

Alpha: Blanca Alvarado Middle

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information - Most Recent Year

School	
School Name	Alpha: Blanca Alvarado Middle
Street	1601 Cunningham Ave.
City, State, Zip	San Jose, Ca, 95122-2322
Phone Number	408-780-1550
Principal	Hope Evans
E-mail Address	info@alphapublicschools.org
Web Site	www.alphapublicschools.org
County-District-School (CDS) Code	43693690125526

District	
District Name	Alum Rock Union Elementary
Phone Number	(408) 928-6800
Web Site	http://www.arusd.org
Superintendent First Name	Hilaria
Superintendent Last Name	Bauer
E-mail Address	hilaria.bauer@arusd.org

Last updated: 1/19/2015

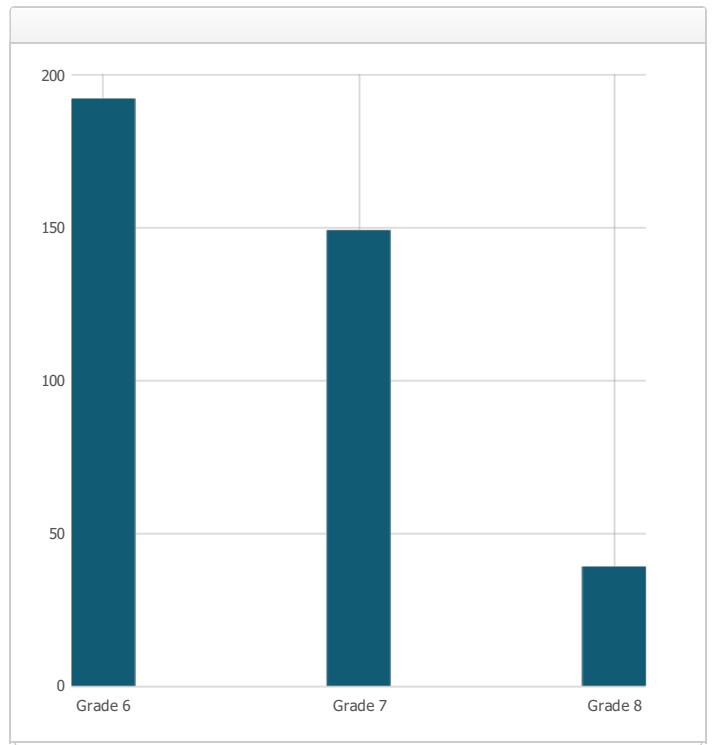
School Description and Mission Statement (Most Recent Year)

The mission of Alpha: Blanca Alvarado Middle 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 seeks to 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. We provide the rigor, structure, and support needed to guide students to academic success. We provide an excellent educational program that rests on best practices, quality professional development, and an instructional framework that allows for a strong match between learning needs and teaching methods through differentiation.

Last updated: 1/19/2015

Student Enrollment by Grade Level (School Year 2013-14)

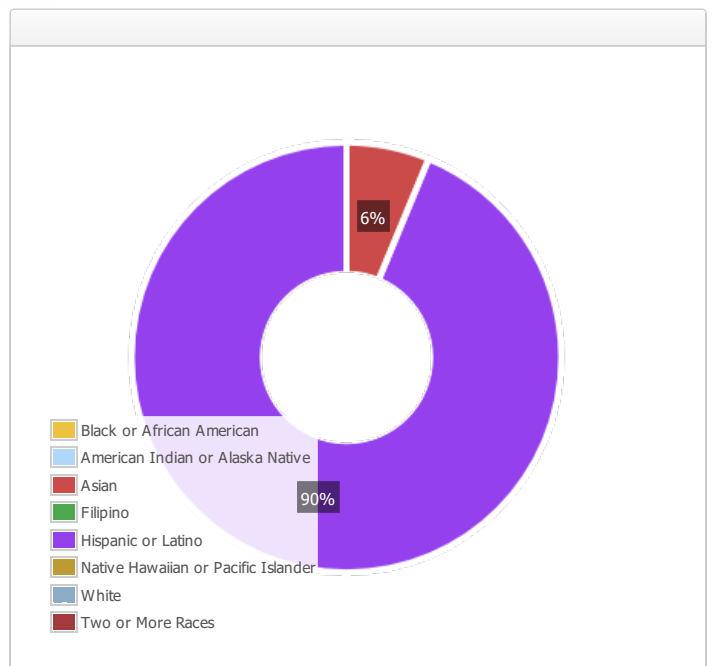
Grade Level	Number of Students
Grade 6	192
Grade 7	149
Grade 8	39
Total Enrollment	380



