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Informe de responsabilidad escolar 2019-2020

[Descarga de responsabilidad de traducción](#)

Informe de responsabilidad escolar

Reportado usando datos del año escolar 2019-2020

Departamento de Educación de California

Para el 1 de febrero de cada año, la ley estatal exige que todas las escuelas de California publiquen un Informe de responsabilidad escolar (SARC). El SARC contiene información sobre la condición y el rendimiento de cada escuela pública de California. Bajo la Fórmula de Financiamiento de Control Local (LCFF), todas las agencias educativas locales (LEA) deben preparar un Plan de Responsabilidad y Control Local (LCAP), que describe cómo pretenden cumplir las metas anuales específicas de la escuela para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos reportados en un LCAP deben ser consistentes con los datos reportados en el SARC.

- Para obtener más información sobre los requisitos del SARC, consulte la página web del SARC del Departamento de Educación de California (CDE) en <https://www.cde.ca.gov/ta/ac/sa/>.
- Para obtener más información sobre LCFF o LCAP, consulte la página web de CDE LCFF en <https://www.cde.ca.gov/fg/aa/lc/>.
- Para obtener información adicional sobre la escuela, los padres / tutores y miembros de la comunidad deben comunicarse con el director de la escuela o la oficina del distrito.

DataQuest

DataQuest es una herramienta de datos en línea ubicada en la página web de CDE DataQuest en <https://dq.cde.ca.gov/dataquest/> que contiene información adicional sobre esta escuela y comparaciones de la escuela con el distrito y el condado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para la rendición de cuentas (por ejemplo, datos de exámenes, inscripción, graduados de la escuela secundaria, abandonos, inscripciones en cursos, dotación de personal y datos sobre los estudiantes de inglés).

Panel de control de la escuela de California

El Tablero de Escuelas de California (Tablero) <https://www.caschooldashboard.org/> refleja el nuevo sistema de mejora continua y responsabilidad de California y proporciona información sobre cómo las LEA y las escuelas satisfacen las necesidades de la diversa población estudiantil de California. El Tablero contiene informes que muestran el desempeño de las LEA, las escuelas y los grupos de estudiantes en un conjunto de medidas estatales y locales para ayudar a identificar las fortalezas, los desafíos y las áreas que necesitan mejorar.

Dra. Rosie Carlson

- Director, Alpha: Jose Hernandez



Acerca de nuestra escuela

Basándose en los sólidos resultados académicos de nuestra primera escuela, las Escuelas Públicas de Alpha abrieron una segunda escuela intermedia en el otoño de 2014 y Alpha: José Hernández dio la bienvenida a su primera clase de sexto grado. Como todas las escuelas Alpha, los estudiantes de Alpha: José Hernández School participan en un modelo de aprendizaje mixto de vanguardia.

Como todas las escuelas Alpha, los estudiantes de Alpha: José Hernández School realizan controles diarios de manera

electrónica para que los maestros puedan rastrear su desempeño en tiempo real. La recopilación de estos datos después de cada lección permite a los maestros adaptar su instrucción y garantizar que todos los estudiantes comprendan los conceptos y estén

preparados para lograr el éxito académico.

Alpha: José Hernández develops students into lifelong learners who will enter high school with the academic skills, strength of character, and passion for learning to succeed in and graduate from college.

Led by principal Rosie Carlson and staffed by talented and energetic teachers, Alpha: José Hernández School is a safe and tuition-free community school serving students in grades 5-8. The school is co-located with Alpha: Blanca Alvarado School and is authorized by the Santa Clara County Office of Education.

