

Alpha Cindy Avitia High

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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/>.
- 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/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](#) 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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

William Edward Eden, Founding Principal

 Principal, Alpha Cindy Avitia High

About Our School

Contact

Alpha Cindy Avitia High
1601 Cunningham Ave.
San Jose, CA 95122-2314

Phone: 646-463-3187
E-mail: weden@alphapublicschools.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	East Side Union High
Phone Number	(408) 347-5000
Superintendent	Chris Funk
E-mail Address	funkc@esuhsd.org
Web Site	www.esuhsd.org

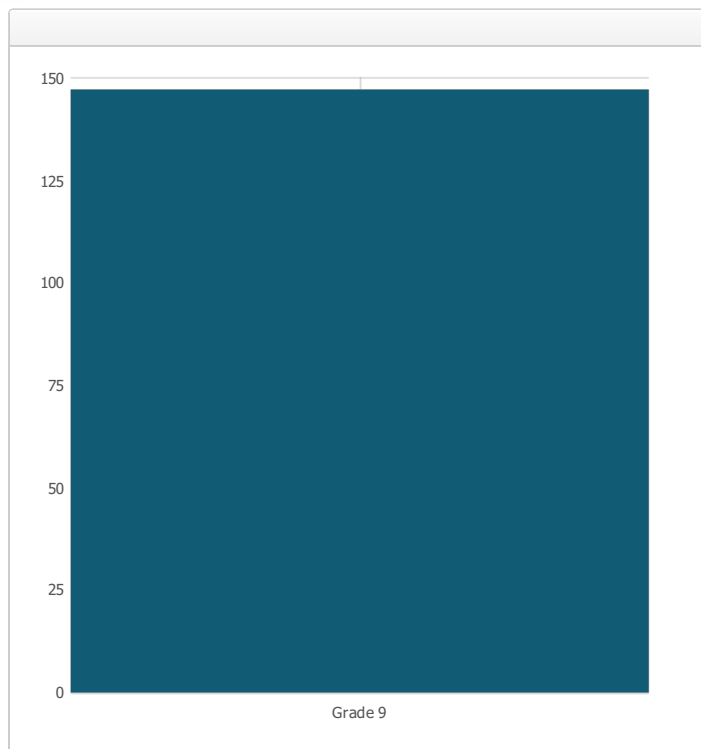
School Contact Information (School Year 2016-17)	
School Name	Alpha Cindy Avitia High
Street	1601 Cunningham Ave.
City, State, Zip	San Jose, Ca, 95122-2314
Phone Number	646-463-3187
Principal	William Edward Eden, Founding Principal
E-mail Address	weden@alphapublicschools.org
Web Site	www.alphapublicschools.org
County-District-School (CDS) Code	43694270132274

School Description and Mission Statement (School Year 2016-17)

The mission of Alpha Cindy Avitia High School ("Alpha") 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 2015-16)

Grade Level	Number of Students
Grade 9	147
Total Enrollment	147



Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.7 %
Asian	10.2 %
Filipino	0.0 %
Hispanic or Latino	85.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	1.4 %
Two or More Races	0.0 %
Other	2.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	91.8 %
English Learners	38.8 %
Students with Disabilities	12.9 %
Foster Youth	0.7 %

