



[SARC Home](#) » Aspire Benjamin Holt College Preparatory Academy

2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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.

Wesley Frakes, Principal

- Principal, Aspire Benjamin Holt College Preparatory Academy



About Our School

Welcome! I would like to take this opportunity to welcome you and your student to the 2020-21 school year. As principal, I am very excited about this year as our students continue to grow and our programs improve each year. I am confident that this year will be the best!

The staff at BHA is committed to high expectations for all students and providing the best possible learning environment. We will continue to work as a team of students, teachers, parents, and community as we encourage our students to believe in themselves, achieve knowledge, and gain social skills in order to become successful in our "College for Certain" environment.

Contact

Aspire Benjamin Holt College Preparatory Academy
3201 East Morada Ln.
Stockton, CA 95212-3110

Phone: 209-955-1477

Email: data-contact@aspirepublicschools.org

About This School

Contact Information (School Year 2020–2021)**District Contact Information (School Year 2020–2021)**

| | |
|-----------------------|--|
| District Name | Lodi Unified |
| Phone Number | (209) 331-7000 |
| Superintendent | Cathy Washer |
| Email Address | cwasher@lodiUSD.net |
| Website | www.lodiUSD.net |

School Contact Information (School Year 2020–2021)

| | |
|--|--|
| School Name | Aspire Benjamin Holt College Preparatory Academy |
| Street | 3201 East Morada Ln. |
| City, State, Zip | Stockton, Ca, 95212-3110 |
| Phone Number | 209-955-1477 |
| Principal | Wesley Frakes, Principal |
| Email Address | data-contact@aspirepublicschools.org |
| Website | www.aspirepublicschools.org |
| County-District-School (CDS) Code | 39685850101956 |

*Last updated: 1/11/2021***School Description and Mission Statement (School Year 2020–2021)**

English and Spanish SARCs can be found on the school's landing page at www.aspirepublicschools.org

Aspire Benjamin Holt College Prep Academy is a 9-12 school in Stockton that is part of the Aspire Public Schools network. Aspire Benjamin Holt College Prep Academy opened in 2003

Aspire Public Schools is a non-profit organization that operates high performing charter schools across the state of California that focus on one goal- preparing urban students for college.

Our Vision

Every student is prepared to earn a college degree.

Our Mission

To open and operate small, high-quality charter schools in low-income neighborhoods, in order to:

- Increase the academic performance of underserved students
- Develop effective educator
- Share successful practices with other forward-thinking educators, and
- Catalyze change in public schools.

Equity Focus

Aspire is committed to providing equitable opportunities for our students, families, and teammates. We use an equity lens to examine our policies, practices, and systems at Aspire to strive for all groups to increase access and benefit from our work. This belief is woven throughout our core values. Read more about [Equity at Aspire](#).

Our Core Values

Purposefulness: Deliberate action focused on the organization's goals and priorities

Collaboration: Working collectively to accomplish more than what is possible alone

Ownership: Individual and group accountability for results, actions, and decisions

Customer Service: Responsiveness to the needs of external and internal customers

Quality: Commitment to excellence and the discipline to continually improve

Aspire's core values are a part of its culture, but they do not define the culture. Culture is a shared system of values, beliefs and behaviors that collectively determine how things are done in an organization; it includes but is not limited to values.