Contact

Alpha: Jose Hernandez
1601 Cunningham Ave.
San Jose, CA 95122-2314

Phone: 408-780-1551

Email: rcarlson@alphapublicschools.org

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Santa Clara County Office of Education
Phone Number	(408) 453-6500
Superintendent	Mary Ann Dewan Ph.D.
Email Address	maryann_dewan@sccoe.org
Website	http://www.sccoe.org

School Contact Information (School Year 2020–2021)	
School Name	Alpha: Jose Hernandez
Street	1601 Cunningham Ave.
City, State, Zip	San Jose, Ca 95122-2314

City, State, Zip San Jose, Ca, 95122-2314

Phone Number 408-780-1551

Principal Dr. Rosie Carlson

Email Address rcarlson@alphapublicschools.org

Website <http://www.alphapublicschools.org>

County-District-School
(CDS) Code 43104390129213

Last updated: 2/3/2021

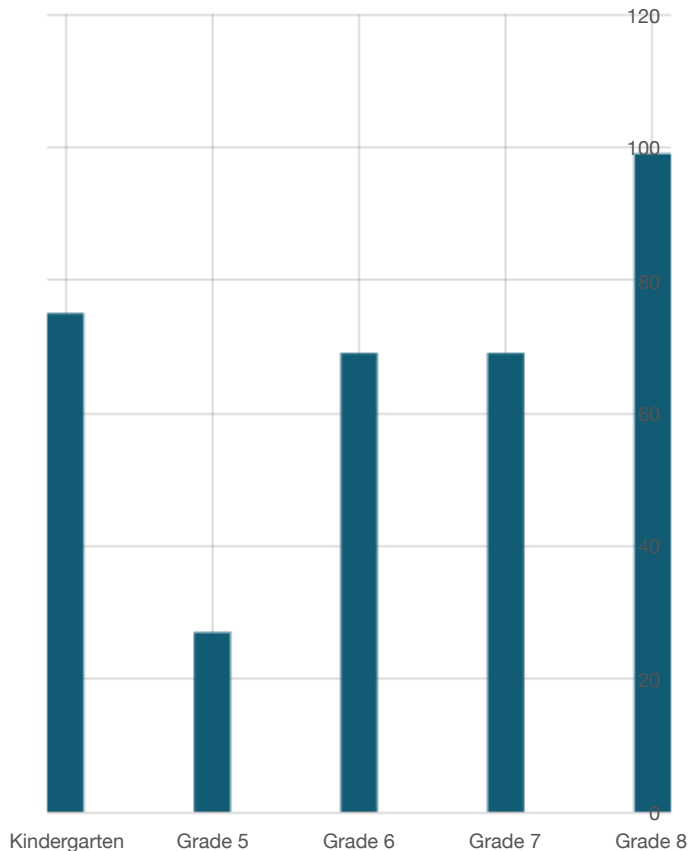
School Description and Mission Statement (School Year 2020–2021)

Led by principal Dr. Rosie Carlson and staffed by talented and energetic teachers, Alpha: Jose Hernandez School is a safe and tuition-free community school serving students in grades TK-K & 5-8. The school is co-located with Alpha: Blanca Alvarado School and is authorized by the Santa Clara County Office of Education. 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.

Last updated: 2/3/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Kindergarten	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
Number of Students	75	27	69	69	99	339



Last updated: 2/3/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latin American
Percent of Total Enrollment	0.60 %	0.60 %	4.10 %	2.10 %	58.70 %
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
Percent of Total Enrollment	92.00 %	65.80 %	14.50 %	%	

