Yuba County Career Preparatory Charter
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

California School Dashboard
The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Yuba County Career Preparatory Charter
Street	1104 E Street
City, State, Zip	Marysville, CA, 95901
Phone Number	(530) 749-4020
Principal	Cynthia Soares
Email Address	cynthia.soares@yubacharterschool.org
Website	www.yubacoe.org/careerprep
County-District-School (CDS) Code	58105875830112

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Yuba County Career Preparatory Charter School
Phone Number	(530) 749-4900
Superintendent	Francisco Reveles
Email Address	francisco.reveles@yubacoe.k12.ca.us
Website	www.yubacoe.org

School Description and Mission Statement (School Year 2020-2021)

Mission Statement
YCCPCS will empower learners as problem-solving, critical thinkers with the social, academic, and career technical skills necessary to be successful in the community, workplace, and continuing education. Collaborating closely with the entire learning community, YCCPCS commits to quality, independent learner-centered education.

Vision Statement
To support self-directed, lifelong learning opportunities in a safe and positive environment in which all learners can work toward reaching their full academic and professional potential.

Schoolwide Learner Outcomes (SLOs)
Members of the YCCPCS learning community will know, understand, and be able to:
PERCEIVE themselves as supported and self-directed, engaged, lifelong learners who
BELIEVE the essential skills they gain and the resources available will help them
ACHIEVE on their chosen pathway of success.

Yuba County Career Preparatory Charter School is a Personalized Learning Program. Personalized learning is a unique, blended classroom and independent learning-based public educational model tailored to the needs and interests of each individual student. Personalized learning is a progressive approach to public education honoring and recognizing the unique gifts, skills, passions, goals, and attributes of each child. The intent is to engage each student in the learning process, making it productive, relevant, and meaningful. The goal is to optimize the student's learning potential and success.

We offer the following choices of educational delivery, overseen by highly qualified California credentialed instructors:

Individualized learning programs

Home education support

Cooperative classes including an OnBoarding program to support students in becoming successful independent study students

Blended instructional strategies and programs

Small group instruction in inclusive, supportive learning environments

Structured credit recovery opportunities

iDropIn and YCCPCS Assist (Tutoring/Support)

Community Service

CTE and Service Learning

Community College opportunities, including Concurrent enrollment and articulated coursework in our CTE program.

College and career adviser

Field studies and virtual field trips

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	1
Grade 2	2
Grade 5	1
Grade 6	3
Grade 7	8
Grade 8	8
Grade 9	54
Grade 10	54
Grade 11	75
Grade 12	48
Total Enrollment	254

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	5.5
Asian	1.2
Hispanic or Latino	36.6
White	48
Two or More Races	7.9
Socioeconomically Disadvantaged	89
English Learners	6.7
Students with Disabilities	18.1
Foster Youth	0.4
Homeless	5.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	18	18	16	
Without Full Credential	1	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	2

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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: October 2020

The most current textbooks were selected from the most corresponding recent list of standards-based materials adopted by the State Board of Education; all textbooks are approved by the local governing board.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literature and Language Arts (2007), Houghton Mifflin (2010), Edge ELD A, B, C (2015).	Yes	0.0
Mathematics	Big Ideas Math Integrated I Mathematics (2018), My Math (2017), Personal Finance (2016), and Key to Math (2015).	Yes	0.0.
Science	McGraw (2015), Holt (2014), McMillian (2010), Prentice Hall (2012), Glencoe (2009), Globe Fearon (2013).	Yes	0.0
History-Social Science	Scott Foresman (2011), Pearson Prentice Hall (2013), Glencoe (2015), McPherson (2015), Globe Fearon (2013).	Yes	0.0
Foreign Language	N/A site meets requirement with CTE		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Glencoe (2013).	Yes	0.0
Visual and Performing Arts	Glencoe (2014), Davis (2014).	Yes	0.0
Science Laboratory Equipment (grades 9-12)	microscopes, medical equipment, vet equipment		

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

School Facility Conditions and Planned Improvements

The school is located on a site that was once a car dealership. The main building has been completely renovated providing additional classroom space and meeting areas. The recently remodeled Independent Study area provides students and teachers with spacious, modern, and technologically rich areas to meet with a sense of privacy. The area is very well lit, organized, and active. Teachers decorate their individual spaces to promote the learning environment, displaying current student work, learning tools, and positive messages. The industrial center has large historic prints of Marysville, from its gold rush days that spur conversation. A full time janitor takes care of the day-to-day cleanliness of the building, as well as the two wings used for the expansive CTE programs, which have been remodeled to include fully functional Vet Tech labs, Welding facilities, and a science classroom to include a wetlab. Every summer, a walk-though is completed of the buildings to see if any major repairs need to be scheduled. Minor and emergency repairs are completed as needed by additional personnel from the Yuba County Office of Education, and occasionally by outside local DIR certified contractors. An on-line work order request can be initiated by school personnel and the maintenance team from the Yuba County Office of Education schedules and completes the repairs. Emergency needs are given the highest priority. Our facilities provide students with a sense of pride. The facility includes a library where textbooks are checked out and reading material, technology devices, and school ID's are available for student check-out/purchase. The site computer lab serves our students for statewide assessments and daily assignments when students are on campus. Classrooms are equipped with smart boards and projectors. New asphalt and complete outdoor remodel have the site in top condition.   Finally, we have solar panels on our CTE wing and are currently functional and in daily use.

