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Informe de responsabilidad escolar 2019-2020

[Descarga de responsabilidad de traducción](#)

Informe de responsabilidad escolar

Reportado usando datos del año escolar 2019-2020

Departamento de Educación de California

Para el 1 de febrero de cada año, la ley estatal exige que todas las escuelas de California publiquen un Informe de responsabilidad escolar (SARC). El SARC contiene información sobre la condición y el rendimiento de cada escuela pública de California. Bajo la Fórmula de Financiamiento de Control Local (LCFF), todas las agencias educativas locales (LEA) deben preparar un Plan de Responsabilidad y Control Local (LCAP), que describe cómo pretenden cumplir las metas anuales específicas de la escuela para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos reportados en un LCAP deben ser consistentes con los datos reportados en el SARC.

- Para obtener más información sobre los requisitos del SARC, consulte la página web del SARC del Departamento de Educación de California (CDE) en <https://www.cde.ca.gov/ta/ac/sa/>.
- Para obtener más información sobre LCFF o LCAP, consulte la página web de CDE LCFF en <https://www.cde.ca.gov/fg/aa/lc/>.
- Para obtener información adicional sobre la escuela, los padres / tutores y miembros de la comunidad deben comunicarse con el director de la escuela o la oficina del distrito.

DataQuest

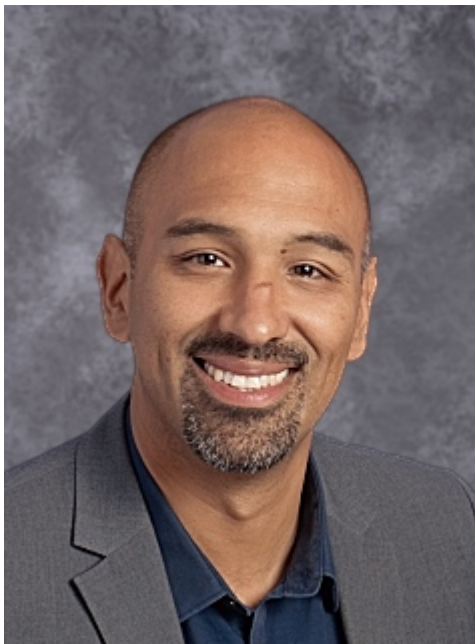
DataQuest es una herramienta de datos en línea ubicada en la página web de CDE DataQuest en <https://dq.cde.ca.gov/dataquest/> que contiene información adicional sobre esta escuela y comparaciones de la escuela con el distrito y el condado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para la rendición de cuentas (por ejemplo, datos de exámenes, inscripción, graduados de la escuela secundaria, abandonos, inscripciones en cursos, dotación de personal y datos sobre los estudiantes de inglés).

Panel de control de la escuela de California

El Tablero de Escuelas de California (Tablero) <https://www.caschooldashboard.org/> refleja el nuevo sistema de mejora continua y responsabilidad de California y proporciona información sobre cómo las LEA y las escuelas satisfacen las necesidades de la diversa población estudiantil de California. El Tablero contiene informes que muestran el desempeño de las LEA, las escuelas y los grupos de estudiantes en un conjunto de medidas estatales y locales para ayudar a identificar las fortalezas, los desafíos y las áreas que necesitan mejorar.

Jorge Arellano, Director

- Directora, Alpha Cindy Avitia High



Acerca de nuestra escuela

Alpha: Cindy Avitia High School is a small, safe and tuition-free community school that opened its doors to its first class of 9th graders in the summer of 2015. Led by Principal Jorge Arellano and a team of dedicated and skilled teachers, Alpha: Cindy Avitia prepares all students for college with the knowledge, skills, and self-discipline needed to succeed. Further, Alpha also supports families through every step of the college process to ensure students successfully apply to, enroll, and succeed throughout college.

We are honored to name Alpha's first high school in honor of Alpha's first board president, Cindy Avitia. Born and raised in East San Jose, Cindy served her community as an activist across many issues, a social and civil rights advocate, and an immigration attorney. Alpha is honored to memorialize Cindy, her commitment to empowering her community, and the spirit of service she embodied.

