

APEX Academy
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	1309 North Wilton Pl., 3rd Fl. Los Angeles, CA , 90028-8526	Principal:	David Tran, Principal
Phone:	(323) 817-6550	Grade Span:	7-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, 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.

About This School

David Tran, Principal

Principal, APEX Academy

About Our School

Dear current and prospective Students and Parents of APEX Academy,

Here at APEX Academy, we believe that our students embrace life and have a tenacity for learning. They thrive in growing towards their individual life purposes, as they choose to become the best version of themselves. Through reflection and resilience amidst adversity, they demonstrate empathy as they advocate and lead the community and world around them.

Our motto is Any Student, Anytime, Anywhere, and since our founding in 2008, APEX has served hundreds of students and their families in the community. Known for helping students succeed, we are honored to be able to continue to support our students in middle and high school academically, social-emotionally, and overall wellbeing.

APEX's single focus is to continue to support any student, anytime, anywhere with an A-G curriculum, providing students with numerous opportunities upon graduation. In partnership with our parents, families, and community stakeholders, I am confident that we will continue to make strong academic gains. I am thrilled to be part of a school community where students, parents, faculty, and staff work collectively to ensure a successful future for Any Student, Anytime, Anywhere.

Contact

APEX Academy
1309 North Wilton Pl., 3rd Fl.
Los Angeles, CA 90028-8526

Phone: [\(323\) 817-6550](tel:(323)817-6550)
Email: dtran@apexacademyhs.info

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Reilly, Megan
Email Address	megan.reilly@lausd.net
Website	www.lausd.net

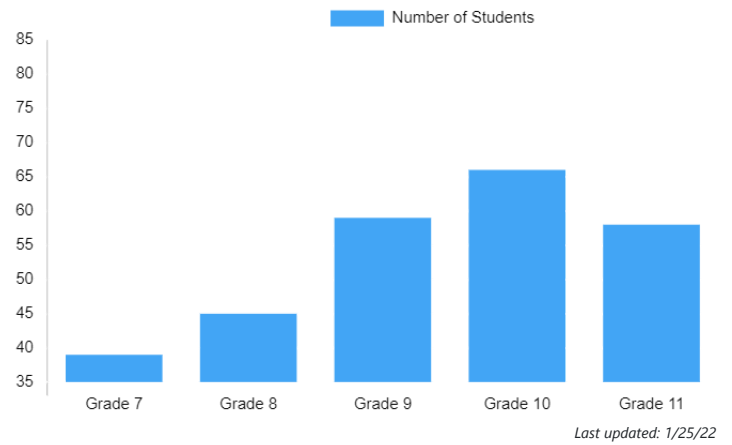
School Contact Information (School Year 2021—2022)

School Name	APEX Academy
Street	1309 North Wilton Pl., 3rd Fl.
City, State, Zip	Los Angeles, CA , 90028-8526
Phone Number	(323) 817-6550
Principal	David Tran, Principal
Email Address	dtran@apexacademyhs.info
Website	http://apexacademyhs.org
County-District-School (CDS) Code	19647330117077

Last updated: 1/12/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 7	39
Grade 8	45
Grade 9	59
Grade 10	66
Grade 11	58
Grade 12	85
Total Enrollment	352



Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	47.20%
Male	52.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	1.10%
Filipino	1.70%
Hispanic or Latino	94.30%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	0.30%
White	2.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	25.30%
Foster Youth	0.30%
Homeless	2.00%
Migrant	0.00%
Socioeconomically Disadvantaged	92.30%
Students with Disabilities	18.20%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

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

Last updated:

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

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

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Language of Literature(California Edition), 9; McDougal Littell Language of Literature(California Edition), 10; McDougal Littell Elements of Literature, Fifth Course; Essentials of American literature; Holt, Rinehart and Winston 11th grade Contemporary Composition Course; LAUSD 12th Grade Expository Reading and Writing Course; LAUSD Elements of Literature: Perspectives in Multicultural Literature; Holt; Fourth course The Language of Composition: Reading, Writing, rhetoric; 2nd Edition; Shea, Scanlon, Aufses Language Network, 7; McDougal Littell Language Network, 8; McDougal Littell		0%
Mathematics	Accelerated Grade 7 Mathematics Common Core; 2013 Edition; Prentice Hall Mathematics I Common Core, 8; Pearson Mathematics II Common Core, 9; Pearson Mathematics III Common Core; Pearson Pre-Calculus with Trigonometry: Concepts and Applications, 2nd Edition; Key Curriculum Press Calculus: AP; John Rogawski; W.H. Freeman and Company		0%
Science	Life on an Ocean Planet; Follett Biology, CA Edition; McDougal Littell Holt Chemistry, CA Edition; Holt, Rinehart and Winston Holt Physics, CA Edition; Holt, Rinehart and Winston Life: The Science of Biology; 8th Edition; Sadava, Heller, Orians, Purves, Hillis, W. H. Freeman & Associates Environmental Science - Earth as a Living Planet; botkin & Keller, 6th Edition Earth Science: Geology, the Environment, and the Universe; California Edition; Glencoe/McGraw Hill Focus on Physical Science Grade 8; California Edition; Glencoe/McGraw Hill		0%
History-Social Science	Glencoe World History: Modern Times; Glencoe/McGraw Hill Pathways to the Present: Modern American History; Pearson Education/Prentice Hall Magruder's American Government (California Edition); Pearson Education/Prentice Hall Economics: Principles & Practices; Glencoe/McGraw Hill American Government: Institutions and Policies, 10th Edition; Wilson, Dilulio A People's History of the United States 1492-Present; Howard Zinn; Harper Collins Publishers World History Medieval and Early Modern Times; McDougal Littell History of Our Nation independence Through 1914; Pearson Prentice Hall		0%
Foreign Language	Realidades, Level 1; Prentice Hall Nuevas Vistas: Holt Advanced Spanish, Curso Uno; Holt, Rinehart and Winston Realidades, Level 2; Prentice Hall Nuevas Vistas: Holt Advanced Spanish, Curso Dos; Holt, Rinehart and Winston Tesoro Literano; Nivel Avanzado; McGraw Hill		0%
Health			0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	Arts Arttalk; 4th Edition; Glencoe/McGraw Hill College Board AP Studion Art Workshop Handbook		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/30/22

School Facility Conditions and Planned Improvements

The information provided below is from the most recent Facility Inspection Tool (FIT) data from LAUSD. APEX Academy shares an LAUSD campus with Helen Bernstein High School and dSTEM Academy, both LAUSD high schools:

The District takes great efforts to ensure that all schools are clean, safe and functional within the available resources. The District has established cleaning standards for all school facilities in assigning and inspecting custodial work. Food service and restroom facilities are given highest priority on a daily basis to ensure the health and safety of students and staff. Other cleaning functions may be scheduled on a less than daily frequency due to the limitation of available custodial resources. Determination of repair status is based on the most recent SARC inspection. Additional information about the condition of the school facilities may be obtained from the school.

Last updated: 1/30/22

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	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	
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	Exemplary
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Last updated: 1/30/22

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
 - Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
 - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
 - **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

Last updated: 1/30/22

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	141	NT	NT	NT	NT
Female	70	NT	NT	NT	NT
Male	71	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	133	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	41	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	137	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	NT	NT	NT	NT

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/30/22

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	141	NT	NT	NT	NT
Female	70	NT	NT	NT	NT
Male	71	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	133	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	41	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	137	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	NT	NT	NT	NT

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/30/22

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.63%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	41.67%

Last updated: 1/30/22

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

APEX Academy has a dedicated Parent Center on campus. In addition to resources offered at school, parents and community members are invited and encourages to attend a number of online workshops, town halls, trainings, and informational sessions throughout the school year. Visit the school website apexacademy.org or call the main office at (323) 817-6550 for more information.