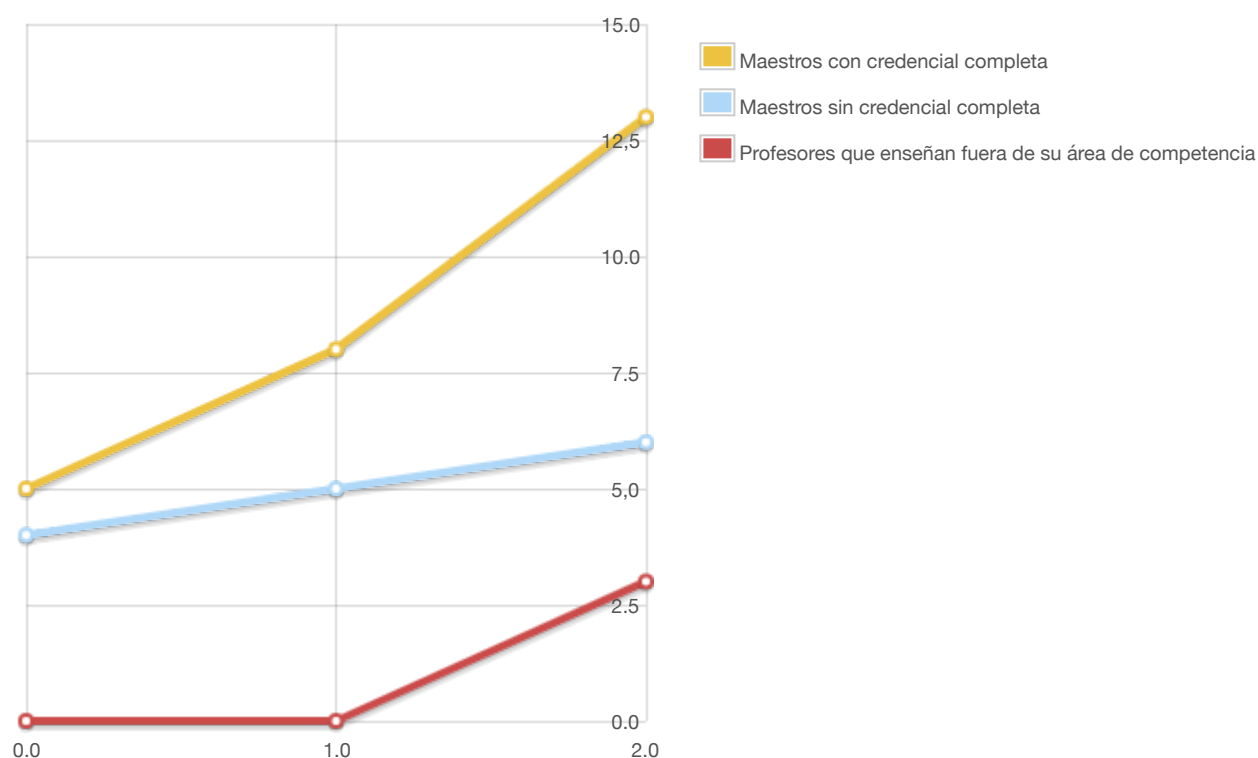
State Priority: Basic

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
- Las instalaciones escolares se mantienen en buen estado