Contact

Alpha Cindy Avitia High
1881 Cunningham Ave.
San Jose, CA 95122-2314

Phone: 408-406-5907

Email: info@alphapublicschools.org

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)

District Name	East Side Union High
Phone Number	(408) 347-5000
Superintendent	Chris Funk
Email Address	funkc@esuhsd.org
Website	www.esuhsd.org

School Contact Information (School Year 2020–2021)

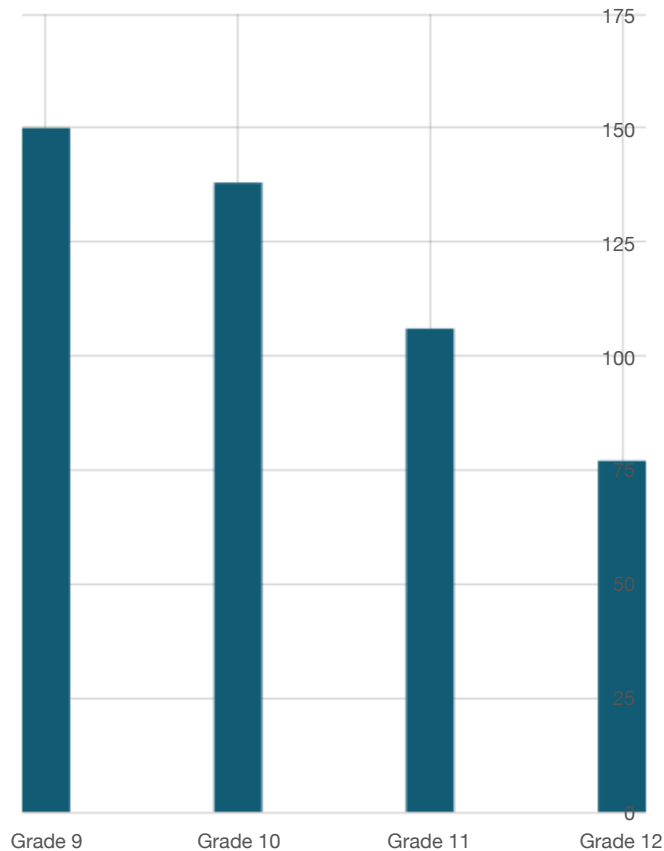
School Name	Alpha Cindy Avitia High
Street	1881 Cunningham Ave.
City, State, Zip	San Jose, Ca, 95122-2314
Phone Number	408-406-5907
Principal	Jorge Arellano, Principal
Email Address	info@alphapublicschools.org
Website	http://www.alphapublicschools.org
County-District-School (CDS) Code	43694270132274

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

Alpha: Cindy Avitia High School is a small, safe and tuition-free community school that opened its doors to its first class of 9th graders in the summer of 2015. Led by Principal Jorge Arellano and a team of dedicated and skilled teachers, Alpha: Cindy Avitia prepares all students for college with the knowledge, skills, and self discipline needed to succeed. Further, Alpha also supports families through every step of the college process to ensure students successfully apply to, enroll, and succeed throughout college. We are honored to name Alpha's first high school in honor of Alpha's first board president, Cindy Avitia. Born and raised in East San Jose, Cindy served her community as an activist across many issues, a social and civil rights advocate, and an immigration attorney. Alpha is honored to memorialize Cindy, her commitment to empowering her community, and the spirit of service she embodied. The mission of Alpha Cindy Avitia High School is to provide children from high-poverty communities an education that effectively develops the academic skills and competencies of character to overcome the achievement gap, graduate from college, and become self-reliant and productive leaders. Alpha Cindy Avitia High School will eliminate the achievement gap by inspiring thousands of children from traditionally underserved communities to become self-motivated, competent, and lifelong learners who graduate from college and serve as leaders and role models for their families and communities.