Last updated: 1/19/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.0
Asian	6.8
Filipino	0.0
Hispanic or Latino	90.8
Native Hawaiian or Pacific Islander	0.0
White	0.8
Two or More Races	0.0
Socioeconomically Disadvantaged	95.8
English Learners	45.5
Students with Disabilities	8.7



Last updated: 1/19/2015

A. Conditions of Learning

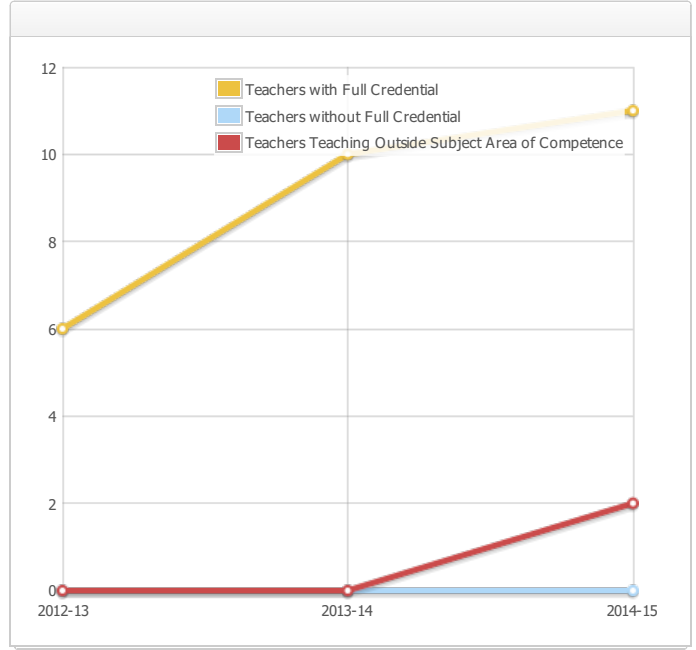
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

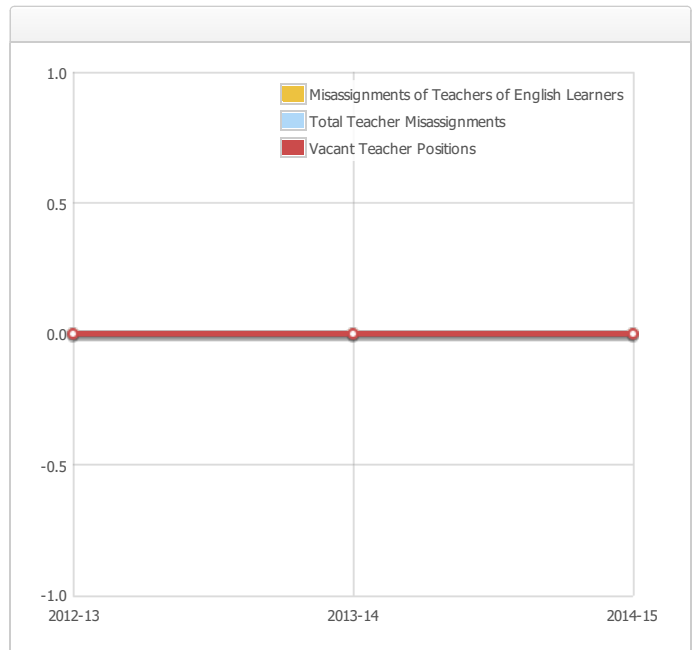
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	6	10	11	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	2	