Credenciales de maestros

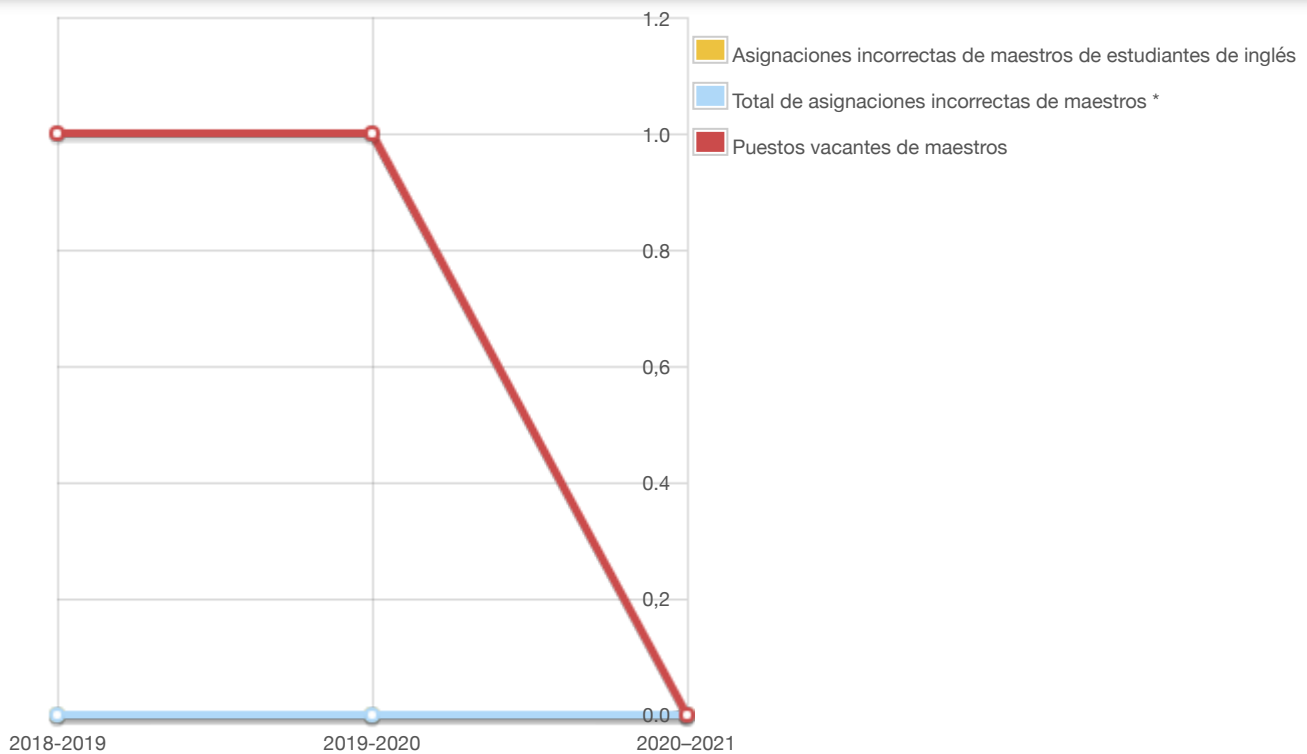
Profesores	Escuela 2018- 2019	Escuela 2019- 2020	Escuela 2020- 2021	Distrito 2020- 2021
Con credencial completa	5	8	13	
Sin credencial completa	4	5	6	
Maestros que enseñan fuera del área de competencia de la asignatura (con credencial completa)	0	0	3	



Última actualización: 2/3/2021

Asignaciones incorrectas de maestros y puestos vacantes de maestros

Indicador	2018-2019	2019-2020	2020-2021
Asignaciones incorrectas de maestros de estudiantes de inglés	0	0	0
Total de asignaciones incorrectas de maestros *	0	0	0
Puestos vacantes de maestros	1	1	0



Nota: "Asignaciones incorrectas" se refiere a la cantidad de puestos ocupados por maestros que carecen de autorización legal para enseñar ese nivel de grado, materia, grupo de estudiantes, etc.

* El total de asignaciones incorrectas de maestros incluye el número de asignaciones incorrectas de maestros de estudiantes de inglés.

Última actualización: 2/3/2021

Calidad, vigencia, disponibilidad de libros de texto y otros materiales educativos (año escolar 2020-2021)

Alpha José Hernández 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: 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 multimedia 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:

- 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 facilitates learning and assesses student competence. Students use technology and inquiry to respond to an 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.

Materiales y tecnología: Los materiales utilizados por los maestros han sido seleccionados de acuerdo con las pautas y recomendaciones proporcionadas por el Departamento de Educación de California. Estos materiales incluyen computadoras y dispositivos de proyección, programas de software (incluidos Reading Plus, Achieve 3000, STMath, IXL), materiales de ciencias de laboratorio, guías de preparación de exámenes, materiales de investigación y lectura, manipulativos matemáticos, mapas y atlas, diccionarios y tesauros.

Año y mes en que se recopilaron los datos: enero de 2021

Tema	Libros de texto y otros materiales didácticos / año de adopción	¿De la adopción más reciente?	Porcentaje de estudiantes sin copia propia asignada
Lectura / Artes del lenguaje	StudySync (7-8), Fountas y Pinnell (K-6) Dataworks	si	0,00%
Matemáticas	Eureka Math	si	0,00%
Ciencias	Amplificar la ciencia	si	0,00%
Historia-Ciencias Sociales	K-8 History Alive, Proyecto DBQ	si	0,00%
Idioma extranjero	Creado por el profesor	si	100,00%
Salud			0,00%
Artes visuales y escénicas	Creado por el profesor	si	100,0%
Science Lab Eqpmnt (grados 9-12)	N / A	N / A	0,0%

Nota: las celdas con valores N / A no requieren datos.