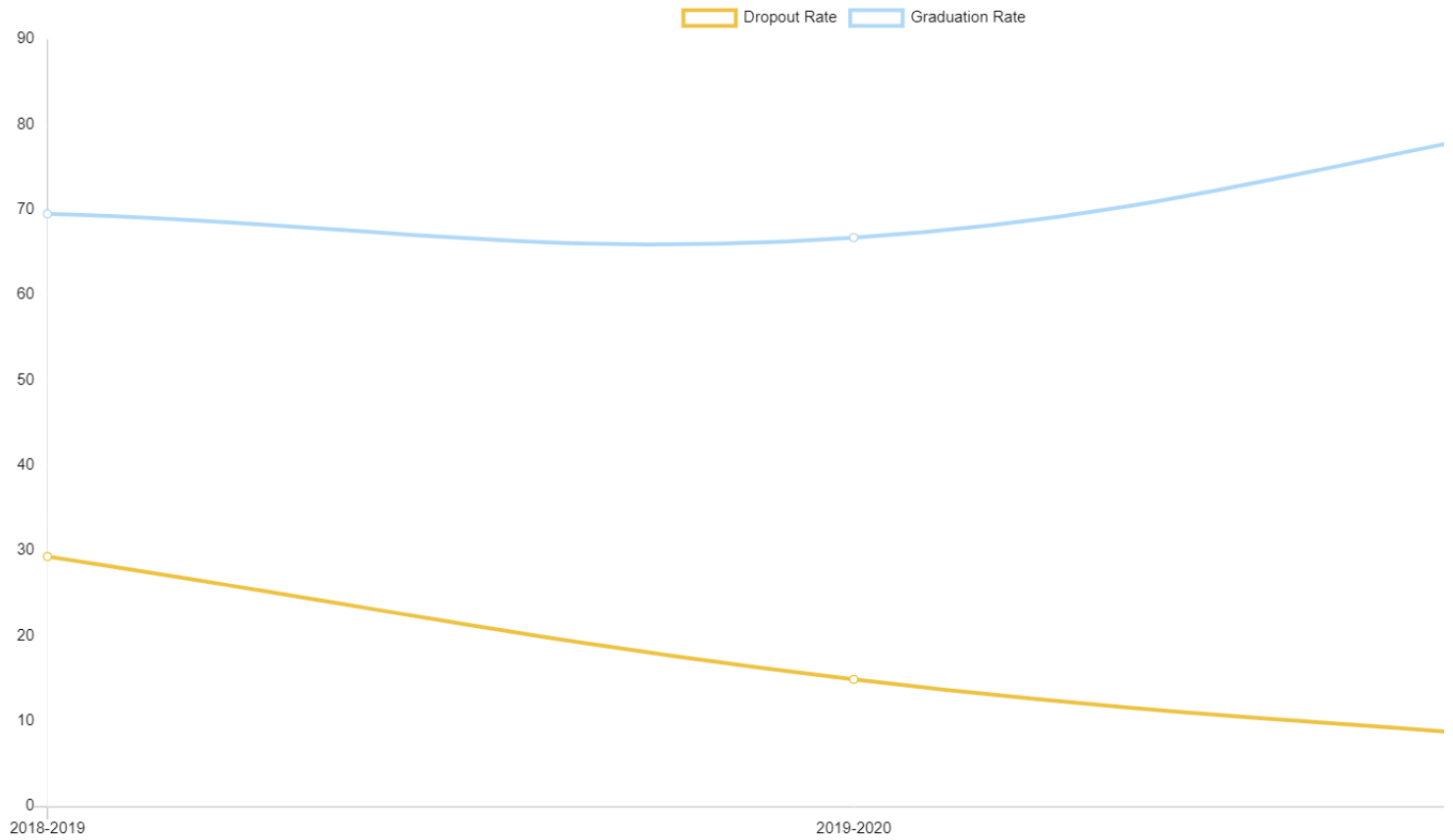
State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	29.30%	14.90%	6.80%	10.90%	8.90%	8.10%	9.00%	8.90%	9.40%
Graduation Rate	69.50%	66.70%	82.40%	81.50%	82.90%	83.50%	84.50%	84.20%	83.60%



Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	74	61	82.4
Female	39	34	87.2
Male	35	27	77.1
Non-Binary	0	0	0.0
American Indian or Alaska Native	0	0	77.1
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	62	51	82.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	19	16	84.2
Foster Youth	0	0	0.0
Homeless	12	8	66.7
Socioeconomically Disadvantaged	72	59	81.9
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

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

Last updated:

Chronic Absenteeism by Student Group
 (School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	362	355	145	40.8
Female	170	168	64	38.1
Male	192	187	81	43.3
American Indian or Alaska Native	0	0	0	43.3
Asian	0	0	0	0.0
Black or African American	4	4	2	50.0
Filipino	6	6	2	33.3
Hispanic or Latino	342	335	137	40.9
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	1	1	0	0.0
White	8	8	4	50.0
English Learners	94	92	42	45.7
Foster Youth	2	2	2	100.0
Homeless	21	21	10	47.6
Socioeconomically Disadvantaged	344	339	138	40.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	66	64	30	46.9

Last updated:

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

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

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	2.07%		0.65%		3.47%	
Expulsions	0.00%		0.02%		0.08%	

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	1.38%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 1/30/22

Suspensions and Expulsions by Student Group
(School Year 2020—2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	17.00	15	8	
Math	16.00	15	5	
Science	17.00	14	5	
Social Science	15.00	19	5	

* 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	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	15.00	20	7	
Math	15.00	19	4	
Science	18.00	13	5	
Social Science	16.00	17	4	

* 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 2020—2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	20.00	11	8	
Math	20.00	16	3	
Science	19.00	13	3	
Social Science	22.00	8	7	

Last updated: 1/30/22

* 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 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	117.3

Last updated: 1/1/00

* 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 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	1.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.00

Last updated: 1/1/00

* 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 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12873.19	\$1548.82	\$11324.37	\$61763.85
District	N/A	N/A	--	\$78721.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	--	--

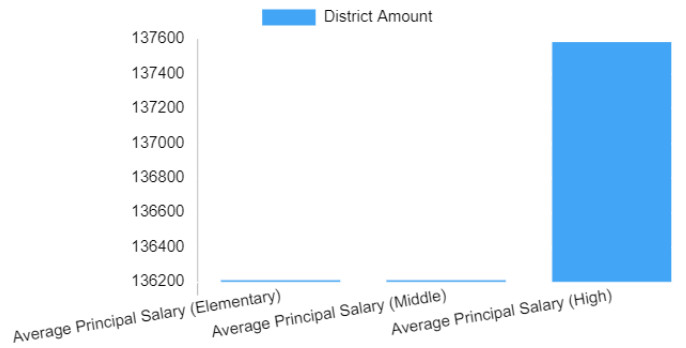
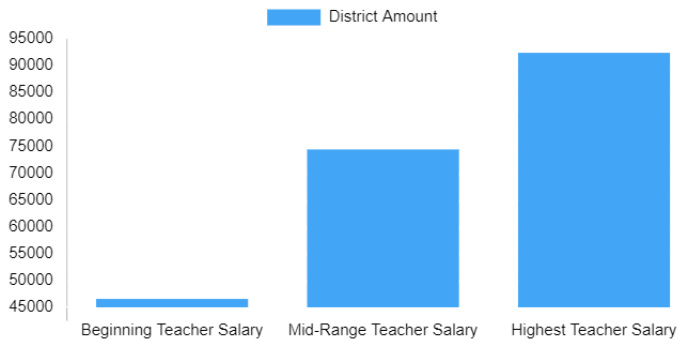
Last updated: 1/31/22

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

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46587.00	\$50897.00
Mid-Range Teacher Salary	\$74412.00	\$78461.00
Highest Teacher Salary	\$92389.00	\$104322.00
Average Principal Salary (Elementary)	\$124955.00	\$131863.00
Average Principal Salary (Middle)	\$136210.00	\$137086.00
Average Principal Salary (High)	\$137581.00	--
Superintendent Salary	\$350000.00	\$297037.00
Percent of Budget for Teacher Salaries	28.00%	32.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)**Percent of Students in AP Courses** 8.60%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	1
Social Science	1
Total AP Courses Offered*	3.00%

Last updated: 1/31/22

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