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).
The California School Dashboard (Dashboard) [https://www.caschooldashboard.org/](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.

**Jorge Arellano, Principal**

- Principal, Alpha Cindy Avitia High

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**About Our School**

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)

<table>
<thead>
<tr>
<th>District Contact Information (School Year 2020–2021)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District Name</strong></td>
</tr>
<tr>
<td><strong>Phone Number</strong></td>
</tr>
<tr>
<td><strong>Superintendent</strong></td>
</tr>
<tr>
<td><strong>Email Address</strong></td>
</tr>
<tr>
<td><strong>Website</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Contact Information (School Year 2020–2021)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Name</strong></td>
</tr>
<tr>
<td><strong>Street</strong></td>
</tr>
<tr>
<td><strong>City, State, Zip</strong></td>
</tr>
<tr>
<td><strong>Phone Number</strong></td>
</tr>
<tr>
<td><strong>Principal</strong></td>
</tr>
<tr>
<td><strong>Email Address</strong></td>
</tr>
<tr>
<td><strong>Website</strong></td>
</tr>
<tr>
<td><strong>County-District-School (CDS) Code</strong></td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>150</td>
<td>138</td>
<td>106</td>
<td>77</td>
<td>471</td>
</tr>
</tbody>
</table>

Last updated: 2/1/2021
Student Enrollment by Student Group (School Year 2019–2020)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>0.80 %</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>%</td>
</tr>
<tr>
<td>Asian</td>
<td>5.50 %</td>
</tr>
<tr>
<td>Filipino</td>
<td>1.50 %</td>
</tr>
<tr>
<td>Hispanic orLatino</td>
<td>86.60 %</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>89.40 %</td>
</tr>
<tr>
<td>English Learners</td>
<td>38.40 %</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>16.30 %</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>0.60 %</td>
</tr>
</tbody>
</table>

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
## Teacher Misassignments and Vacant Teacher Positions

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Misassignments of Teachers of English Learners</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Teacher Misassignments*</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Vacant Teacher Positions</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
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: 2/1/2021

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

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Textbooks and Other Instructional Materials/year of Adoption</th>
<th>From Most Recent Adoption?</th>
<th>Percent Students Lacking Own Assigned Copy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Language Arts</td>
<td>StudySync</td>
<td>Yes</td>
<td>0.00 %</td>
</tr>
<tr>
<td></td>
<td>Dataworks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Illustrative Math</td>
<td>Yes</td>
<td>0.00 %</td>
</tr>
<tr>
<td>Science</td>
<td>Inspire</td>
<td>Yes</td>
<td>0.00 %</td>
</tr>
<tr>
<td>History-Social Science</td>
<td>History Alive!, America’s History</td>
<td>Yes</td>
<td>0.00 %</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Descubre, Temas Spanish Language</td>
<td></td>
<td>0.00 %</td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td></td>
<td>0.00 %</td>
</tr>
</tbody>
</table>
School Facility Conditions and Planned Improvements

The school is sufficiently safe, clean and adequate for school use. There are no planned facility improvements, and no maintenance is currently needed at the site.

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

<table>
<thead>
<tr>
<th>System Inspected</th>
<th>Rating</th>
<th>Repair Needed and Action Taken or Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Systems:</strong> Gas Leaks, Mechanical/HVAC, Sewer</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td><strong>Interior:</strong> Interior Surfaces</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td><strong>Cleanliness:</strong> Overall Cleanliness, Pest/Vermin Infestation</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td><strong>Electrical:</strong> Electrical</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td><strong>Restrooms/Fountains:</strong> Restrooms, Sinks/Fountains</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td><strong>Safety:</strong> Fire Safety, Hazardous Materials</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td><strong>Structural:</strong> Structural Damage, Roofs</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td><strong>External:</strong> Playground/School Grounds, Windows/Doors/Gates/Fences</td>
<td>Good</td>
<td></td>
</tr>
</tbody>
</table>
Overall Facility Rate

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

Overall Rating

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts / Literacy (grades 3-8 and 11)</td>
<td>57.89%</td>
<td>N/A</td>
<td>62.25%</td>
<td>N/A</td>
<td>50%</td>
<td>N/A</td>
</tr>
<tr>
<td>Mathematics (grades 3-8 and 11)</td>
<td>36.84%</td>
<td>N/A</td>
<td>41.75%</td>
<td>N/A</td>
<td>39%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

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

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

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.
## CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

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

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)

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

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Science (grades 5, 8, and high school)</td>
<td>37</td>
<td>N/A</td>
<td>30</td>
<td>N/A</td>
<td>30</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

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

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

### CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Not Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Male</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Female</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Black or African American</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Asian</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Filipino</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>English Learners</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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

<table>
<thead>
<tr>
<th>Measure</th>
<th>CTE Program Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Pupils Participating in CTE</td>
<td>--</td>
</tr>
<tr>
<td>Percent of Pupils that Complete a CTE Program and Earn a High School Diploma</td>
<td>--</td>
</tr>
<tr>
<td>Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education</td>
<td>--</td>
</tr>
</tbody>
</table>

Last updated: 2/1/2021
Courses for University of California (UC) and/or California State University (CSU) Admission

<table>
<thead>
<tr>
<th>UC/CSU Course Measure</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission</td>
<td>0.00%</td>
</tr>
<tr>
<td>2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission</td>
<td>98.77%</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Percentage of Students Meeting Four of Six Fitness Standards</th>
<th>Percentage of Students Meeting Five of Six Fitness Standards</th>
<th>Percentage of Students Meeting Six of Six Fitness Standards</th>
</tr>
</thead>
</table>

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.