Última actualización: 2/3/2021

Condiciones de las instalaciones escolares y mejoras planificadas

Alpha José Hernández comparte el edificio con Alpha Blanca Alvarado en 1601 Cunningham Ave, San Jose, CA 95122. La escuela es lo suficientemente segura, limpia y adecuada para el uso escolar. No hay mejoras planificadas en las instalaciones y actualmente no se necesita mantenimiento en el sitio.

Última actualización: 2/3/2021

Estado de buenas reparaciones de las instalaciones escolares

Utilizando los datos de la Herramienta de inspección de instalaciones (FIT) **recopilados más recientemente** (o equivalente), proporcione lo siguiente:

- Determinación del estado de reparación de los sistemas enumerados
- Descripción de cualquier mantenimiento necesario para garantizar una buena reparación
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

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

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

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 2/3/2021

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	32.43%	N/A	8.33%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	23.44%	N/A	1.19%	N/A	39%	N/A

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

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

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 2/3/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	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
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

Last updated: 2/3/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	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
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

Last updated: 2/3/2021

Resultados de la prueba CAASPP en ciencias para todos los estudiantes de quinto, octavo y secundaria

Porcentaje de estudiantes que cumplen o superan el estándar estatal

Tema	Escuela 2018-2019	Escuela 2019-2020	Distrito 2018-2019	Distrito 2019-2020	Estado 2018-2019	Estado 2019-2020
Ciencias (grados 5, 8 y secundaria)	2	N / A	37	N / A	30	N / A

Nota: las celdas con valores N / A no requieren datos.

Nota: Los datos de 2019–2020 no están disponibles. Debido a la pandemia de COVID-19, se emitió la Orden Ejecutiva N-30-20 que eximió el requisito de exámenes estatales para el año escolar 2019-2020.

Nota: El nuevo Examen de Ciencias de California (CAST) se administró por primera vez de manera operativa en el año escolar 2018-2019.

Última actualización: 2/3/2021

Resultados de los exámenes CAASPP en ciencias por grupo de estudiantes de quinto, octavo grado y escuela secundaria (año escolar 2019-2020)

Grupo de estudiantes	Matrícula Total	Número probado	Porcentaje probado	Porcentaje no probado	Porcentaje alcanzado o superado
Todos los estudiantes	N / A	N / A	N / A	N / A	N / A
Masculino	N / A	N / A	N / A	N / A	N / A
Hembra	N / A	N / A	N / A	N / A	N / A
Negro o afroamericano	N / A	N / A	N / A	N / A	N / A
Indio americano o nativo de Alaska	N / A	N / A	N / A	N / A	N / A
asiático	N / A	N / A	N / A	N / A	N / A
Filipino	N / A	N / A	N / A	N / A	N / A
hispano o latino	N / A	N / A	N / A	N / A	N / A
Nativo de Hawái o de las islas del Pacífico	N / A	N / A	N / A	N / A	N / A
Blanco	N / A	N / A	N / A	N / A	N / A
Dos o mas carreras	N / A	N / A	N / A	N / A	N / A
En desventaja socioeconómica	N / A	N / A	N / A	N / A	N / A
Aprendices de ingles	N / A	N / A	N / A	N / A	N / A
Estudiantes con discapacidades	N / A	N / A	N / A	N / A	N / A

Estudiantes con discapacidades	N / A	N / A	N / A	N / A	N / A
Grupo de estudiantes	Matrícula Total	Número probado	Porcentaje probado	Porcentaje no probado	Porcentaje alcanzado o superado
Estudiantes que reciben servicios de educación migrante	N / A	N / A	N / A	N / A	N / A
Juventud de crianza	N / A	N / A	N / A	N / A	N / A
Vagabundo	N / A	N / A	N / A	N / A	N / A

Nota: las celdas con valores N / A no requieren datos.

Nota: Los datos de 2019–2020 no están disponibles. Debido a la pandemia de COVID-19, se emitió la Orden Ejecutiva N-30-20 que eximió el requisito de exámenes estatales para el año escolar 2019-2020.

