Alpha: Jose Hernandez

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-17 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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at 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/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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.

Samantha Hanlon

📍 Principal, Alpha: Jose Hernandez

About Our School

Building on the strong academic results of our first school, Alpha Public Schools opened a second middle school in Fall of 2014 and Alpha: José Hernández welcomed its first 6th-grade class. Like all Alpha schools, students at Alpha: José Hernández School participate in a cutting-edge blended learning model.

Like all Alpha schools, students at Alpha: José Hernández School do daily check-ins electronically so teachers can track their performance in real-time. Collecting this data after each lesson lets teachers tailor their instruction and ensure that all students grasp the concepts and are set up to achieve academic success.

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 Samantha Hanlon 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
E-mail: info@alphapublicschools.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Santa Clara County Office of Education
Phone Number	(408) 453-6500
Superintendent	Jon Gundry
E-mail Address	jon_gundry@sccoe.org
Web Site	http://www.sccoe.org

| School Contact Information (School Year 2017-18)	
School Name	Alpha: Jose Hernandez
Street	1601 Cunningham Ave.
City, State, Zip	San Jose, Ca, 95122-2314
Phone Number	408-780-1551
Principal	Samantha Hanlon
E-mail Address	info@alphapublicschools.org
Web Site	www.alphapublicschools.org
County-District-School (CDS) Code	43104390129213

Last updated: 1/29/2018

School Description and Mission Statement (School Year 2017-18)

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: 1/29/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 5	121
Grade 6	68
Grade 7	133
Grade 8	125
Total Enrollment	447
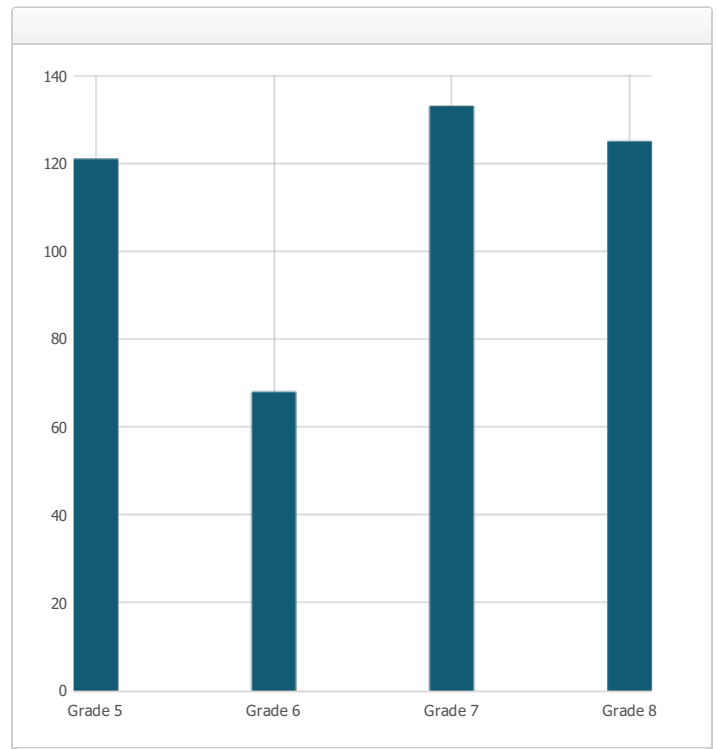
Last updated: 1/24/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.4 %
American Indian or Alaska Native	0.0 %
Asian	5.1 %
Filipino	0.9 %
Hispanic or Latino	91.1 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.2 %
Two or More Races	0.2 %
Other	2.1 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	95.5 %
English Learners	59.3 %
Students with Disabilities	11.9 %
Foster Youth	0.4 %