Last updated: 1/19/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
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: 1/19/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	97	3
High-Poverty Schools in District	97	3
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/Language Arts		0.0
	<p>Alpha: Blanca Alvarado Middle School uses a variety of instructional materials. As a blended model school, students spend a significant amount of time using individualized online content accessed via personal laptop computers. Below is a description of Alpha's instructional model with respect to instructional materials:</p> <p>Instruction is integrated with technology. Technology is used as a tool throughout a student's experience at Alpha to provide each student with access to information stored around the world, to facilitate communication and collaboration on projects with other students, and as another vehicle through which a student can express his or her knowledge and understanding of content. Instruction properly integrated with technology allows more individualized and differentiated delivery of the curriculum. Computer-based activities allow motivated, high-achieving students to move through more challenging material at their own pace. Additionally, it helps to diagnose and remediate learning gaps for low-achieving students. These activities employ computer-based curricula that is either purchased off-the-shelf or developed by teachers using open-source resources. Computer-based learning is a powerful way of engaging today's students who have a natural affinity to technology. Computer-based curricula provide an additional tool for teachers to differentiate their instruction. Students are able to move at their own pace, moving faster through material they understand and repeating the more difficult sections. In addition, the multi-media capabilities of online programs enable students to visually interact with abstract concepts that are often difficult to understand when presented in traditional textbooks or lectures. The availability of online curricula and learning resources has grown tremendously over the last several years. Alpha continuously outreaches and engages the technology community so richly found in our geographic area. Our criteria for selection are that the programs: a. adhere to state/national content standards b. provide rich, interactive, and engaging materials and activities for students c. provide a sufficient number and variety of lessons and materials for teachers to be able to differentiate their instruction d. allow teachers to customize lessons e. include embedded assessments f. enable students to be largely self-directed as they progress through the course. (Ideally the programs have an "adaptive" capacity that automatically changes the difficulty level of the material based on the student's performance.)</p> <p>Further, non-technology instruction at Alpha is project-based. The use of in-depth and rigorous classroom projects will facilitate learning and assess student competence. Students use technology and inquiry to respond to a complex issue, problem or challenge. Projects link the curriculum content with current events, primary sources, scientific investigation, and students' experiences while also allowing classroom teachers to teach and assess visual arts standards, which are integrated into many projects. Most important, project-based instruction allows students to develop the strong communication, leadership, and teamwork skills necessary to succeed in college and the global economy. Materials and Technology: The materials used by teachers have been selected in accordance with the guidelines and recommendations provided by the California Department of Education. These materials include computers and projection devices, software programs (including Reading Plus, Achieve 3000, STMath, IXL), laboratory science materials, test preparation guides, research and reading materials, math manipulatives, maps and atlases, dictionaries and thesauruses.</p>		
Mathematics	<p>Alpha: Blanca Alvarado Middle School uses a variety of instructional materials. As a blended model school, students spend a significant amount of time using individualized online content accessed via personal laptop computers. Below is a description of Alpha's instructional model with respect to instructional materials:</p> <p>Instruction is integrated with technology. Technology is used as a tool throughout a student's experience at Alpha to provide each student with access to information stored around the world, to facilitate communication and collaboration on projects with other students, and as another vehicle through which a student can express his or her knowledge and understanding of content. Instruction properly integrated with technology allows more individualized</p>		0.0

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Science

0.0

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History-Social
Science

0.0

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Foreign Language

0.0

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Health

0.0

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Visual and
Performing Arts

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0.0

Science Lab
Eqpmt(9-12)

N/A

0.0

School Facility Conditions and Planned Improvements - Most Recent Year

Alpha: Blanca Alvarado Middle School is located on the Sloaner Elementary campus. 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.

