student support.

Our community is unique and the support that staff needs to meet the needs of our diverse learners will be tailored to be meaningful and impactful. Adult learners who are responding to many different responsibilities and challenges need a staff who is prepared to serve the whole person. The staff has reported anecdotally that they have benefited greatly from intentional professional learning opportunities this school year.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3