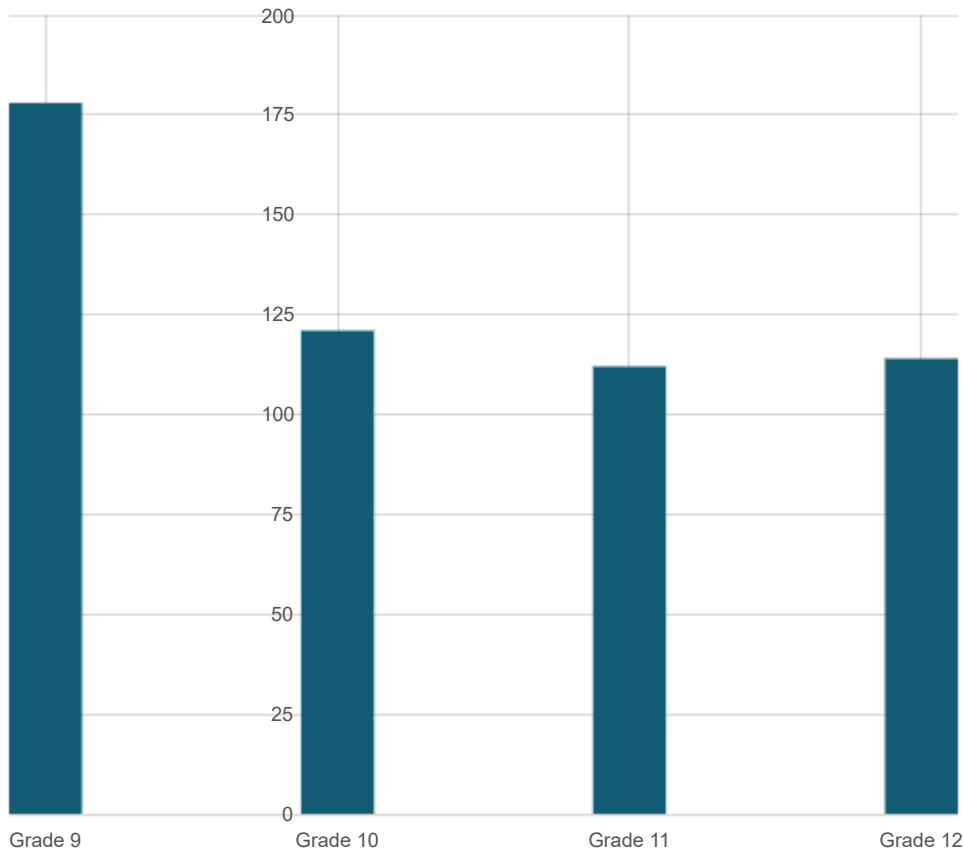
Aspire Benjamin Holt College Prep Academy is a safe, caring, academically rigorous and inspiring learning environment where students develop the skills, knowledge and traits to become college-educated leaders in their communities.

The School's mission is to provide all students with an exceptional education that allow them to excel inside and outside the classroom. The School seeks to achieve this mission by providing students a rigorous core curriculum, a well-trained staff, high standards and expectations, extended instructional hours and support, personalized learning opportunities, and early access to college-preparatory experiences. By ensuring students become voracious, self-motivated, competent and lifelong learners. The School will prepare them not only for college but also for the 21st Century world.


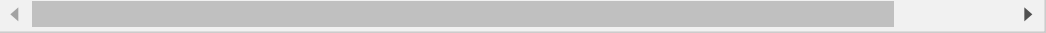
Last updated: 1/5/2021

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

| Grade Level | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Total Enrollment |
|---------------------------|---------|----------|----------|----------|------------------|
| Number of Students | 178 | 121 | 112 | 114 | 525 |



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

| Student Group | Black or African American | American Indian or Alaska Native | Asian | Filipino | Hispanic or L |
|--|---------------------------------|----------------------------------|----------------------------|--------------|---------------|
| Percent of Total Enrollment | 4.80 % | 0.40 % | 21.10 % | 5.70 % | 43.20 % |
|  | | | | | |
| Student Group (Other) | Socioeconomically Disadvantaged | English Learners | Students with Disabilities | Foster Youth | |
| Percent of Total Enrollment | 46.10 % | 2.10 % | 6.10 % | % | |
|  | | | | | |