Última actualización: 2/3/2021

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 2/3/2021

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 2/3/2021

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 2/3/2021

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020–2021)

At AJH, family involvement is an important component of our success as a school. In addition to the school site council, families are involved in a wide variety of ways, including: Parent conferences Volunteer opportunities Bi-monthly community meetings include parent education topics such as college application process, bullying, and helping with student work; Monthly coffee/cafecitos with school leaders are opportunities for families to discuss a range of topics in support of their children. Online parent portal for families to access student attendance and grades in real-time; A parent mobile application that contains a range of relevant information and resources, including calendar, announcements, connections to the parent portal, and handbooks. Regular phone calls by teacher advisors to their students; Family conferences three times a year that are student-led; Family survey two times a year; Alpha Board meetings are open to the public, and parents are encouraged to attend. In addition, AJH has a Parent Learning Center, managed by our Parent Learning Center Manager, that identifies and facilitates various initiatives to support our family community and help minimize the barriers that families face in supporting their students.

Last updated: 2/3/2021

State Priority: Pupil Engagement

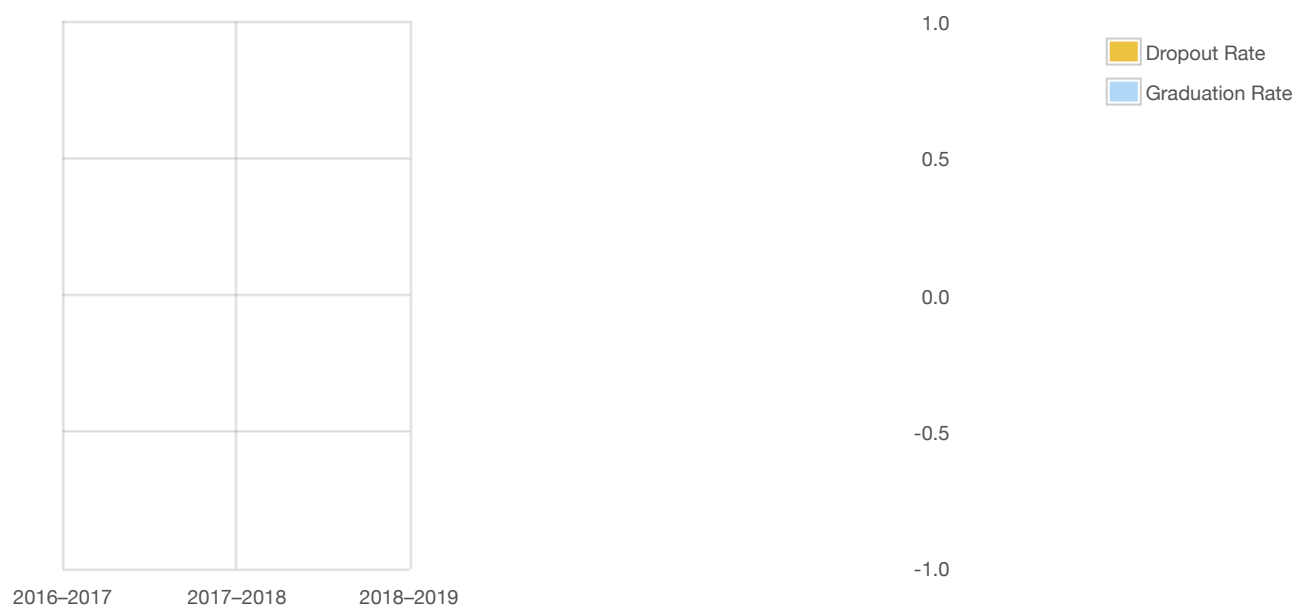
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2016– 2017	School 2017– 2018	School 2018– 2019	District 2016– 2017	District 2017– 2018	District 2018– 2019	State 2016– 2017	State 2017– 2018	State 2018– 2019
Dropout Rate	--	--	--	27.10%	49.30%	21.20%	9.10%	9.60%	9.00%
Graduation Rate	--	--	--	45.80%	45.30%	47.60%	82.70%	83.00%	84.50%