Last updated: 1/19/2015

School Facility Good Repair Status - Most Recent Year

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 - Most Recent Year

Overall Rating	Exemplary
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Last updated: 1/19/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)			68	54	53	56	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown 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.

Last updated: 1/19/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	56
All Students at the School	68
Male	
Female	67
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	65
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	67
English Learners	36
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown 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.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	N/A	60%	48%	52%	50%	54%	56%	55%
Mathematics	N/A	N/A	66%	57%	58%	58%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	46%	46%	41%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 1/19/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide			7
Similar Schools			10

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/19/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School			B
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/19/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0

Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education

0.0

Last updated: 1/19/2015

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

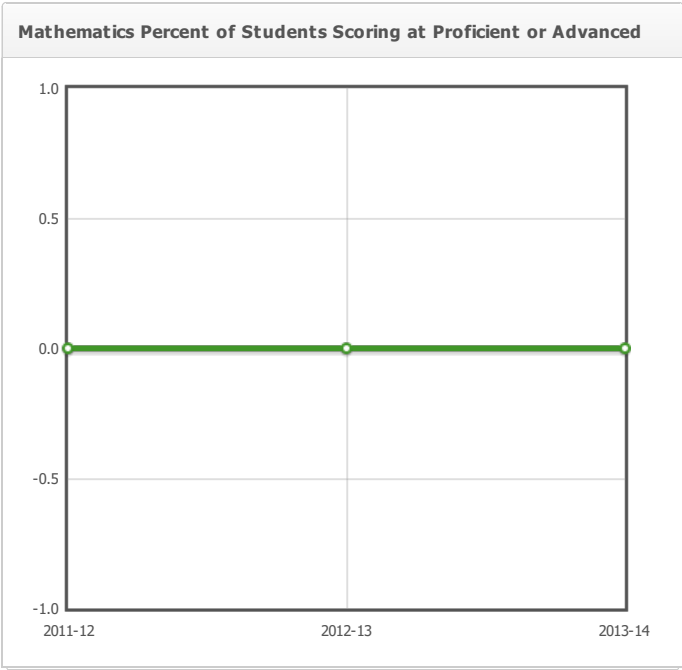
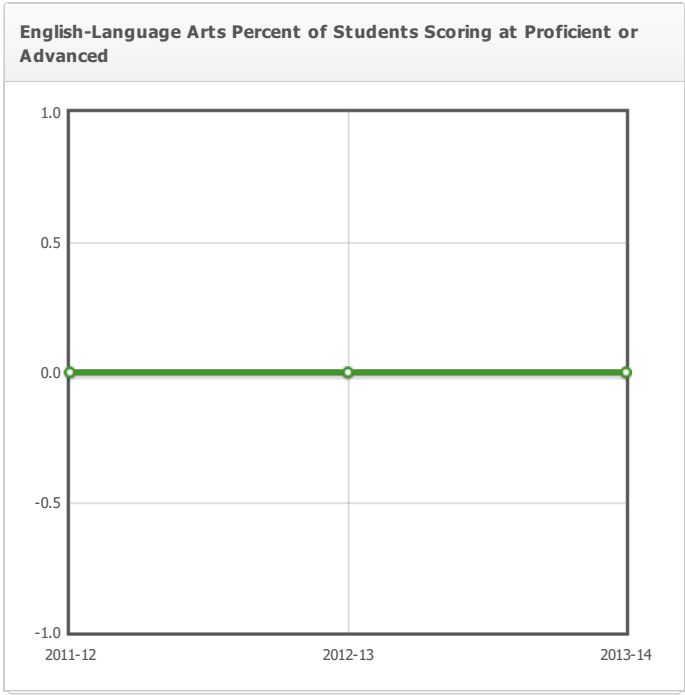
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	56%	57%	56%
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	58%	60%	62%

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.



Last updated: 1/19/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	N/A	N/A	N/A	N/A	N/A	N/A
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	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	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	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	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	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	N/A

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.