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

Grade Level	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
Number of Students	150	138	106	77	471



Last updated: 2/3/2021

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

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latin American
Percent of Total Enrollment	0.80 %	%	5.50 %	1.50 %	86.60 %
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
Percent of Total Enrollment	89.40 %	38.40 %	16.30 %	0.60 %	

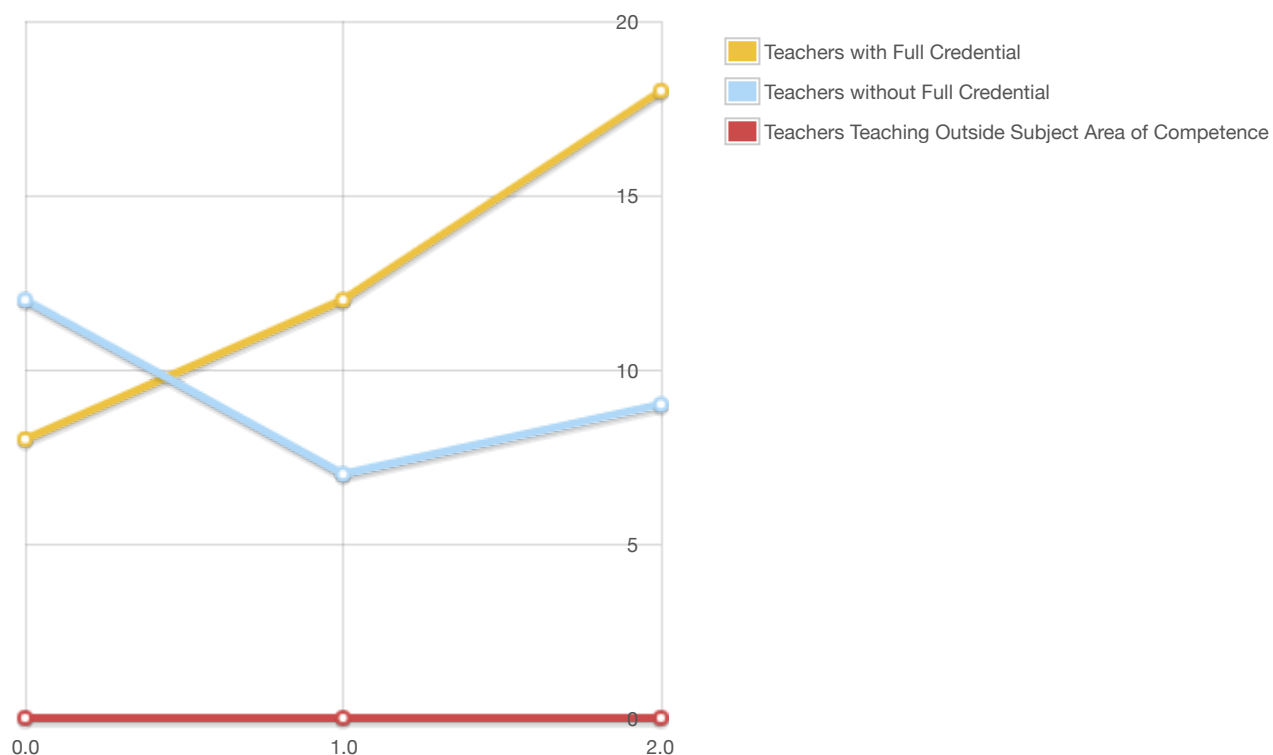
State Priority: Basic

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

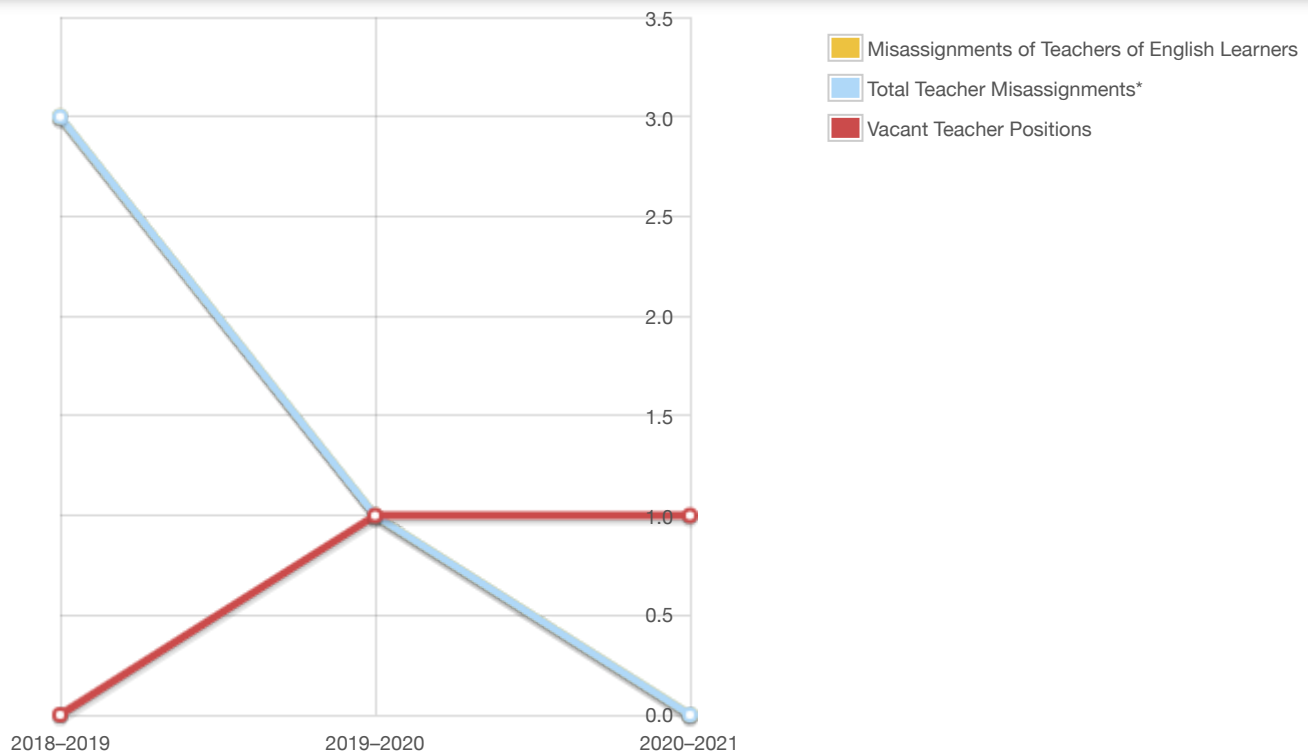
Teachers	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	8	12	18	
Without Full Credential	12	7	9	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 2/1/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	3	1	0
Total Teacher Misassignments*	3	1	0
Vacant Teacher Positions	0	1	1



Nota: "Asignaciones incorrectas" se refiere a la cantidad de puestos ocupados por maestros que carecen de autorización legal para enseñar ese nivel de grado, materia, grupo de estudiantes, etc.

* El total de asignaciones incorrectas de maestros incluye el número de asignaciones incorrectas de maestros de estudiantes de inglés.

Última actualización: 2/1/2021

Calidad, vigencia, disponibilidad de libros de texto y otros materiales educativos (año escolar 2020-2021)

Año y mes en que se recopilaron los datos: enero de 2021

Tema	Libros de texto y otros materiales didácticos / año de adopción	¿De la adopción más reciente?	Porcentaje de estudiantes sin copia propia asignada
Lectura / Artes del lenguaje	StudySync Dataworks	si	0,00%
Matemáticas	Matemáticas ilustrativas	si	0,00%
Ciencias	Inspirar	si	0,00%
Historia-Ciencias Sociales	History Alive !, la historia de Estados Unidos	si	0,00%

Idioma extranjero	Descubre, Temas Idioma español		0,00%
	Libros de texto y otros materiales	¿De la adopción	Porcentaje de estudiantes sin
Tema	didácticos / año de adopción	más reciente?	copia propia asignada
Salud			0,00%
Artes visuales y escénicas	Creado por el profesor	si	100,0%
Science Lab Eqpm (grados 9-12)	N / A	N / A	0,0%

Nota: las celdas con valores N / A no requieren datos.