State Priority: Basic

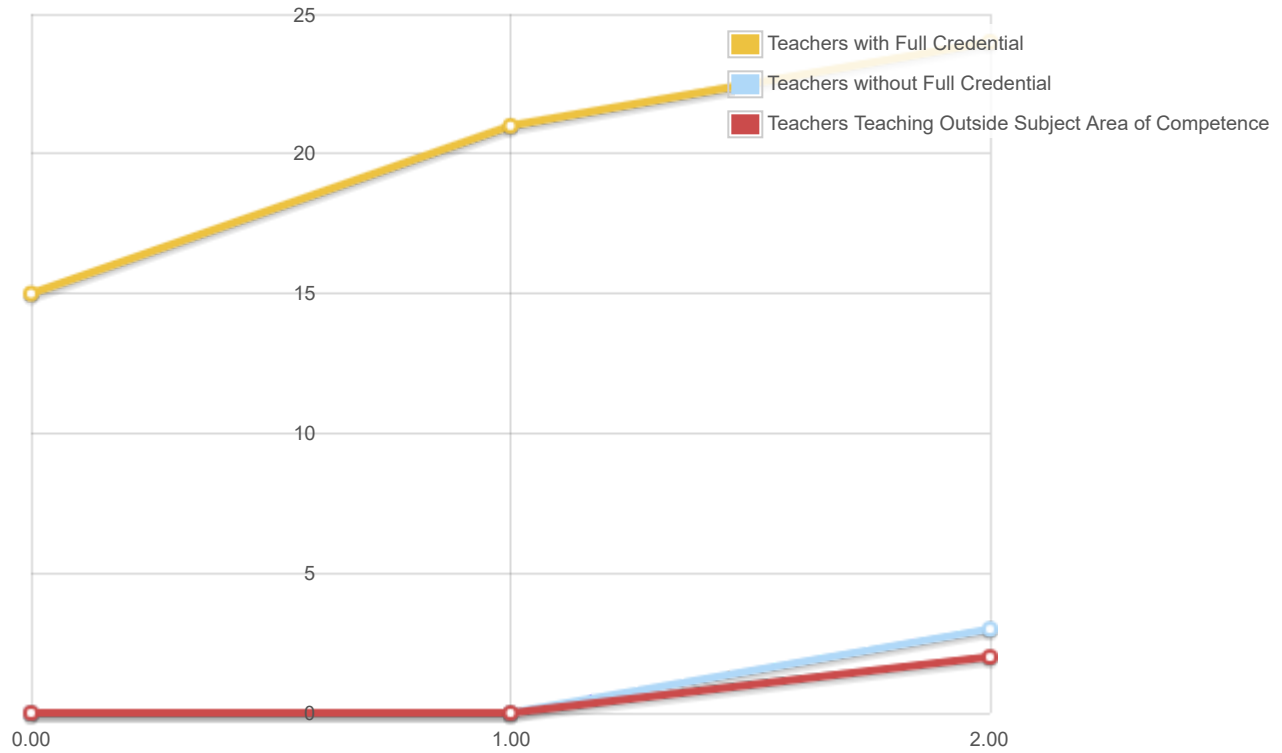
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- 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 | 15 | 21 | 24 | |
| Without Full Credential | 0 | 0 | 3 | |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 2 | |

