

School Accountability Report Card Reported Using Data from the 2020–2021 School Year

California Department of Education

For Community Transition Academy

Address: 625 Pennsylvania Ave., San Diego, CA 92103 **Phone:** (858)360-0282
Principal: Madeline Gelmetti **Grade Span:** 9-12+

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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refers to data provided by the CDE.

About This School

Table 1: District Contact Information (School Year 2021–2022)

Entity	Contact Information
District Name	San Diego Unified School District
Phone Number	(619) 725-8000
Superintendent	Dr. Lamont A. Jackson
Email Address	ljackson@sandi.net
Website	www.sandi.net

Table 2: School Contact Information (School Year 2021–2022)

Entity	Contact Information
School Name	Community Transition Academy
Street	625 Pennsylvania Ave.
City, State, Zip	San Diego, CA 92103
Phone Number	(858) 360-0282
Principal	Madeline Gelmetti
Email Address	madelineg@communitytransition.org
Website	www.communitytransition.org
County-District-School (CDS) Code	37683380135558

Table 3: School Description and Mission Statement (School Year 2021–2022)

Community Transition Academy (CTA) is a non-public transition school (NPS) for emerging adults, 9th through transition age (22 yrs.), who have academic, language, social, and/or behavioral challenges most commonly associated with Autism Spectrum Disorder. The highly trained staff at CTA provide a unique educational program, based on student's Individual Education Program (IEP).

CTA offers a complete transition curriculum that both in the classroom and in the community infused with evidence-based principles of Applied Behavioral Analysis (ABA). Blending together this multi-environmental educational program with an Individualized Educational Program-centric approach, CTA places an emphasis on education, functional skill building, communication, social and behavioral growth as emerging young adults. CTA places an emphasis on communication, social and behavioral growth, and academic skills.

The Mission of Community Transition Academy (CTA) is to provide students with individualized academics, functional communication skills, and tools for positive, community-accepted social behaviors for successful transitions into adulthood. We offer our emerging young adults real-world, inclusion opportunities to build meaningful, supportive relationships throughout the greater community.

Table 4: Student Enrollment by Grade Level (School Year 2020–2021)

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	3
Grade 10	0
Grade 11	1
Grade 12	10
Total Enrollment	14

Table 5: Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	5
Male	8
Non-Binary	0
American Indian or Alaska Native	0
Asian	0
Black or African American	1
Filipino	1
Hispanic or Latino	3
Native Hawaiian or Pacific Islander	0
Two or More Races	3
White	6
English Learners	2
Foster Youth	0
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	1
Students with Disabilities	14

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

Table 6: Teacher Preparation and Placement (School Year 2019–2020)

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)	1	100%	[DPC]	[DPC]	[DPC]	[DPC]
Intern Credential Holders Properly Assigned	0	0%	[DPC]	[DPC]	[DPC]	[DPC]
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0%	[DPC]	[DPC]	[DPC]	[DPC]
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0%	[DPC]	[DPC]	[DPC]	[DPC]
Unknown	0	0%	[DPC]	[DPC]	[DPC]	[DPC]
Total Teaching Positions	1	100%	[DPC]	[DPC]	[DPC]	[DPC]

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.

Table 7: Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA) (School Year 2019–2020)

Authorization/Assignment	Number
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

Table 8: Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA) (School Year 2019–2020)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

Table 9: Class Assignments (School Year 2019–2020)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
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

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

Table 10: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

Year and month in which the data were collected: 01/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Core Curr, ELA	Yes	50%
Mathematics	Pacemaker Practical Mathematics, Touch Math, Applied Mathmatics	Yes	50%
Science	General Science, Applied Science	Yes	50%
History-Social Science	World History, Applied US History & Geography	Yes	50%
Foreign Language	0	0	0
Health	Applied Science/ Health	Yes	50%
Visual and Performing Arts	0	0	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

Table 11: School Facility Conditions and Planned Improvements

CTA facilities are in good condition. The classroom is well lit, well ventilated, and clean. It has adequate seating and desk space for students with 1 to 1 assistant. The lavatories are well maintained, and appropriately stocked with necessary hygiene materials. There is a large indoor open area which serves as the school's indoor PE/

gym/ multipurpose room. Adjacent to the multipurpose room is a full-size industrial kitchen which is sanitary, clean and fully operational.

Table 12: 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: 11/2018

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

Overall Facility Rate

Year and month of the most recent FIT report: 11/2018

Table 13: Overall Rating

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).
- **SARC Reporting in the 2020–2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
 - Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
 - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;

- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
- **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.

**Table 14: CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019– 2020	School 2020– 2021	District 2019– 2020	District 2020– 2021	State 2019– 2020	State 2020– 2021
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

**Table 15: CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

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

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: 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.

Table 16: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

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

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: 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.

Table 17: Local Assessment Test Results in ELA by Student Group
Assessment Name(s): NA
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Table 18: Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s): NA

Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

**Table 19: 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 2019– 2020	School 2020– 2021	District 2019– 2020	District 2020– 2021	State 2019– 2020	State 2020– 2021
Science (grades 5, 8 and high school)	N/A	NT	N/A	[DPC]	N/A	[DPC]

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

**Table 20: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2020–2021)**

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

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Table 21: Career Technical Education Programs (School Year 2020–2021)

Community Transition Academy career preparation and vocational training are offered to enrolled students based on their individual transition plans. The Lead Educator oversees the execution of each student's transition plan. These transition plans are developed by IEP team members. Some materials and resources used in the curriculum are: Career Interest Surveys, vocational community experiences, vocational training, campus visits, and hands-on volunteer opportunities.