A. Conditions of Learning

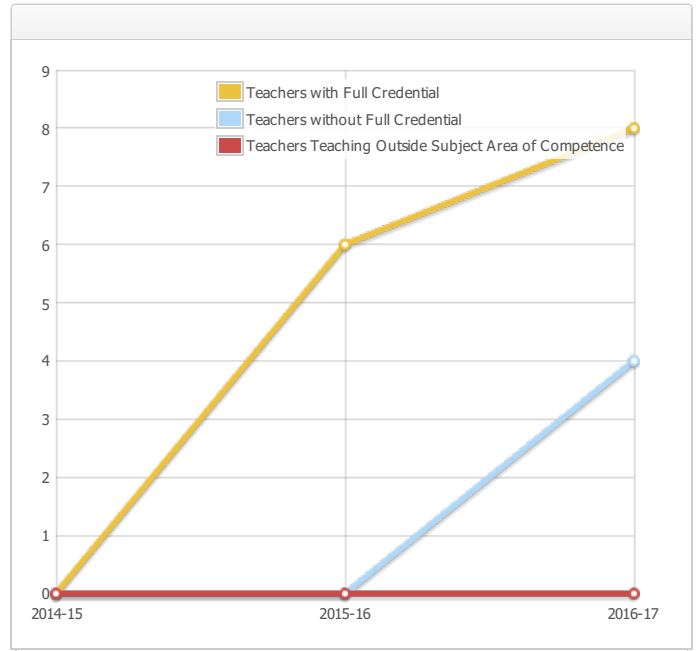
State Priority: Basic

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

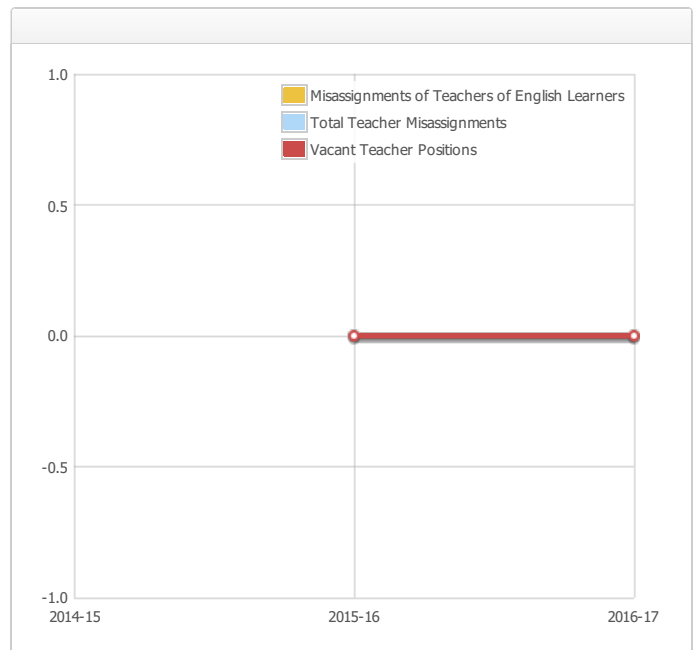
Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	0	6	8	
Without Full Credential	0	0	4	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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%	0.0%
All Schools in District	95.0%	5.0%
High-Poverty Schools in District	95.0%	5.0%
Low-Poverty Schools in District	96.0%	4.0%

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 (School Year 2016-17)

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0.0 %
Mathematics			0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

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

Year and month of the most recent FIT report: August 2016

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: August 2016

Overall Rating	Good
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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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	--	--	--	--	--	--
Mathematics (grades 3-8 and 11)	--	--	--	--	--	--

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.

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	--	--	--	--	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
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	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.0%	34.8%	29.6%

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.

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 schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

As the school was established to serve the needs of our families and their students, it is imperative that families be actively involved. Alpha worked with families and staff to form a Parent Committee which was established to facilitate communication between all members of the organization and to bring needed human resources to help meet the goals and objectives of the school. The school principal and his or her designee actively participates in Alpha's Parent Committee. The Principal of the school meets every other month with the Chairperson of the Parent Committee, who brings parent community questions, concerns, and ideas to the school administration. In this way, parents have direct and regular communication with the school's leadership. Composition of the Parent Committee ensures parity between (a) The principal, classroom teachers, other school personnel and (b) equal numbers of parents/community members and students C

Families are encouraged to become actively involved in the school and their child's education. Several additional opportunities for parent involvement exist and include:

- Parents participate in the review, modification, and implementation of students' ILPs.
- Parents are encouraged to attend the several Parent Education Nights held each year. Evenings are planned by the parent organization in conjunction with the school administration. Meetings address such topics as high school and college preparation, school finances, and organizational planning.
- Parents can assist in a variety of on-site and at-home, short-term and ongoing, daytime and evening projects that help improve the school. These activities will be organized and communicated by the Parent Committee.
- Parents are invited and encouraged to attend to all school social functions.
- Parents are asked to complete a parent satisfaction survey each year.
- Alpha Board meetings are open to the public, and parents are encouraged to attend.