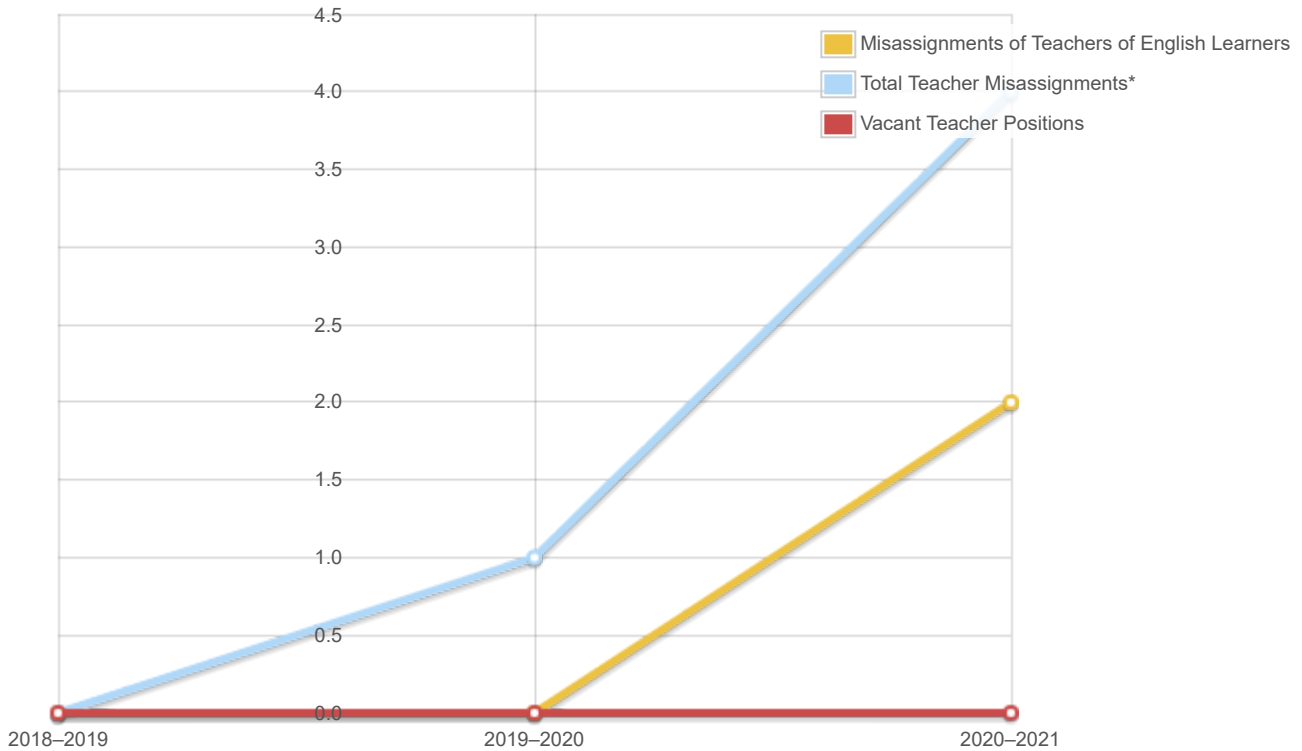
| | | |
|--|--|--|
| | | |
|--|--|--|



Last updated: 1/8/2021

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018-2019 | 2019-2020 | 2020-2021 |
|--|-----------|-----------|-----------|
| Misassignments of Teachers of English Learners | 0 | 0 | 2 |
| Total Teacher Misassignments* | 0 | 1 | 4 |
| Vacant Teacher Positions | 0 | 0 | 0 |



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.

Last updated: 1/8/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which the data were collected: January 2021

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|--|----------------------------|--|
| Reading/Language Arts | Good quality and availability | | 0.00 % |
| Mathematics | Good quality and availability | | 0.00 % |
| Science | Good quality and availability | | 0.00 % |
| History-Social Science | Good quality and availability | | 0.00 % |
| Foreign Language | N/A | | 0.00 % |
| Health | N/A | | 0.00 % |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|--|----------------------------|--|
| Visual and Performing Arts | N/A | | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

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

Last updated: 1/4/2021

School Facility Conditions and Planned Improvements

The school facility is in good condition overall.

Last updated: 1/4/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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: January 2021

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Fair | |
| 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 | |
| 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

Last updated: 1/4/2021

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) | 84.0% | N/A | 45.0% | N/A | 50% | N/A |
| Mathematics (grades 3-8 and 11) | 69.0% | N/A | 34.0% | 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.

Last updated: 1/11/2021

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: 1/11/2021

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: 1/11/2021

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) | 31 | N/A | 25 | 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.