Last updated: 1/24/2018

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
	2015-16	2016-17	2017-18	2017-18
With Full Credential				7
Without Full Credential				7
Teachers Teaching Outside Subject Area of Competence (with full credential)				1
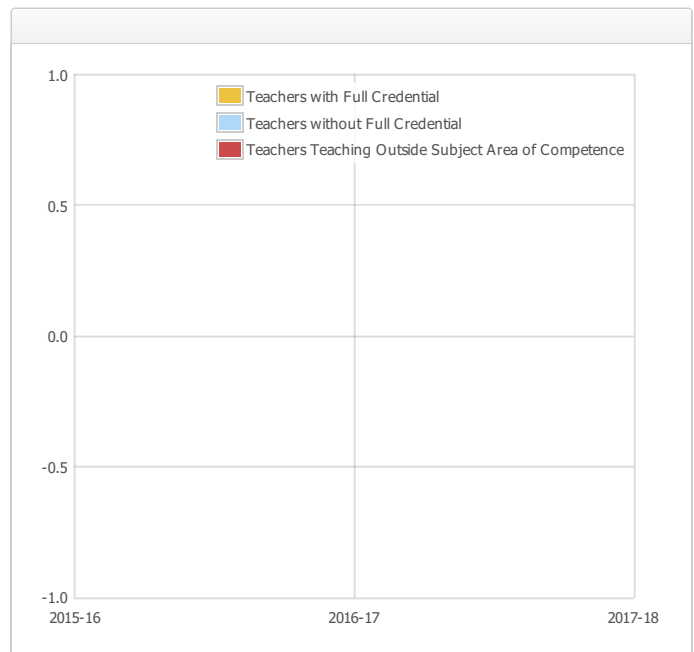
Last updated: 1/24/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners			8
Total Teacher Misassignments*			14
Vacant Teacher Positions			0
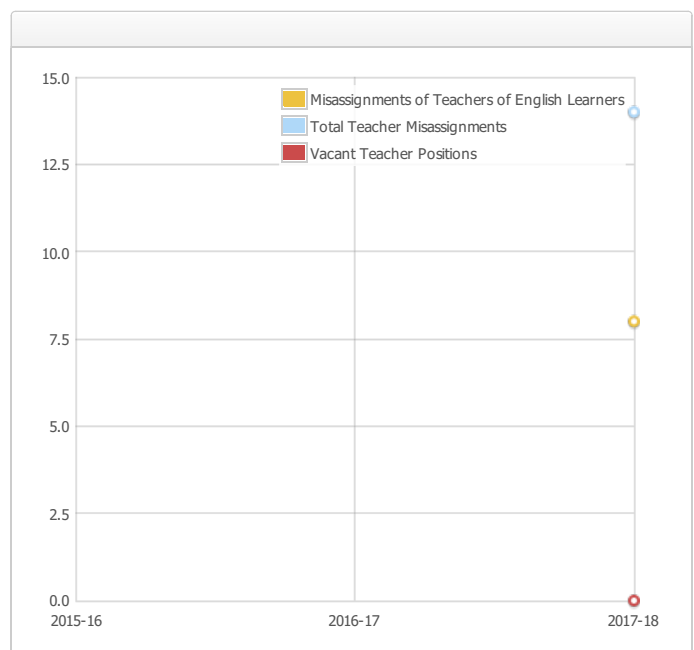
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/24/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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: 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 facilitates learning and assesses student competence. Students use technology and inquiry to respond 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		0.0 %

Mathematics		0.0 %

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Science		0.0 %

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Foreign Language	0.0 %

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Visual and Performing Arts	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: 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 facilitates learning and assesses 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	0.0 %

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Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/24/2018

School Facility Conditions and Planned Improvements

Alpha José Hernández is located on the Slonaker 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: 1/24/2018

School Facility Good Repair Status

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

Overall Rating	Good

Last updated: 1/24/2018

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. 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 (School Year 2016-17)

| | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	**2015-16**	**2016-17**	**2015-16**	**2016-17**	**2015-16**	**2016-17**
English Language Arts / Literacy (grades 3-8 and 11)	34%	34%	47%	46%	48%	48%
Mathematics (grades 3-8 and 11)	25%	26%	44%	45%	36%	37%

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: 1/24/2018

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	428	411	96.03%	34.31%
Male	231	220	95.24%	28.18%
Female	197	191	96.95%	41.36%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	24	22	91.67%	63.64%
Filipino	--	--	--	
Hispanic or Latino	382	372	97.38%	32.26%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	403	391	97.02%	33.76%
English Learners	327	322	98.47%	28.26%
Students with Disabilities	48	48	100.00%	12.50%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: ELA 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.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/2018

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	428	422	98.60%	25.83%
Male	231	228	98.70%	23.68%
Female	197	194	98.48%	28.35%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	24	23	95.83%	69.57%
Filipino	--	--	--	
Hispanic or Latino	382	377	98.69%	22.81%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	403	397	98.51%	25.69%
English Learners	327	324	99.08%	20.68%
Students with Disabilities	48	47	97.92%	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: 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.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	58.0%	0.0%	52.0%	56%	54%

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.