Última actualización: 2/1/2021

Condiciones de las instalaciones escolares y mejoras planificadas

La escuela es suficientemente segura, limpia y adecuada para el uso escolar. No hay mejoras planificadas en las instalaciones y actualmente no se necesita mantenimiento en el sitio.

Última actualización: 2/1/2021

Estado de buenas reparaciones de las instalaciones escolares

Utilizando los datos de la Herramienta de inspección de instalaciones (FIT) **recopilados más recientemente** (o equivalente), proporcione lo siguiente:

- Determinación del estado de reparación de los sistemas enumerados
- Descripción de cualquier mantenimiento necesario para garantizar una buena reparación
- El año y mes en que se recopilaron los datos.
- La tasa de cada sistema inspeccionado
- La calificación general

Year and month of the most recent FIT report: January 2021

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	
Safety: Fire Safety, Hazardous Materials	Good	

Structural: Structural Damage, Roofs	Good	Repair Needed and Action Taken or
System Inspected	Rating	Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2021

Overall Rating	Good
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Last updated: 2/1/2021

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– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	57.89%	N/A	62.25%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	36.84%	N/A	41.75%	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

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.

Last updated: 2/1/2021

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
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.

Last updated: 2/1/2021

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
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 waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 2/1/2021

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	37	N/A	30	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.

Última actualización: 2/1/2021

Resultados de los exámenes CAASPP en ciencias por grupo de estudiantes de quinto, octavo grado y escuela secundaria (año escolar 2019-2020)

Grupo de estudiantes	Matrícula Total	Número probado	Porcentaje probado	Porcentaje no probado	Porcentaje alcanzado o superado
Todos los estudiantes	N / A	N / A	N / A	N / A	N / A
Masculino	N / A	N / A	N / A	N / A	N / A
Hembra	N / A	N / A	N / A	N / A	N / A
Negro o afroamericano	N / A	N / A	N / A	N / A	N / A
Indio americano o nativo de Alaska	N / A	N / A	N / A	N / A	N / A
asiático	N / A	N / A	N / A	N / A	N / A
Filipino	N / A	N / A	N / A	N / A	N / A
hispano o latino	N / A	N / A	N / A	N / A	N / A
Nativo de Hawái o de las islas del Pacífico	N / A	N / A	N / A	N / A	N / A
Blanco	N / A	N / A	N / A	N / A	N / A
Dos o mas carreras	N / A	N / A	N / A	N / A	N / A
En desventaja socioeconómica	N / A	N / A	N / A	N / A	N / A
Aprendices de ingles	N / A	N / A	N / A	N / A	N / A
Estudiantes con discapacidades	N / A	N / A	N / A	N / A	N / A

Grupo de estudiantes	Matrícula Total	Número probado	Porcentaje probado	Porcentaje no probado	Porcentaje alcanzado o superado
Estudiantes que reciben servicios de educación migrante	N / A	N / A	N / A	N / A	N / A
Juventud de crianza	N / A	N / A	N / A	N / A	N / A
Vagabundo	N / A	N / A	N / A	N / A	N / A

Nota: las celdas con valores N / A no requieren datos.

Nota: Los datos de 2019–2020 no están disponibles. Debido a la pandemia de COVID-19, se emitió la Orden Ejecutiva N-30-20 que eximió el requisito de exámenes estatales para el año escolar 2019-2020.

Última actualización: 2/1/2021

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

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

Last updated: 2/1/2021

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	98.77%

Last updated: 2/1/2021

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

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
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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.

Last updated: 2/1/2021

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)

At ACAHS, family involvement is an important component of our success as a school. In addition to the school site council, families are involved in a wide variety of ways, including:

Parent conferences

Volunteer opportunities

Bi-monthly community meetings include parent education topics such as college application process, bullying, and helping with student work;

Monthly coffee/cafecitos with school leaders are opportunities for families to discuss a range of topics in support of their

children.