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



Last updated: 2/3/2021

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Rate	Suspensions	Expulsions
School 2017–2018	9.20%	0.00%
	12.90%	0.00%
School 2018–2019	4.70%	0.00%
District 2017–2018	4.30%	0.00%
	3.50%	0.10%
District 2018–2019	3.50%	0.10%

State
2017–2018

Suspensions and Expulsions for School Year 2019–2020 Only

State
2019–2020 (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	7.90%	0.00%
	--	--
District 2019–2020	2.50%	0.10%

State
2019–2020

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

Last updated: 2/3/2021

School Safety Plan (School Year 2020–2021)

A healthy and safe environment is imperative to productive teaching and learning. Alpha has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies are based on best practices provided by the California Department of Education, as well as county and local police department recommendations. These policies have been approved by Alpha's Board of Directors, are reviewed quarterly, and are updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff. The full safety plan is located on our website and at the link provided below:

https://drive.google.com/file/d/1HFbuTaF34RKVwTjJs_QPRo-ePeDC3sz-/view

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

Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size						28.00	27.00	
Number of Classes * 1-20						8	2	
Number of Classes * 21-32							14	
							2	

Number of Classes *
33+

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size						25.00	33.00	
Number of Classes * 1-20						0	0	
Number of Classes * 21-32						12	6	
							6	

Number of Classes *
33+

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

K	1	2	3	4	5	6	Otro**
25.00					20.00	17.00	10.00
					2	14	3
3					6	8	
						6	

Grade Level**Average Class Size****Number of Classes ***

1-20

Number of Classes *

21-32

Number of Classes *

33+

* El número de clases indica cuántas clases caen en cada categoría de tamaño (un rango del total de estudiantes por clase).

** La categoría "Otro" es para clases de niveles de varios grados.

Última actualización: 2/3/2021

Tamaño de clase promedio y distribución del tamaño de clase (secundaria) (año escolar 2017-2018)

Tema	Inglés	Mathematics	Science	Social Science
Tamaño promedio de clase	25.00	24.00	28.00	28.00
Número de clases * 1-22	1	1		
			6	6
Número de clases * 23-32	6	6		

Número de clases *
33+

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

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

Subject	English	Mathematics	Science	Social Science
Average Class Size	23.00	23.00	27.00	27.00
Number of Classes * 1-22	3	2		
			6	6
Number of Classes * 23-32	4	5		

Number of Classes *
33+

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	English	Mathematics	Science	Social Science
Average Class Size	10.00	12.00	33.00	
Number of Classes * 1-22	34	22	1	
Number of Classes * 23-32	3	2	4	
	2	4		

Number of Classes *
33+

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

Last updated: 2/3/2021

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

Title	Ratio
Pupils to Academic Counselor*	0.0

*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: 2/3/2021

Student Support Services Staff (School Year 2019–2020)

Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)
1.00
Library Media Teacher (Librarian)
Library Media Services Staff (Paraprofessional)
Psychologist
Social Worker
Nurse
Speech/Language/Hearing Specialist
Resource Specialist (non-teaching)
2.50

Other

Number of FTE*^{2.50} Assigned to School

*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: 2/9/2021

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13557.00	\$3044.00	\$10513.00	\$59917.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