School Facility Good Repair Status
Using the **most recently collected** FIT data (or equivalent), provide the following:
   • Determination of repair status for systems listed
   • Description of any needed maintenance to ensure good repair
   • The year and month in which the data were collected
   • The rate for each system inspected
   • The overall rating

Year and month of the most recent FIT report: 10/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Main Building got a new roof spring 2020.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	20	N/A	20	N/A	50	N/A
Mathematics (grades 3-8 and 11)	1	N/A	6	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	6	N/A	7	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Overseen by the YCOE CTE/Adult Education Coordinator, Ken Hamel, YCCPCS offers CTE programs in several sectors. The Transportation Sector offers Intro, Concentrator, and Capstone classes in the System Diagnostics, Service, and Repair Pathway. The Manufacturing and Product Development Sector offers Intro, Concentrator, and Capstone courses in the Welding and Materials Joining Pathway. Additionally, the Agriculture and Natural Resources Sector offers Intro, Concentrator, and Capstone classes in the Animal Science Pathway, as well as Concentrator classes in the Plant and Soil Science Pathway. All courses are assigned progressive credits of completion leading toward graduation and pathway certification. Courses are accessible to all enrolled student populations and accommodations are in place to ensure success and attainment. The CTE programs are evaluated using the 11 Essential Elements of a High Quality CTE System tool, oversight by the school, county, and coordinator, and collaboration with the Tri County ROP and community college districts.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	179
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are 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
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

All Parents and family members are encouraged to take an active part in their child's education upon enrollment in YCCPCS. The governing body of the school is an Advisory Committee comprised of an administrator, parents, community business members, students, and teachers. The committee makes recommendations to the Yuba County Superintendent of Schools. When necessary, the Yuba County Office of Education-elected School Board confirm or deny advisory council choices. Parents commit to helping their children be successful students and future community members. Parents are encouraged to be involved with their child's education and to help tailor the program to meet individual needs. This year, parents were invited to their student virtual meetings and volunteer opportunities (Advisory Committee and WASC Committees, due to COVID-19 pandemic volunteer opportunities were limited). Parents are asked and encouraged to contact their child's teacher and support staff weekly to learn about what is happening at school, how their child is doing, and ways in which to support the student at home. Teachers frequently call, email, text and meet with parents to discuss student progress and tips on how to assist their student. IS students receive weekly feedback and receive quarterly progress reports, in addition to access to student grades, progress, and upcoming assignments through both their Google Classroom and through ParentSquare. YCCPCS is also actively engaged with our families through social media.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

• High school dropout rates; and
• High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	31.3	46.1	48	31.9	47.2	53.8	9.1	9.6	9
Graduation Rate	30.1	23.5	27.6	25.9	20.8	21.7	82.7	83	84.5

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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.5	2.9	7.0	8.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	15		
Expulsions	0		

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

School Safety Plan (School Year 2020-2021)

The Yuba County Office of Education Safe School Plan was adopted by the YCCPCS Advisory Committee on January 7, 2020 and provided to the Yuba County Office of Education Board of Trustees in February 2020. The plan meets the required legal components per California Ed Code. The plan is reviewed by staff at the school site each year after board approval, and on an on-going basis at site staff meetings. YCCPCS drills for all emergency situations including: Lockdown, fire, earthquake, and active shooter. Emergency Evacuation Drill logs are kept with the principal's secretary. Catapult systems are online for emergency situations and communication. This plan will be updated in 2/2021)

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K									1	1		
6									3	1		
Other**									6	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	8	51	3		8	53			6	57	1	
Mathematics	6	46			7	40			5	50		
Science	6	31			5	33			5	30		
Social Science	7	57	1		5	58			4	60	1	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

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

Student Support Services Staff (School Year 2019-2020)

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.3

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13374.24	707.74	12666.50	61,030
District	N/A	N/A	NA	NA
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$7,750	NA
Percent Difference - School Site and State	N/A	N/A	48.2	

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

Types of Services Funded (Fiscal Year 2019-2020)

Revenue for the school was derived from state apportionment as determined by the average daily attendance. Expenditures include textbooks, instructional materials and supplies, and equipment related to additional CTE course offerings and overall school site improvement. Specific costs include equipment, supplies, and training related to the CTE pathways: Aquaponics, Welding, Automotive, and Veterinary Technician. Additional monies were spent on computers and software, office equipment, rents, leases, utilities, and other overhead costs. Special Education services (above SELPA provided funds), tutoring, EL support, and intervention classes were also provided for students in Independent Study and our All-Day program.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement		12.5	35

Our LCAP, school mission, and the fact that our school community has been engaged in a "Self-Study" WASC accreditation year has determined our needs for professional development. Our primary focus this academic year has been in the following area's: Administration and review of STAR Renaissance Math and English assessments and academic planning to drive best practice instruction and intervention, our WASC self-study evaluating all things YCCPCS, Social Emotional Learning (SEL) and Trauma Informed Practices, Student Engagement Practices, and PBIS best instructional practices training and update. We also implemented a new student information system this year which demanded as significant amount of professional development for all staff in their engagement with the system.   Our collaboration time has been focused on determining student and program needs through the self-study process provided by WASC. We have focused on data related systems, reflective practices, and improving instruction and student/family engagement. The school continues to work on developing as a PBIS site, during COVID the particulars have been put on hold. We continue to build up our Multi Tiered Systems of Support (MTSS) as school as community resources change. As a site we have spent a significant amount of time revamping our enrollment practices, new student supports, interventions based off of drop out and non-graduate data. These professional development days include PLC time, time for coaching, teacher-principal meetings, and all participants doing deep data reviews.