State Priority: Pupil Engagement

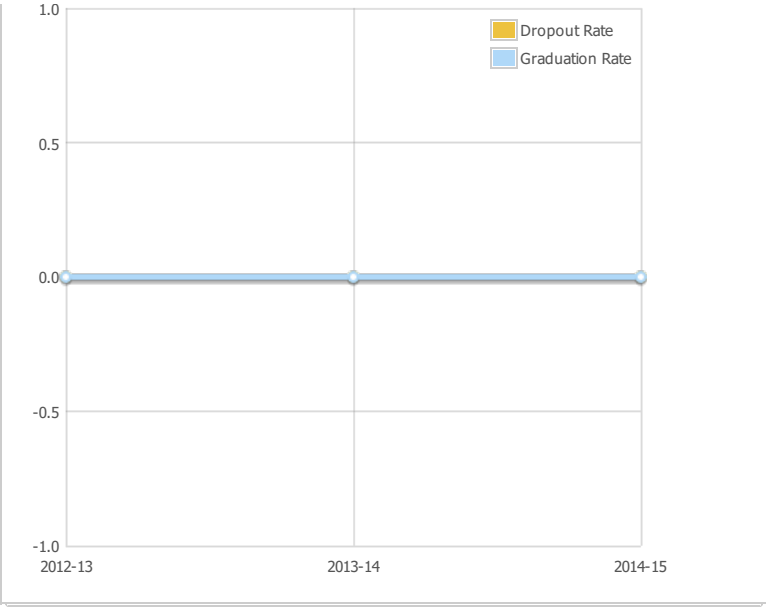
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00				80.44	80.95	82.27

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



Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	--	83	85
Black or African American	--	78	77
American Indian or Alaska Native	--	67	75
Asian	--	94	99
Filipino	--	92	97
Hispanic or Latino	--	74	84
Native Hawaiian or Pacific Islander	--	79	85
White	--	90	87
Two or More Races	--	91	91
Socioeconomically Disadvantaged	--	78	77
English Learners	--	55	51
Students with Disabilities	--	66	68
Foster Youth	--	--	--

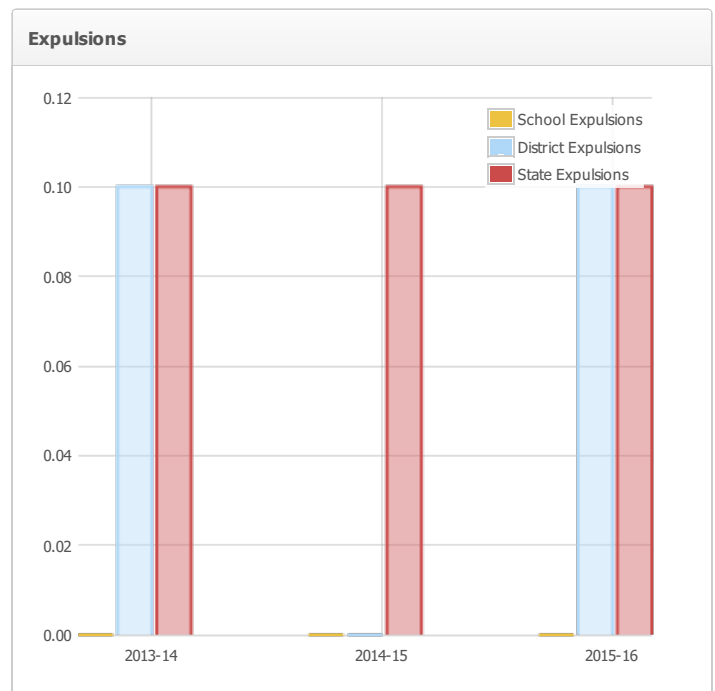
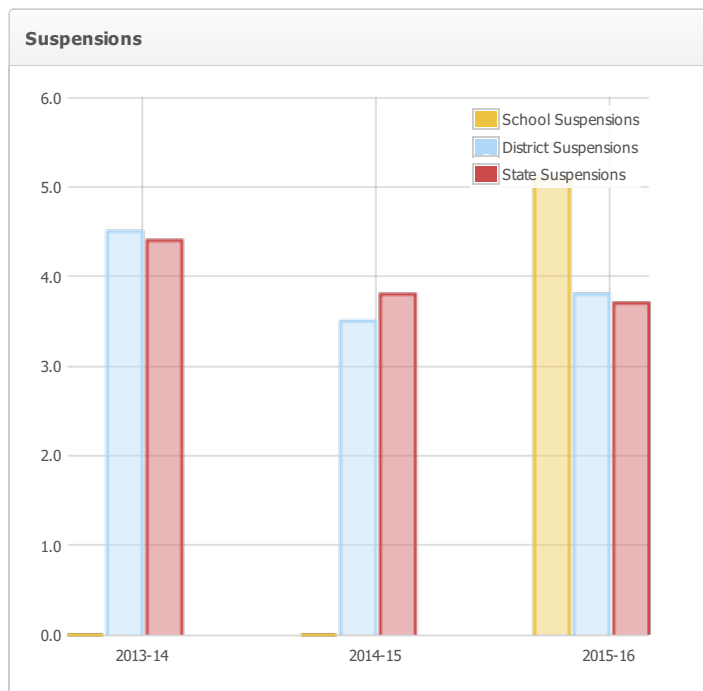
State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	5.1	4.5	3.5	3.8	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1