Last updated: 1/19/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	59.2%	N/A	N/A

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.

Last updated: 1/19/2015

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

While Alpha does not require parents or families to volunteer at the school, we encourage parent involvement at many levels and support and empower parent leaders and volunteers, but will never force parents to choose between volunteering at the school and supporting their families. Alpha encourages all families to help improve academic outcomes for their children, e.g. providing a quiet place for students to do homework or making sure that students get enough rest. In these ways, even families that cannot participate more directly can still have a positive impact. The school principal meets with parent leaders and attends community meetings, and provides parents, families, and other members of the community opportunities to participate in the life of the school. Parents interested in serving on Alpha's SSC/ELAC can contact the Office Manager.

State Priority: Pupil Engagement

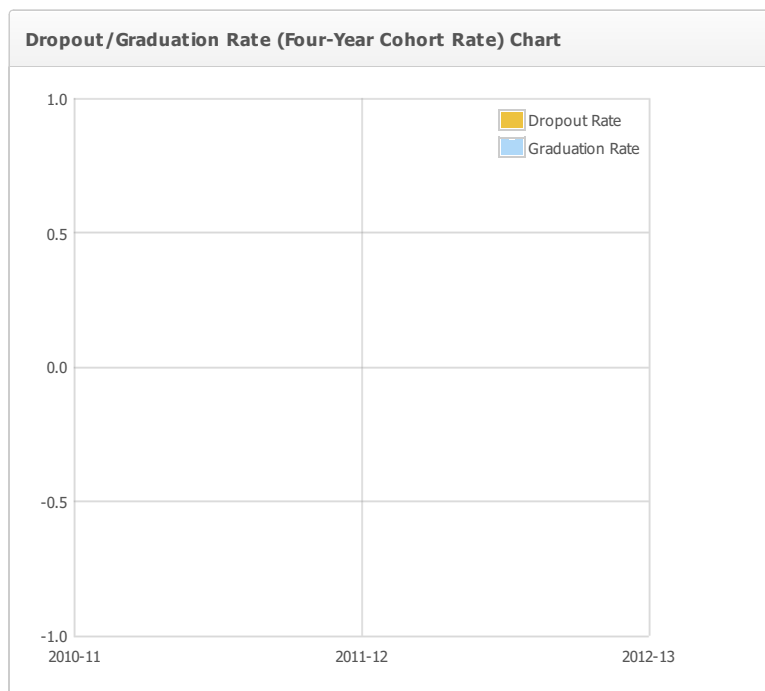
Last updated: 1/19/2015

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

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate									
Graduation Rate							77.14	78.87	80.44