Note:The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/24/2018

Career Technical Education Participation (School Year 2016-17)

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

Last updated: 1/24/2018

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards

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: 1/24/2018

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 2017-18)

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 support 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: 1/24/2018

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)

	School			District			State		
Indicator	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	16.2%	21.2%	19.4%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
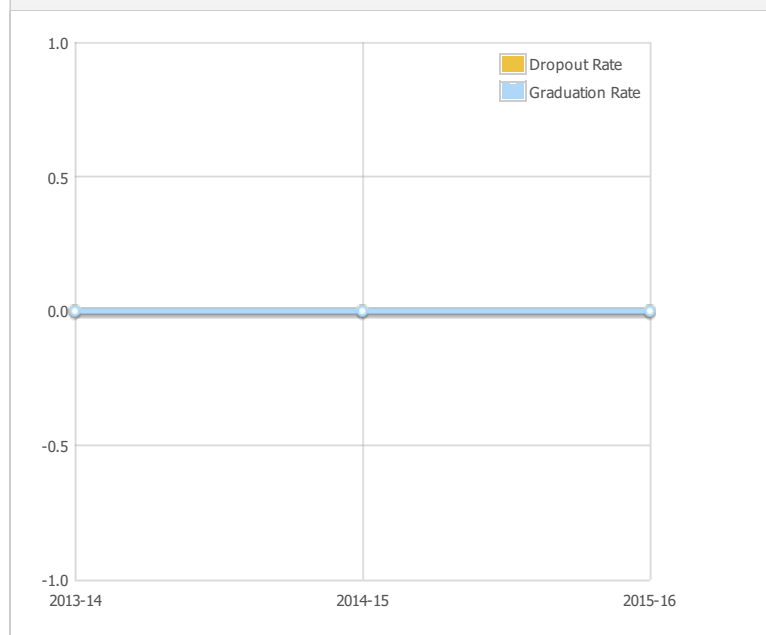
Last updated: 1/24/2018

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

| Student Group	School	District	State
All Students	--	71.0%	87.1%
Black or African American	--	50.0%	79.2%
American Indian or Alaska Native	--	50.0%	80.2%
Asian	--	64.1%	94.4%
Filipino	--	61.5%	93.8%
Hispanic or Latino	--	75.0%	84.6%
Native Hawaiian or Pacific Islander	--	100.0%	86.6%
White	--	72.7%	91.0%
Two or More Races	--	83.3%	90.6%
Socioeconomically Disadvantaged	--	70.8%	85.5%
English Learners	--	50.7%	55.4%
Students with Disabilities	--	27.3%	63.9%
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

	School			District			State		
Rate	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	6.1%	7.5%	9.2%	3.8%	3.7%	3.1%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.6%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Suspensions