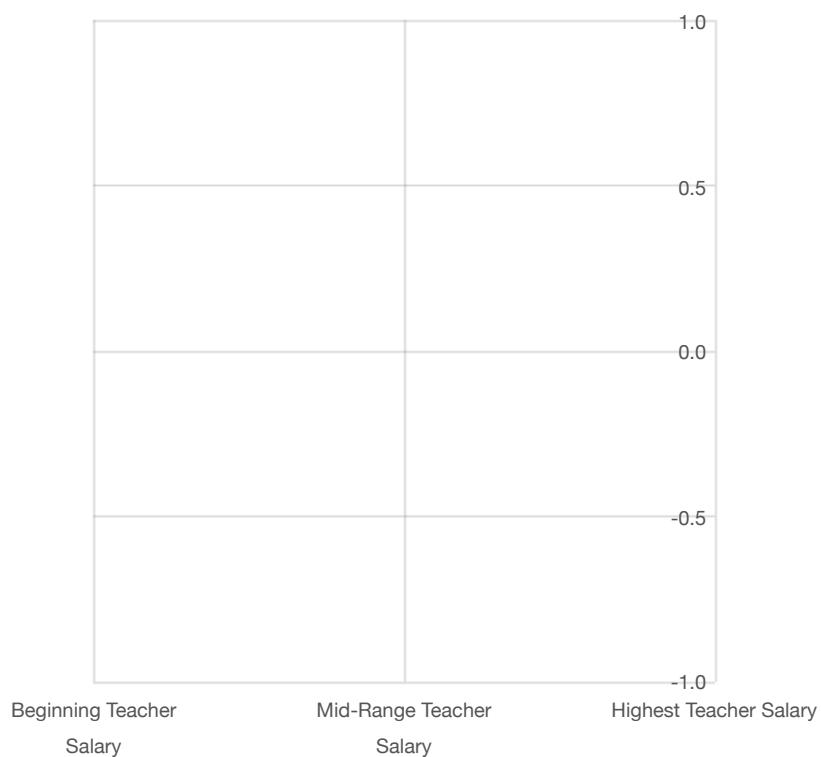
Last updated: 2/3/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

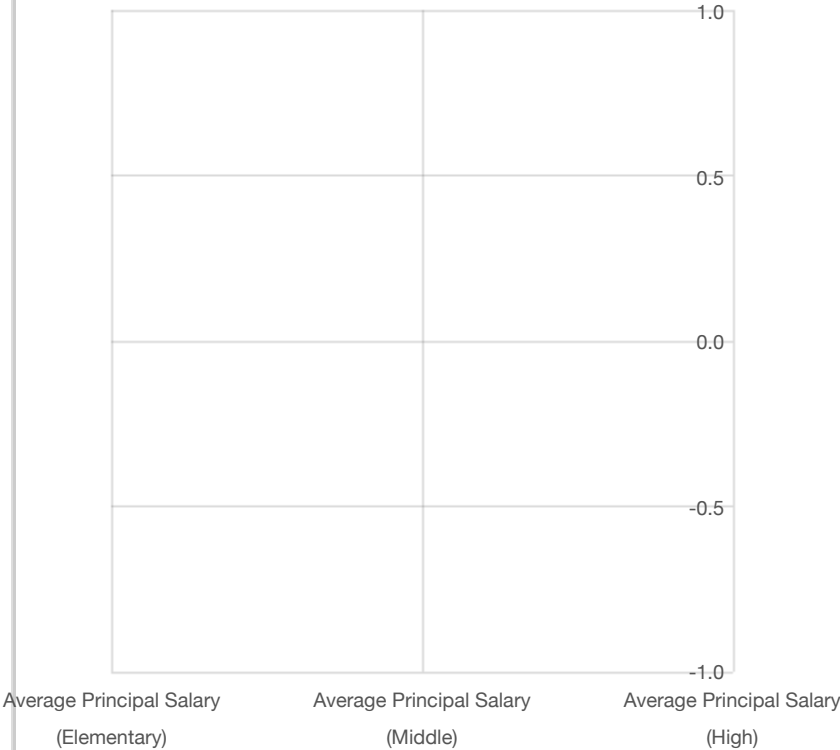
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 2/3/2021

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses --

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Bellas artes y artes escénicas	0
Idioma extranjero	0
Matemáticas	0
Ciencias	0
Ciencias Sociales	0
Total de cursos AP ofrecidos *	0

* Donde hay inscripciones de cursos de estudiantes de al menos un estudiante.

Última actualización: 2/3/2021

Desarrollo profesional

Medida	2018-2019	2019-2020	2020–2021
Número de días escolares dedicados al desarrollo del personal y la mejora continua	45	40	46

Preguntas: EQUIPO SARC | sarc@cde.ca.gov | 916-319-0406

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