School Safety Plan (School Year 2016-17)

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: Alpha will comply with all State and federal laws with regard to background checks and maintenance/disclosure of employee records. Employees and contractors at Alpha will be 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 shall monitor compliance with this policy and report to the Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be 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 will be mandated child abuse reporters and will follow all applicable reporting laws. Alpha will abide by all State and federal laws with regard to annual staff training related to mandated reporters.

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

Immunizations: Alpha will adhere 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 will provide CPR and First Aid training to all employees, annually.

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

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

Emergency Preparedness: Alpha shall adhere 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 shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. All Alpha instructional staff and administrators will receive emergency preparedness training. If assuming a facility used prior as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating Alpha's plan.

Blood Borne Pathogens: Alpha shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. 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 bloodborne 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 shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. The School agrees to maintain visitor policies, test 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 shall conduct fire drills at in accordance with Title 5 California Code of Regulations Section 550. A more thorough facility safety plan is site dependent and will be finalized once the facility is secured.

Drug-Free/Smoke-Free Environment: Alpha shall maintain 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 2016.

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 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	15
Percent of Schools Currently in Program Improvement	N/A	78.9%

Note: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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												
6												
Other												

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16						
	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												4	
Mathematics													4
Science													3
Social Science													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.

Academic Counselors and Other Support Staff (School Year 2015-16)

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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$0.0	\$84725.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$77824.0
Percent Difference – School Site and State	--	--	--	--