Last updated: 1/11/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (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 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|----------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| 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: 1/11/2021

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 | 99.81% |
| 2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission | 97.85% |

Last updated: 1/11/2021

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 |
|-------------|--|--|---|
| 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.

Last updated: 1/11/2021

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)

Family and Community Involvement

Aspire encourages all groups to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, the School plans to share local control with an Advisory School Council (“ASC”), consisting of family and school representatives. Each school’s ASC may participate in developing school policies and share in efforts to engage the support of the community. The ASC may make recommendations about issues related to the school and participate in reviewing family and community concerns. The ASC will consist of representatives of the following parties: the principal, teachers, and family members. The principal is responsible for communicating all ASC policy recommendations to the Aspire Board of Directors. In short, Aspire’s Board of Directors oversees issues related to Aspire schools in general, while the ASCs focus on the day-to-day concerns of each respective Aspire school.

Additional Opportunities for Family Involvement

Families, students and teachers meet at least twice a year to plan and assess the students' learning progress and determine goals

Exhibition Panels – families may sit on panels to judge student work

School and Staff Evaluations – families fill out a survey each year evaluating the strengths and weaknesses they identify with the program at the School

Student-led Conferences – students will lead conferences on their work during the year to keep their families informed

Volunteer Opportunities – various opportunities will arise for families to volunteer, such as helping in classrooms, leading extra-curricular activities, assisting in event planning, attending study trips, and serving on family committees

Fundraising – families and community members may work with the school to raise additional resources to support students and the school program

Families interested in participating or learning more about our parent involvement opportunities can contact our school's main office at (209)955-1477 for additional information.

Aspire Board of Directors Meetings – families and community members are welcome to the Board meeting. In compliance with the Brown Act, Aspire posts the agenda for Aspire Board of Directors meetings at least 72 hours prior to the meeting.

Last updated: 1/4/2021

State Priority: Pupil Engagement

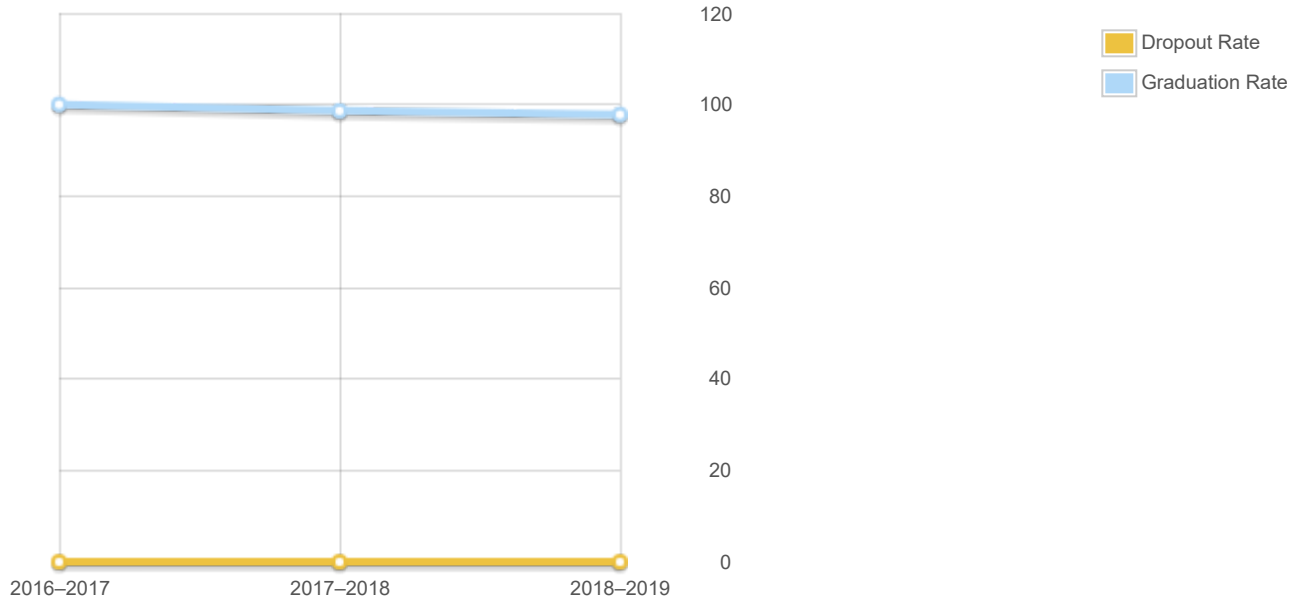
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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 | 0.00% | 0.00% | 0.00% | 9.00% | 8.50% | 5.30% | 9.10% | 9.60% | 9.00% |
| Graduation Rate | 100.00% | 98.60% | 97.80% | 84.10% | 85.60% | 89.40% | 82.70% | 83.00% | 84.50% |