Online parent portal for families to access student attendance and grades in real-time;

A parent mobile application that contains a range of relevant information and resources, including calendar, announcements, connections to the parent portal, and handbooks.

Regular phone calls by teacher advisors to their students;

Family conferences three times a year that are student-led;

Family survey two times a year;

Alpha Board meetings are open to the public, and parents are encouraged to attend.

In addition, ACAHS has a Parent Learning Center, managed by our Parent Learning Center Manager, that identifies and facilitates various initiatives to support our family community and help minimize the barriers that families face in supporting their students.

Last updated: 2/1/2021

State Priority: Pupil Engagement

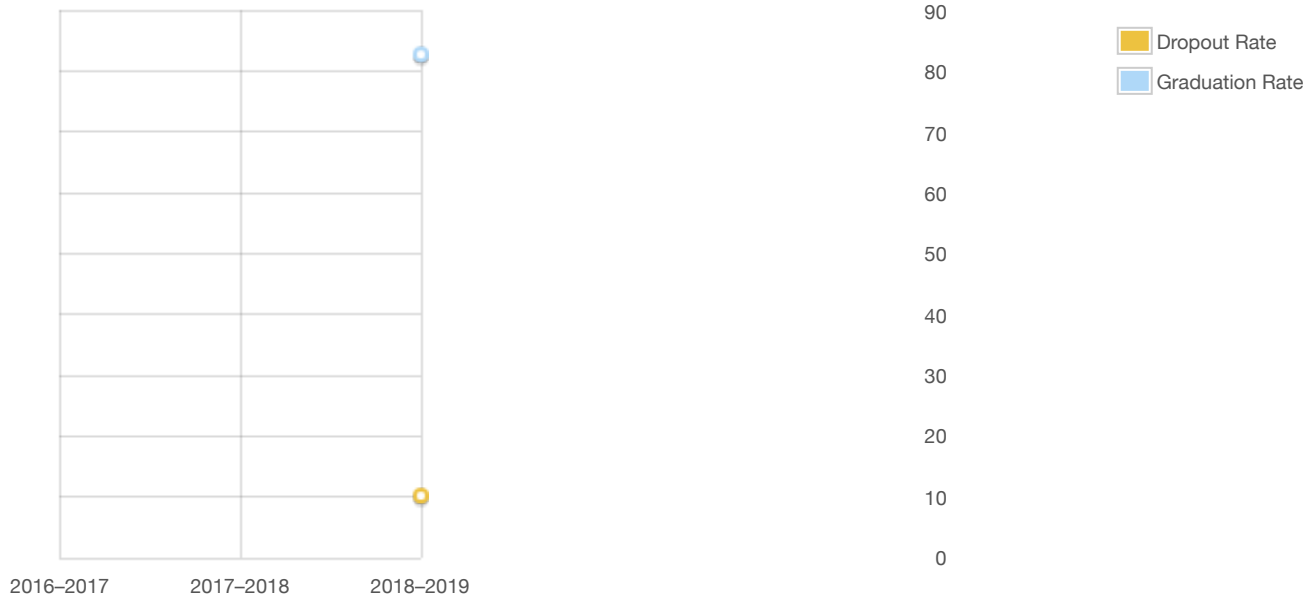
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2016– 2017	School 2017– 2018	School 2018– 2019	District 2016– 2017	District 2017– 2018	District 2018– 2019	State 2016– 2017	State 2017– 2018	State 2018– 2019
Dropout Rate	--	--	10.20%	20.50%	17.80%	15.60%	9.10%	9.60%	9.00%
Graduation Rate	--	--	82.70%	71.50%	75.70%	77.50%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 2/3/2021

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	Suspensions	Expulsions
School 2017-2018	3.40%	0.00%
	7.70%	0.00%
School 2018-2019	3.90%	0.10%
	3.40%	0.00%
District 2017-2018	3.50%	0.10%
	3.50%	0.10%
State 2017-2018		
Suspensions and Expulsions for School Year 2019-2020 Only		
State (data collected between July through February, partial school year due to the COVID-19 pandemic)		
2018-2019		

Rate	Suspensions	Expulsions
School 2019–2020	5.50%	0.00%
District 2019–2020	--	--
State 2019–2020	2.50%	0.10%

**State
2019–2020**

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.