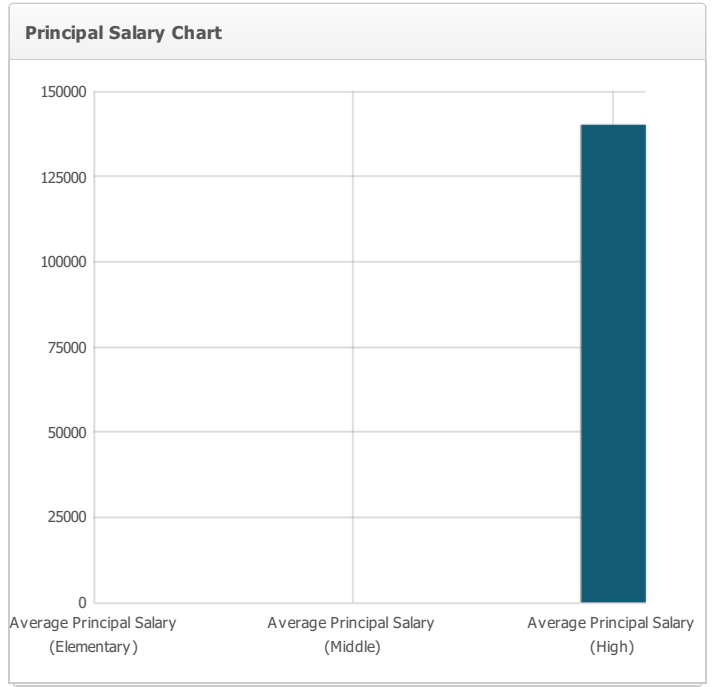
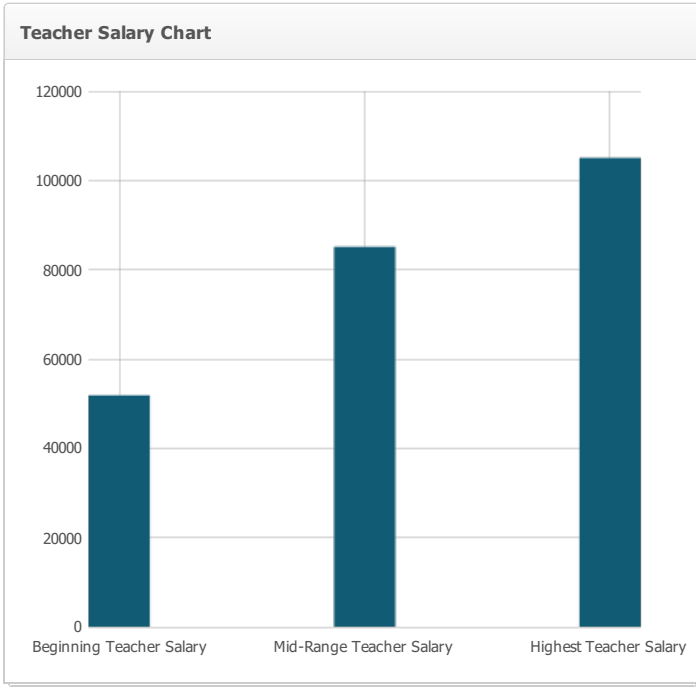
Note: Cells with N/A values do not require data.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,847	\$46,184
Mid-Range Teacher Salary	\$85,132	\$75,179

Highest Teacher Salary	\$105,058	\$96,169
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$124,243
Average Principal Salary (High)	\$140,146	\$137,939
Superintendent Salary	\$251,562	\$217,637
Percent of Budget for Teacher Salaries	36.0%	35.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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



Professional Development

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 with 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 six 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 (supporting students' social emotional development), leadership, and knowing and understanding learners. Within each of those competencies, teachers set professional growth goals and receive professional development focused on improving each of the six competencies within several sub-groups, including ELLs, SPED, academically high-achieving students, and academically low-achieving students. SPED focused professional development will include a focus on developing and monitoring student ILPs. 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 will be designed, and subsequently supported by the school and its professional development activities throughout the year. Teachers who struggle to meet their goals receive a more frequent observation, coaching, and feedback cycle, ensuring that they are appropriately supported as they improve.

Professional development at Alpha Cindy Avitia includes training, models, support from peers and outside coaches and ample time to develop and refine curriculum and teaching practices. The school supports teachers in their effort to master their craft by providing consistent feedback and encouraging teachers in a thoughtful assessment of their teaching practice. Some key elements of the staff development program at the School include helping teachers create and implement:

- Development of a college-going culture and college-ready skills and behaviors
- Common Core State Standards-based curriculum and assessments
- Integration of ELD standards into course curricula
- Schoolwide literacy program, with focus on reading and writing strategies in the content areas that are focused on the development of college-ready skills

Alpha utilizes Common Core State Standards, ACT and SAT-aligned interim assessments and other quantitative and qualitative metrics to provide meaningful data that indicates the level of student mastery of grade-level standards. Additionally, students complete Common Core Standards-aligned, NWEA MAP assessments four times per year. These computer adaptive tests measure growth in reading, language use, and mathematics and provide all stakeholders with meaningful information about student progress. School-created interim, formative and summative assessments; projects, homework, and other forms of formal and informal assessments will be used to monitor student-level and school-wide performance on a daily, weekly, and monthly basis. Professional development days dedicated to the analysis and interpretation of student data occur four times a year. Too often schools accumulate data but fail to have a plan for analysis and action. These regularly scheduled "data days" will allow for professional development that focuses on effective uses of data, data analysis, Individual Learning Plan development and modification, and the development of grade-level and 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.