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



Last updated: 1/11/2021

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)

| Suspensions | Expulsions |
|-------------|------------|
| 3.80% | 0.20% |
| 4.50% | 0.00% |
| 4.60% | 0.10% |
| 5.00% | 0.00% |
| 3.50% | 0.10% |
| 3.50% | 0.10% |

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 | Suspensions | Expulsions |
|-------------------------------|-------------|------------|
| School 2019–2020 | 3.62% | 0.00% |
| District 2019–2020 | -- | -- |

District **State**
2017–2018 **2019–2020**

District
2018–2019

State
2017–2018

State
2018–2019

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: 1/8/2021

School Safety Plan (School Year 2020–2021)

STATEMENT OF SAFETY POLICY

It is the policy of Aspire Public Schools (“Aspire”) to strive for the highest safety standards and to provide a safe workplace for all employees and a safe school for all students. Aspire has developed a comprehensive Injury and Illness Prevention Program (“IIP Program”) to achieve this end. The goal of this program is to minimize the frequency and severity of employee and student accidents and to comply with the laws and regulations that pertain to our operations. The program has been designed to eliminate physical hazards from the work and school environment and train all employees in safe work practices.

ASSIGNMENT OF RESPONSIBILITY

Aspire Principals have the ultimate responsibility for the implementation and enforcement of the IIP Program at their school site. Aspire Office Managers and are responsible for the record keeping and coordination of the safety training programs at their school site. Employees – It is the responsibility of all Aspire employees to bring any unsafe actions, practices, or conditions to the attention of his/her manager or supervisor.

DISASTER PLANS

Disaster plans are located in each classroom. Each plan is site and classroom specific and covers such disasters as fire safety, earthquake safety, flood, severe weather warnings, electrical failure, gas line problems, water main breaks, water contamination, chemical spills, lockdown/shooting incidents, bomb threats, explosions, and intruders.

The School Safety Plan was reviewed, updated, and discussed with faculty and a student representative between August 1- September 14

Last updated: 1/4/2021

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 (Secondary) (School Year 2017–2018)

| Subject | English | Mathematics | Science | Social Science |
|--------------------------------------|---------|-------------|---------|----------------|
| Average Class Size | 17.00 | 29.00 | 30.00 | 34.00 |
| Number of Classes * 1-22 | 13 | 8 | 4 | |
| Number of Classes * 23-32 | 3 | | 1 | 4 |

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)

| English | Mathematics | Science | Social Science |
|---------|-------------|---------|----------------|
| 17.00 | 28.00 | 32.00 | 39.00 |
| 18 | 2 | 6 | 2 |
| 8 | 7 | 2 | 5 |
| 2 | 4 | | 4 |

Subject

* 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

Number of Classes *

1-22

Number of Classes * Average Class Size and Class Size Distribution (Secondary) (School Year 2019–

23-32

2020)