Last updated: 1/19/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

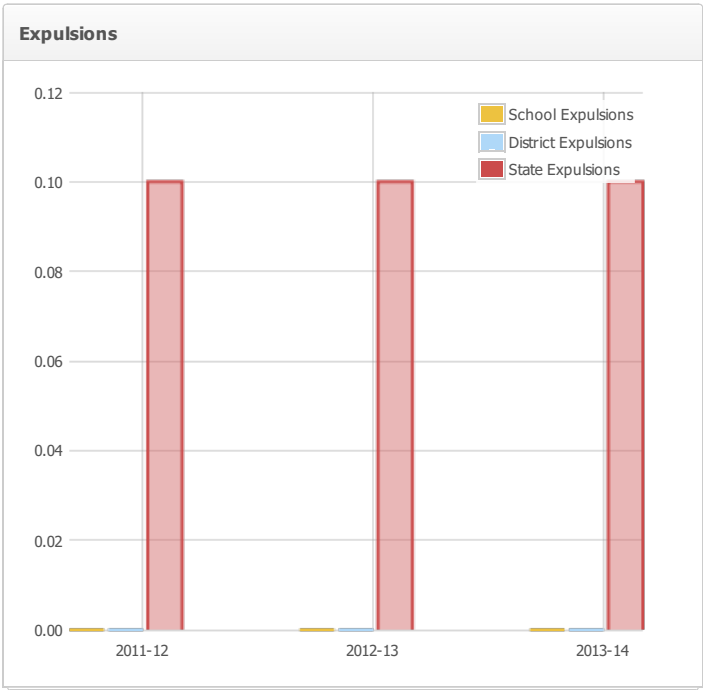
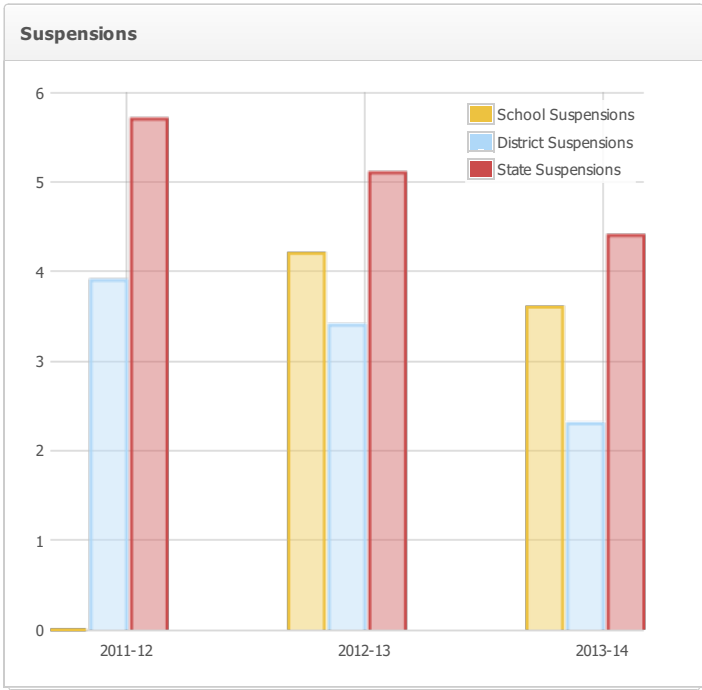
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions		4.20	3.60	3.90	3.40	2.30	5.70	5.10	4.40
Expulsions		0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 1/19/2015

School Safety Plan - Most Recent Year

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 were developed in consultation with Alpha's insurance carriers. These policies will be reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff. The policies are incorporated into the Family and the Employee handbooks. The Board has adopted a set of Health and Safety Policies. These policies are tailored to the unique facility needs of each Alpha school. The following summarizes the health and safety policies of Alpha:

Procedures for Background Checks Employees and contractors at Alpha are required to submit to a criminal background check and furnish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of the school monitors compliance with this policy and reports to the Board of Directors on a quarterly basis. The Board President monitors the fingerprinting and background clearance of the Principal. Volunteers who volunteer outside of the direct supervision of a credentialed employee are fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters: All classified and certificated staff are mandated child abuse reporters and follow all applicable reporting laws.

TB Testing: Alpha follows the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

Immunizations: Alpha adheres to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

CPR /First Aid Training: Alpha provides CPR and First Aid training to all employees, annually.

Medication in School: Alpha adheres to Education Code Section 49423 regarding administration of medication in school.

Vision/Hearing/Scoliosis: Alpha adheres to Education Code Section 49450 et. seq. as applicable to the grade levels served by the School.

Diabetes: Alpha provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet includes, but is not limited to, all of the following: 1. A description of type 2 diabetes. 2. A description of the risk factors and warning signs associated with type 2 diabetes. 3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes. 4. A description of treatments and prevention of methods of type 2 diabetes. 5. A description of the different types of diabetes screening tests available.

Emergency Preparedness: Alpha adheres to an Emergency Preparedness Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall, as appropriate. This plan includes, but is not limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Blood Borne Pathogens: Alpha meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Alpha Public Schools Board has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Facility Safety: Alpha complies with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. The School maintains visitor policies, tests sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School conducts fire drills at in accordance with Title 5 California Code of Regulations Section 550.

