

Alpha: Jose Hernandez 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: Jose Hernandez Middle |
| Street | 1601 Cunningham Ave. |
| City, State, Zip | San Jose, Ca, 95122 |
| Phone Number | 408-780-0831 |
| Principal | Ms. Hope Evans |
| E-mail Address | hevans@alphapublicschools.org |
| Web Site | www.alphapublicschools.org |
| County-District-School (CDS) Code | 43104390129213 |

| District | |
|----------------------------------|--|
| District Name | Santa Clara County Office of Education |
| Phone Number | (408) 453-6500 |
| Web Site | http://www.sccoe.org |
| Superintendent First Name | Jon |
| Superintendent Last Name | Gundry |
| E-mail Address | jon_gundry@sccoe.org |

Last updated: 4/2/2015

School Description and Mission Statement (Most Recent Year)

The mission of Alpha: Jose Hernandez 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. (Note: Jose Hernandez Middle School opened in 2014-2015 and thus has no student performance data, nor other prior year data, to reflect in this SARC.)

Last updated: 4/7/2015

A. Conditions of Learning

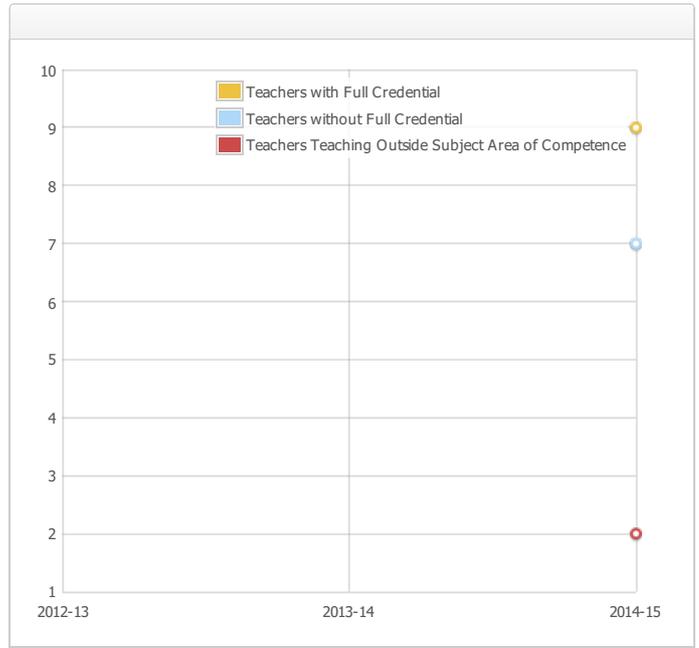
State Priority: Basic

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

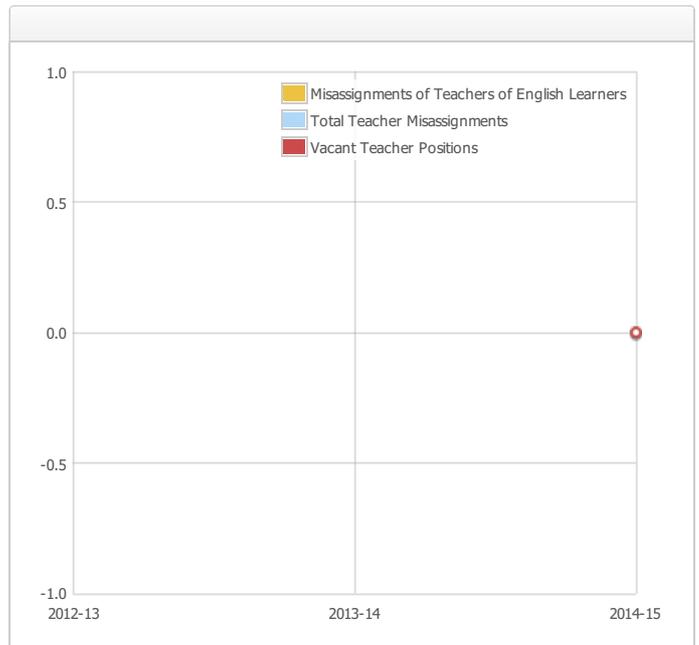
| Teachers | School | | District | |
|---|---------|---------|----------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2014-15 |
| With Full Credential | | | 9 | |
| Without Full Credential | | | 7 | |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | | | 2 | |



Last updated: 4/7/2015

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2012-13 | 2013-14 | 2014-15 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | | | 0 |
| Total Teacher Misassignments* | | | 0 |
| Vacant Teacher Positions | | | 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: 4/7/2015

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 | <p>Alpha: Jose Hernandez 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.) 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.</p> <p>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> | | 0.0 |
| Mathematics | <p>Alpha: Jose Hernandez 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.) 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</p> | | 0.0 |

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Science

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History-Social
Science

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Foreign Language

0.0

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Health

0.0

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Visual and Performing Arts

0.0

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Science Lab Eqpmt(9-12)

0.0

Last updated: 4/7/2015

School Facility Conditions and Planned Improvements - Most Recent Year

Alpha: Jose Hernandez Middle School is located on the Sloanker 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: 4/7/2015

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 | Good |
|----------------|------|

Last updated: 4/7/2015

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.

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.

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 school site.

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: 4/7/2015

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

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

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.

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 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.

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.

Federal Intervention Program (School Year 2014-15)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | Not in PI | In PI |
| First Year of Program Improvement | | 2007-2008 |
| Year in Program Improvement * | | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 10 |
| Percent of Schools Currently in Program Improvement | N/A | 66.7% |

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: 4/7/2015

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.

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