Number of Classes *

23+

| Subject | English | Mathematics | Science | Social Science |
|--------------------------------------|---------|-------------|---------|----------------|
| Average Class Size | 29.00 | 26.00 | 32.00 | 39.00 |
| Number of Classes * 1-22 | 1 | 2 | 4 | 1 |
| Number of Classes * 23-32 | 15 | 10 | 4 | 1 |
| | | 3 | | 9 |

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: 1/11/2021

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

| Title | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | 194.4 |

*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: 1/4/2021

Student Support Services Staff (School Year 2019–2020)

| | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 2.00 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.33 |

Number of FTE* Assigned to School

| | |
|------------------------------------|------|
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 0.50 |
| Resource Specialist (non-teaching) | |
| Other | 1.50 |

*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: 1/5/2021

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 | \$11431.00 | \$2074.00 | \$9357.00 | \$60123.00 |
| District | N/A | N/A | -- | \$75702.00 |
| Percent Difference – School Site and District | N/A | N/A | -- | -5.70% |
| State | N/A | N/A | \$7750.12 | \$83052.00 |
| Percent Difference – School Site and State | N/A | N/A | 4.70% | -8.00% |

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

Last updated: 1/11/2021

Types of Services Funded (Fiscal Year 2019–2020)

Senior Financial Aid
 Night Sports Programs
 ASC Meetings
 Special Education
 iPass
 Tutoring
 Math Professional Development for Teachers
 Writing Professional Development for Teachers

AVID Professional Development for Teachers
Science Olympiad Exhibitions

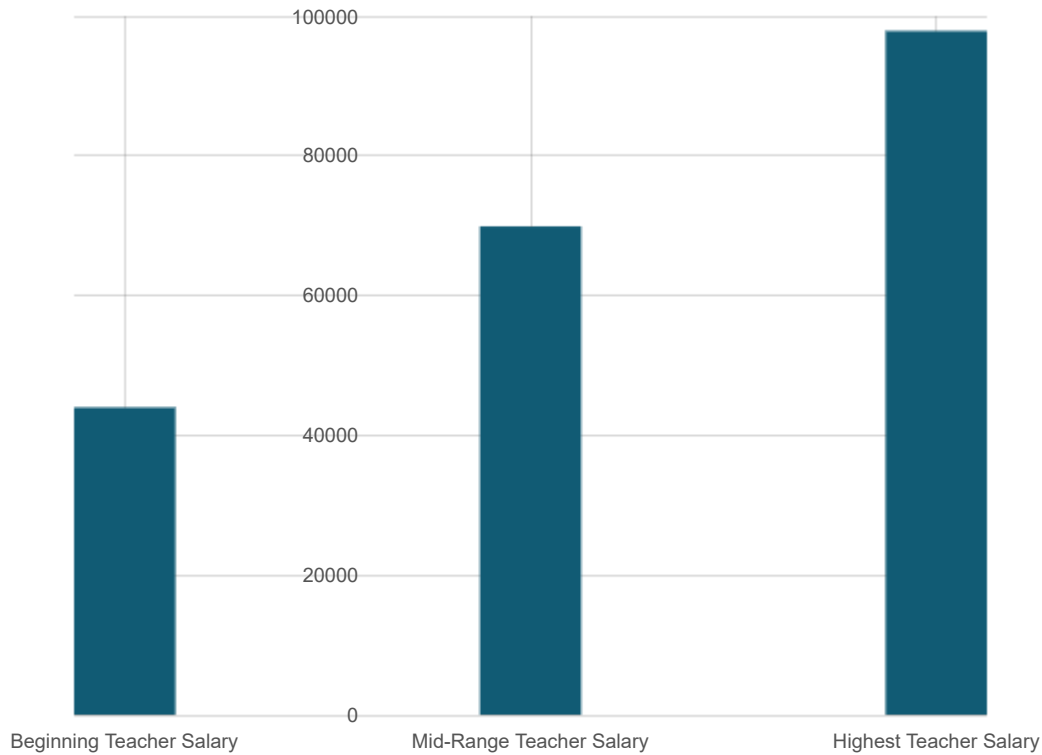
Last updated: 1/4/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