Drug Free/Smoke Free Environment: Alpha maintains a drug and alcohol and smoke free environment.

The school's safety plan is reviewed annually, at minimum, or more frequently as needed. It is reviewed with staff during summer professional development and was last reviewed in July, 2014.

Last updated: 1/19/2015

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate - English-Language Arts		
Met Participation Rate - Mathematics		
Met Percent Proficient - English-Language Arts		
Met Percent Proficient - Mathematics		
Met Graduation Rate		

Last updated: 1/19/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement *		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	45.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/19/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12			2012-13			2013-14					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5								0.0				
6	38.0		5	35.0		16	38.0				30	
Other												

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

Last updated: 1/19/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	38.0			1	32.0			1	5			
Mathematics	38.0			1	32.0			1	5			
Science	38.0			1	32.0			1	5			
Social Science	38.0			1	32.0			1	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.

Last updated: 1/19/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

* 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: 1/19/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$4,370	\$1,934	\$2,437	\$51,200
District	N/A	N/A	N/A	\$68,814
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$70,788
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

Last updated: 1/19/2015

Types of Services Funded (Fiscal Year 2013-14)

- **Academic Enrichment Period** – Each school day includes an academic enrichment period. Teachers use formal and informal assessment data to determine appropriate activities and resources for each student. During this time, low-achieving students may receive small group or individual instruction from their teacher or a learning coach, partner with high-achieving students for peer tutoring, or participate in computer-based activities designed to build proficiency.
- **After School Academy** – Alpha operates the Academy from 3-6 pm, Monday – Thursday, and 1-6 pm on Fridays. Learning coaches provide intervention to low-achieving students. The focus of the Academy is providing low-achieving students the support necessary to ensure rapid progress towards the mastery of core academic standards.
- **Individualized Learning Plans** – An Individualized Learning Plan (ILP) that specifies areas of strength and weakness and explicit classroom modifications, areas to target in computer-based activities and specific goals and methods for learning coaches, is designed for every student. Teachers create ILPs during “data days” and during prep periods. Students review ILPs with teachers during academic enrichment, After School Academy, or at other times outside of core instructional activities. During these meetings, teachers support students in reflecting on their progress over the last six weeks and setting specific, measurable, attainable, realistic, and timely (S.M.A.R.T) goals to improve their performance. Families also participate in the review of ILPs; depending on student performance and student behavior, parent-teacher conferences may be a required part of the ILP process. These plans also ensure that students, families, and school remain aware of continuous improvement and obstacles to progress.
- **Saturday School** – Each month, Alpha hosts Saturday school to provide additional support to low-achieving students and students with excessive absences. Classroom teachers tailor activities for each low-achieving student based on individual areas of weakness.