Last updated: 2/3/2021

School Safety Plan (School Year 2020–2021)

A healthy and safe environment is imperative to productive teaching and learning. Alpha has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies are based on best practices provided by the California Department of Education, as well as county and local police department recommendations. These policies have been approved by Alpha’s Board of Directors, are reviewed quarterly, and are updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff. The full safety plan is located on our website and at the link provided below: <https://drive.google.com/file/d/1jU0Zi8cZBa4MULA-xMqJ5OcVly2ETRla/view?usp=sharing>

Last updated: 2/6/2021

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) School Year (2017–2018)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size								
Number of Classes *								
1-20								

Number of Classes * 21-32 * Number of classes indicates how many classes fall into each size category (a range of total students per class).
Number of Classes * 33+ ** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–

2019)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size								
Number of Classes *								
1-20								

Number of Classes * * Number of classes indicates how many classes fall into each size category (a range of total students per class).

21-32

** "Other" category is for multi-grade level classes.

Number of Classes *

33+

Average Class Size and Class Size Distribution (Elementary) School Year (2019–

2020)

Grade Level	K	1	2	3	4	5	6	Otro**
Average Class Size								
Number of Classes *								
1-20								

Number of Classes *

21-32

Number of Classes *

33+

* El número de clases indica cuántas clases caen en cada categoría de tamaño (un rango del total de estudiantes por clase).

** La categoría "Otro" es para clases de niveles de varios grados.

Última actualización: 2/3/2021

Tamaño de clase promedio y distribución del tamaño de clase (secundaria) (año escolar 2017-2018)

Tema	English	Mathematics	Science	Social Science
Average Class Size	27.00	26.00	25.00	30.00
Number of Classes *	5	4	4	1
1-22	7	8	4	9
Number of Classes *	3	2	1	3
23-32				

Number of Classes *

33+

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	English	Mathematics	Science	Social Science
Average Class Size	24.00	25.00	25.00	25.00
Number of Classes * 1-22	7	9	7	7
Number of Classes * 23-32	9	14	7	9
	3		4	2

Number of Classes *
33+

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	English	Mathematics	Science	Social Science
Average Class Size	30.00	27.00	29.00	28.00
Number of Classes * 1-22	2	4	1	2
Number of Classes * 23-32	11	15	13	13
	9	3	2	2

Number of Classes *
33+

* 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.

Last updated: 2/3/2021

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

Title	Ratio
Pupils to Academic Counselor*	235.5

*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.

Last updated: 2/3/2021

Student Support Services Staff (School Year 2019–2020)

Number of FTE* Assigned to School

Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.00
Other	

*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.

Last updated: 2/9/2021

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	\$13400.00	\$2248.00	\$11153.00	\$62105.00
District	N/A	N/A	--	\$94375.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	\$90287.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