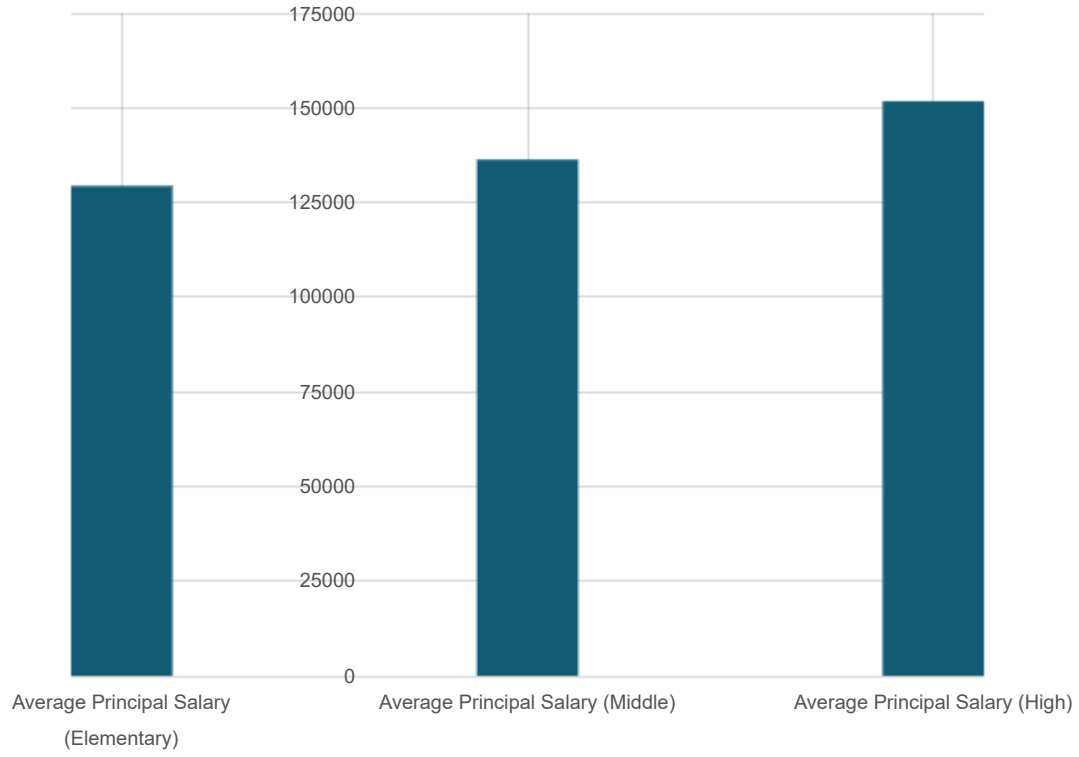
| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$43,999 | \$50,029 |
| Mid-Range Teacher Salary | \$69,903 | \$77,680 |
| Highest Teacher Salary | \$97,861 | \$102,143 |
| Average Principal Salary (Elementary) | \$129,353 | \$128,526 |
| Average Principal Salary (Middle) | \$136,291 | \$133,574 |
| Average Principal Salary (High) | \$151,703 | \$147,006 |
| Superintendent Salary | \$268,296 | \$284,736 |
| Percent of Budget for Teacher Salaries | 31.00% | 33.00% |
| Percent of Budget for Administrative Salaries | 4.00% | 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: 1/11/2021

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

Percent of Students in AP Courses 15.50%

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

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

Last updated: 1/11/2021

Professional Development

| Measure | 2018– 2019 | 2019–2020 | 2020–2021 |
|---|---------------|-----------|-----------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 15 | 18 | 15 |

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