Last updated: 1/19/2015

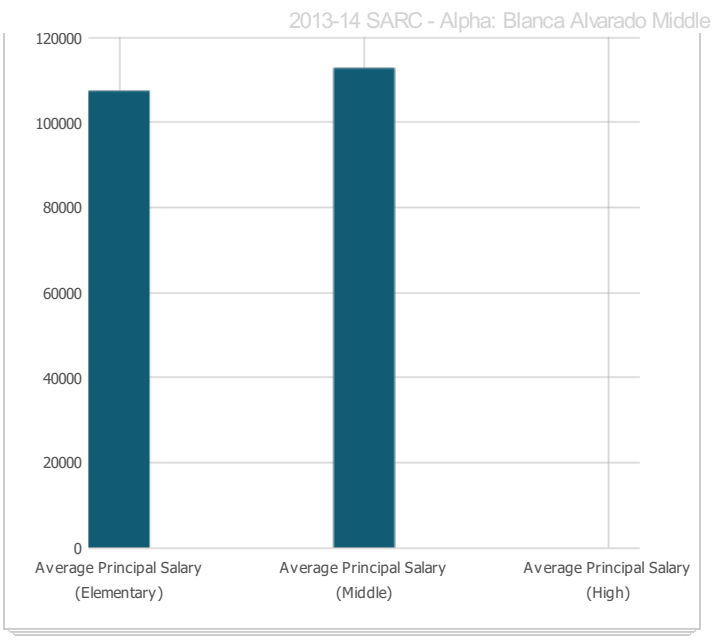
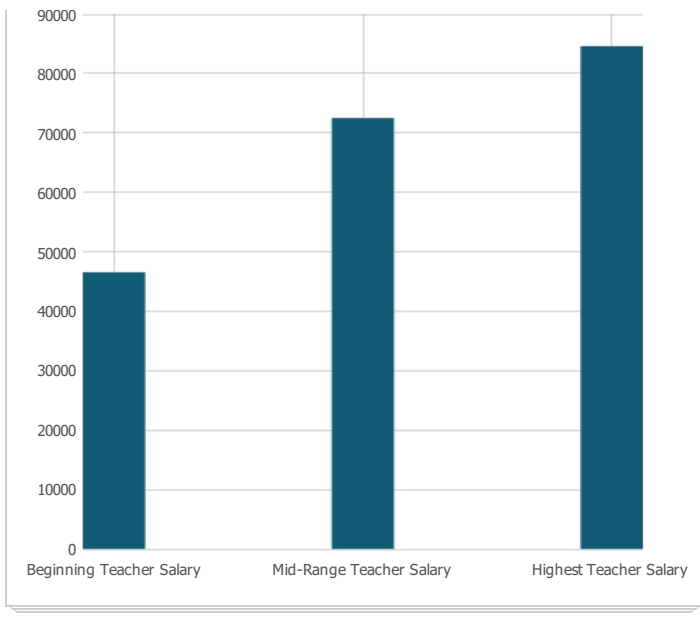
Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,567	\$41,507
Mid-Range Teacher Salary	\$72,497	\$67,890
Highest Teacher Salary	\$84,619	\$86,174
Average Principal Salary (Elementary)	\$107,361	\$109,131
Average Principal Salary (Middle)	\$112,730	\$111,937
Average Principal Salary (High)	\$00	\$109,837
Superintendent Salary	\$204,900	\$185,462
Percent of Budget for Teacher Salaries	44.0%	42.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/19/2015

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		

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

*Where there are student course enrollments.

Last updated: 1/19/2015

Professional Development – Most Recent Three Years

Each faculty and staff member has a Personalized Growth Plan ("PGP"). The plan is developed by the employee with the input and approval of the Principal and using a template that was finalized through a collaborative process that included the school's principal and teachers. The plan asks the employee to identify a set of professional development goals from seven different areas that have been identified as the strands most pertinent to the success of an Alpha educator. They include content, curriculum, instruction, assessment, mentoring, leadership, and knowing and understanding learners. The plan identifies the teacher's present level of performance in each strand using a standard rubric. The plan indicates the teacher's annual goals for growth in one or more strand, how the goals will be measured and what will define success. Additionally, a strategy for achieving the goals is designed, and subsequently supported by the school and its professional development activities throughout the year. These activities include early release professional development sessions, conference attendance, observation cycles and debriefs, and individual and peer coaching.

Alpha is committed to using student performance data to refine and improve the educational program. Alpha teachers, leaders, and staff participate in bi-monthly professional development days dedicated to the analysis and interpretation of student data every eight weeks. Too often schools accumulate data but fail to have a plan for analysis and action. These regularly scheduled "data days" allow for professional development that focuses on effective uses of data, data analysis, Individual Learning Plan development, and the development of school-wide action plans based on student performance data. Students, families, teachers, and leaders carefully analyze these and other data to identify the causes of academic strengths and weaknesses. Teachers, through collaboration and consultation with one another and with instructional leaders, modify instruction based on the analysis of student data, effectively individualizing instruction for each student. The school community embraces a culture of data-driven instruction.

Last updated: 1/19/2015