Table 22: Career Technical Education (CTE) Participation (School Year 2020–2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
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	0

Table 23: 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	0
2019–2020 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 area of physical education

Table 24: California Physical Fitness Test Results (School Year 2020–2021)

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: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

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

Table 25: Opportunities for Parental Involvement (School Year 2021–2022)

Parents are involved during the initial enrollment meeting with the CTA teacher(s). Parents fill out a survey and provide the CTA staff with demographic information as well as indicating their priorities for their child's goals while attending CTA. Parents are active members of their child's IEP team and their contributions to the discussion are highly valued. Parents are also aware of their right to visit the classroom or support the community outing in a volunteer capacity.

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

Table 26: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018–2019	School 2019–2020	School 2020–2021	District 2018–2019	District 2019–2020	District 2020–2021	State 2018–2019	State 2019–2020	State 2020–2021
Dropout Rate	0	0	0	4.10	3.90	4.20	9.0	8.90	9.40
Graduation Rate	0	0	0	84.70	85.60	85.90	84.50	84.20	83.60

**Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020–2021)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]
Non-Binary	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

**Table 28: Chronic Absenteeism by Student Group
(School Year 2020–2021)**

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

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

Table 29: Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2018– 2019	School 2020– 2021	District 2018– 2019	District 2020– 2021	State 2018– 2019	State 2020– 2021
Suspensions	0	0	3.65	0.06	3.47	0.20
Expulsions	0	0	0.08	0	0.08	0

Note: 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.

Table 30: 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– 2020	District 2019– 2020	State 2019– 2020
Suspensions	0	2.24	2.45
Expulsions	0	0.04	0.05

Note: 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.

**Table 31: Suspensions and Expulsions by Student Group
(School Year 2020–2021)**

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

Table 32: School Safety Plan (School Year 2021–2022)

Community Transition Academy prioritizes the safety of all individuals on campus. The staff at CTA have developed and implemented a comprehensive school safety/emergency plan that meets the state requirements as described in the California Education Code. Events covered in the plan include fire on site, earthquake, wildfire, extreme heat, flood, hurricane, tsunami and mass casualty. The plan details staff training, preparation of emergency supplies which are readily available, pupil education, simulations, and actual drills. It specifies steps to take in the event of an emergency in both the classroom and community setting. In addition, for the safety and well-being of all students, CTA has specific procedures outlined in our Sexual Harassment Policy, Child Abuse Policy, School Discipline Policy, Allergy and Seizure Protocols and our Covid-19 Policies and Procedures.

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.

**Table 33: Average Class Size and Class Size Distribution (Elementary)
(School Year 2018–2019)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	[DPC]	[DPC]	[DPC]	[DPC]
1	[DPC]	[DPC]	[DPC]	[DPC]
2	[DPC]	[DPC]	[DPC]	[DPC]
3	[DPC]	[DPC]	[DPC]	[DPC]
4	[DPC]	[DPC]	[DPC]	[DPC]
5	[DPC]	[DPC]	[DPC]	[DPC]
6	[DPC]	[DPC]	[DPC]	[DPC]
Other**	[DPC]	[DPC]	[DPC]	[DPC]

*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.

**Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2019–2020)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	[DPC]	[DPC]	[DPC]	[DPC]
1	[DPC]	[DPC]	[DPC]	[DPC]
2	[DPC]	[DPC]	[DPC]	[DPC]
3	[DPC]	[DPC]	[DPC]	[DPC]
4	[DPC]	[DPC]	[DPC]	[DPC]
5	[DPC]	[DPC]	[DPC]	[DPC]
6	[DPC]	[DPC]	[DPC]	[DPC]
Other**	[DPC]	[DPC]	[DPC]	[DPC]

*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.

**Table 35: Average Class Size and Class Size Distribution (Elementary)
(School Year 2020–2021)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	[DPC]	[DPC]	[DPC]	[DPC]
1	[DPC]	[DPC]	[DPC]	[DPC]
2	[DPC]	[DPC]	[DPC]	[DPC]
3	[DPC]	[DPC]	[DPC]	[DPC]
4	[DPC]	[DPC]	[DPC]	[DPC]
5	[DPC]	[DPC]	[DPC]	[DPC]
6	[DPC]	[DPC]	[DPC]	[DPC]
Other**	[DPC]	[DPC]	[DPC]	[DPC]

*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.

**Table 36: Average Class Size and Class Size Distribution (Secondary)
(School Year 2018–2019)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	5	1	0	0
Mathematics	5	1	0	0
Science	5	1	0	0
Social Science	5	1	0	0

*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.

**Table 37: Average Class Size and Class Size Distribution (Secondary)
(School Year 2019–2020)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	7	1	0	0
Mathematics	7	1	0	0
Science	7	1	0	0
Social Science	7	1	0	0

*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.