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.

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)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout Rate</td>
<td>--</td>
<td>--</td>
<td>10.20%</td>
<td>20.50%</td>
<td>17.80%</td>
<td>15.60%</td>
<td>9.10%</td>
<td>9.60%</td>
<td>9.00%</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>--</td>
<td>--</td>
<td>82.70%</td>
<td>71.50%</td>
<td>75.70%</td>
<td>77.50%</td>
<td>82.70%</td>
<td>83.00%</td>
<td>84.50%</td>
</tr>
</tbody>
</table>

Last updated: 2/1/2021
**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)

<table>
<thead>
<tr>
<th>Rate</th>
<th>Suspensions</th>
<th>Expulsions</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 2017–2018</td>
<td>3.40%</td>
<td>0.00%</td>
</tr>
<tr>
<td>School 2018–2019</td>
<td>7.70%</td>
<td>0.00%</td>
</tr>
<tr>
<td>District 2017–2018</td>
<td>3.40%</td>
<td>0.10%</td>
</tr>
<tr>
<td>District 2018–2019</td>
<td>3.50%</td>
<td>0.10%</td>
</tr>
</tbody>
</table>

**Suspensions and Expulsions for School Year 2019–2020 Only**
(data collected between July through February, partial school year due to the COVID-19 pandemic)
Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

School Safety Plan (School Year 2020–2021)

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

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)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Other**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Class Size</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Classes *</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Classes *</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-32</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Classes *</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33+</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.
Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Average Class Size</th>
<th>Number of Classes *</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>1  2  3  4  5  6</td>
<td></td>
</tr>
<tr>
<td>1-20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33+</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 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.

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 2017–2018)

<table>
<thead>
<tr>
<th>Subject</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Class Size</td>
<td>27.00</td>
<td>26.00</td>
<td>25.00</td>
<td>30.00</td>
</tr>
<tr>
<td>Number of Classes *</td>
<td>1-22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-22</td>
<td>5  4  4  1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23-32</td>
<td>7  8  4  9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33+</td>
<td>3  2  1  3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Average Class Size</th>
<th>Number of Classes * 1-22</th>
<th>Number of Classes * 23-32</th>
<th>Number of Classes * 33+</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>24.00</td>
<td>7</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>25.00</td>
<td>9</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>25.00</td>
<td>7</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Social Science</td>
<td>25.00</td>
<td>7</td>
<td>7</td>
<td>2</td>
</tr>
</tbody>
</table>

* 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)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Average Class Size</th>
<th>Number of Classes * 1-22</th>
<th>Number of Classes * 23-32</th>
<th>Number of Classes * 33+</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>30.00</td>
<td>2</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Mathematics</td>
<td>27.00</td>
<td>4</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>29.00</td>
<td>1</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>Social Science</td>
<td>28.00</td>
<td>2</td>
<td>13</td>
<td>2</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Title</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils to Academic Counselor*</td>
<td>235.5</td>
</tr>
</tbody>
</table>

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

### Student Support Services Staff (School Year 2019–2020)

Last updated: 2/3/2021
**Number of FTE* Assigned to School**

<table>
<thead>
<tr>
<th>Role</th>
<th>Number of FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor (Academic, Social/Behavioral or Career Development)</td>
<td>3.00</td>
</tr>
<tr>
<td>Library Media Teacher (Librarian)</td>
<td></td>
</tr>
<tr>
<td>Library Media Services Staff (Paraprofessional)</td>
<td></td>
</tr>
<tr>
<td>Psychologist</td>
<td>0.50</td>
</tr>
<tr>
<td>Social Worker</td>
<td></td>
</tr>
<tr>
<td>Nurse</td>
<td></td>
</tr>
<tr>
<td>Speech/Language/Hearing Specialist</td>
<td></td>
</tr>
<tr>
<td>Resource Specialist (non-teaching)</td>
<td>4.00</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Total Expenditures Per Pupil</th>
<th>Expenditures Per Pupil (Restricted)</th>
<th>Expenditures Per Pupil (Unrestricted)</th>
<th>Average Teacher Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Site</td>
<td>$13400.00</td>
<td>$2248.00</td>
<td>$11153.00</td>
<td>$62105.00</td>
</tr>
<tr>
<td>District</td>
<td>N/A</td>
<td>N/A</td>
<td>--</td>
<td>$94375.00</td>
</tr>
<tr>
<td>Percent Difference – School Site and District</td>
<td>N/A</td>
<td>N/A</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>State</td>
<td>N/A</td>
<td>N/A</td>
<td>$7750.12</td>
<td>$90287.00</td>
</tr>
<tr>
<td>Percent Difference – School Site and State</td>
<td>N/A</td>
<td>N/A</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

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

*Last updated: 2/9/2021*
### Teacher and Administrative Salaries (Fiscal Year 2018–2019)

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

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

#### Teacher Salary Chart

![Teacher Salary Chart](chart.png)
### Advanced Placement (AP) Courses (School Year 2019–2020)

**Percent of Students in AP Courses** 41.60%

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of AP Courses Offered*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>0</td>
</tr>
<tr>
<td>English</td>
<td>2</td>
</tr>
<tr>
<td>Fine and Performing Arts</td>
<td>0</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
</tr>
<tr>
<td>Social Science</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total AP Courses Offered</strong>*</td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

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

*Last updated: 2/3/2021*

### Professional Development

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of school days dedicated to Staff Development and Continuous Improvement</td>
<td>45</td>
<td>40</td>
<td>46</td>
</tr>
</tbody>
</table>

*Last updated: 2/3/2021*