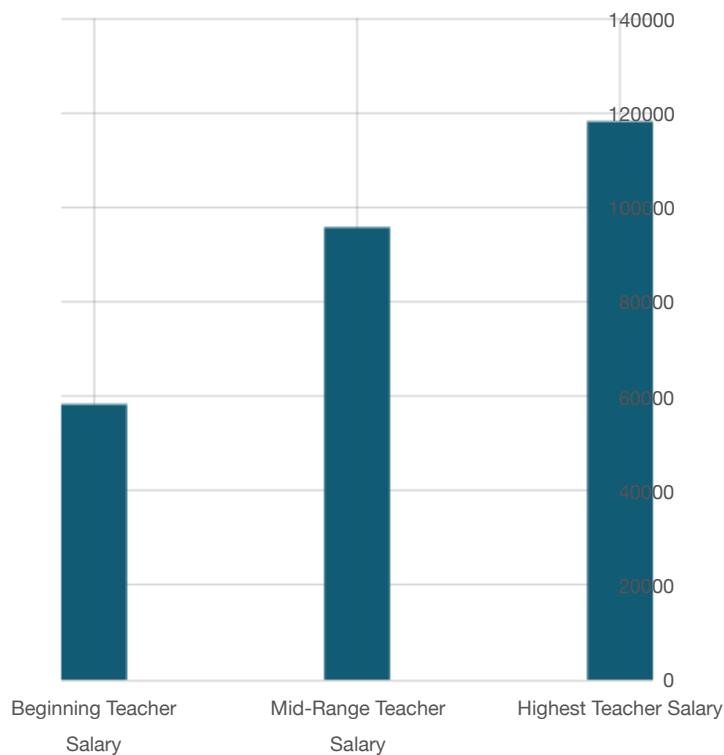
Last updated: 2/3/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

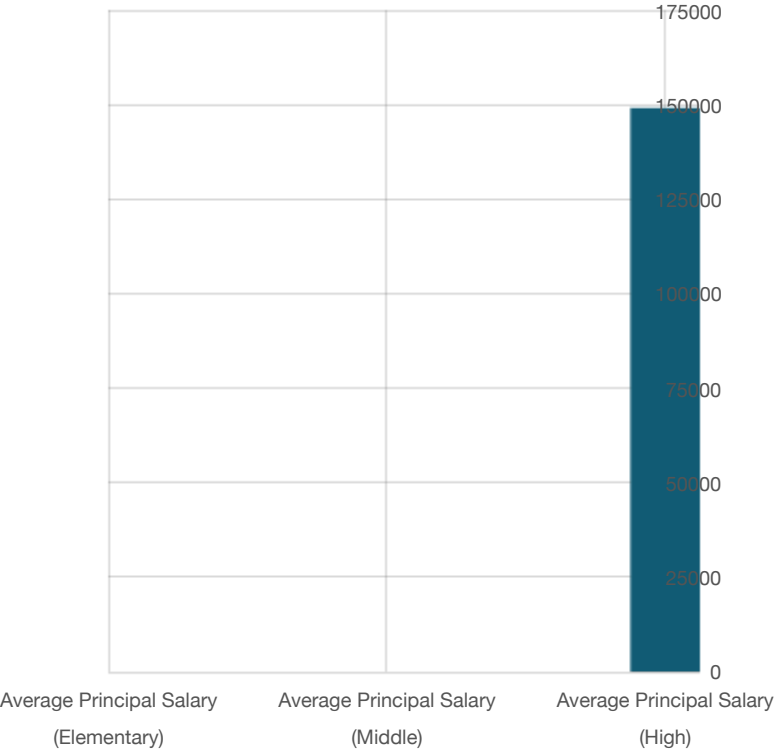
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$58,291	\$52,670
Mid-Range Teacher Salary	\$95,712	\$89,660
Highest Teacher Salary	\$118,115	\$112,761
Average Principal Salary (Elementary)	\$	--
Average Principal Salary (Middle)	\$	\$142,638
Average Principal Salary (High)	\$149,107	\$158,074
Superintendent Salary	\$292,671	\$250,285
Percent of Budget for Teacher Salaries	32.00%	32.00%
Percent of Budget for Administrative Salaries	3.00%	5.00%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 2/3/2021

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

Percent of Students in AP Courses 41.60%

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	3
Mathematics	1
Science	2
Social Science	4
Total AP Courses Offered*	12

* Donde hay inscripciones de cursos de estudiantes de al menos un estudiante.

Última actualización: 2/3/2021

Desarrollo profesional

Medida	2018-2019	2019-2020	2020–2021
Número de días escolares dedicados al desarrollo del personal y la mejora continua	45	40	46

Preguntas: EQUIPO SARC | sarc@cde.ca.gov | 916-319-0406

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