Expulsions
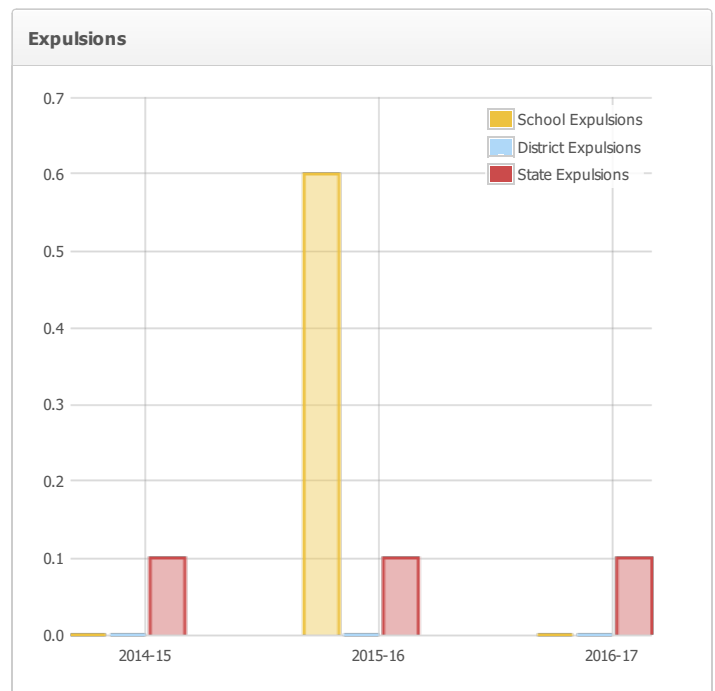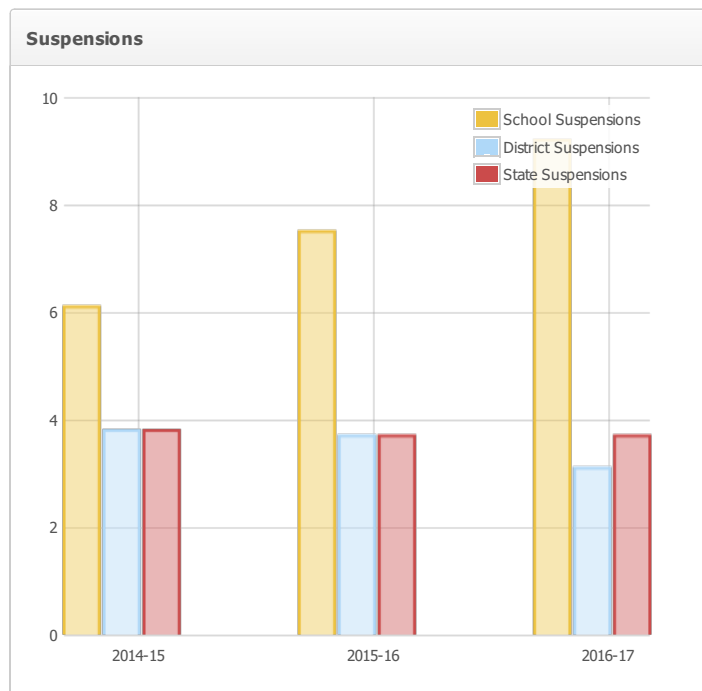
School Safety Plan (School Year 2017-18)

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:

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.

2016-17 SARC - Alpha: Jose Hernandez

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 be 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.

Blood Borne Pathogens: Alpha meets 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 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 a minimum, or more frequently as needed. It is reviewed by staff during summer professional development
and was last reviewed in July 2016.

Last updated: 1/24/2018

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 2017-18)

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	9
Percent of Schools Currently in Program Improvement	N/A	47.4%

Last updated: 1/24/2018

Average Class Size and Class Size Distribution (Elementary)

	2014-15				2015-16				2016-17			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	30.0	0	4	0
6	32.0	0	12	4	29.0	0	20	0	34.0	0	0	2
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/24/2018

Average Class Size and Class Size Distribution (Secondary)

| | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	40.0	0	0	1	36.0	0	0	5	32.0	0	4	4
Mathematics	40.0	0	0	1	36.0	0	0	5	32.0	0	4	4
Science	40.0	0	0	1	36.0	0	0	5	32.0	0	4	4
Social Science	40.0	0	0	1	36.0	0	0	5	32.0	0	4	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.

Last updated: 1/24/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

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: 1/24/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$328.0	$2268.5	$7014.2	$55000.0
District	N/A	N/A	$0.0	$0.0
Percent Difference – School Site and District	N/A	N/A	200.0%	200.0%
State	N/A	N/A	$6574.0	$69964.0
Percent Difference – School Site and State	N/A	N/A	6.5%	200.0%

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

Last updated: 1/25/2018

Types of Services Funded (Fiscal Year 2016-17)

• 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.

Last updated: 1/24/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	$45,374
Mid-Range Teacher Salary	--	$67,188
Highest Teacher Salary	--	$91,637
Average Principal Salary (Elementary)	$	$
Average Principal Salary (Middle)	--	$107,289
Average Principal Salary (High)	$	$123,947
Superintendent Salary	--	$132,751
Percent of Budget for Teacher Salaries	39.0%	28.0%
Percent of Budget for Administrative Salaries	5.3%	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
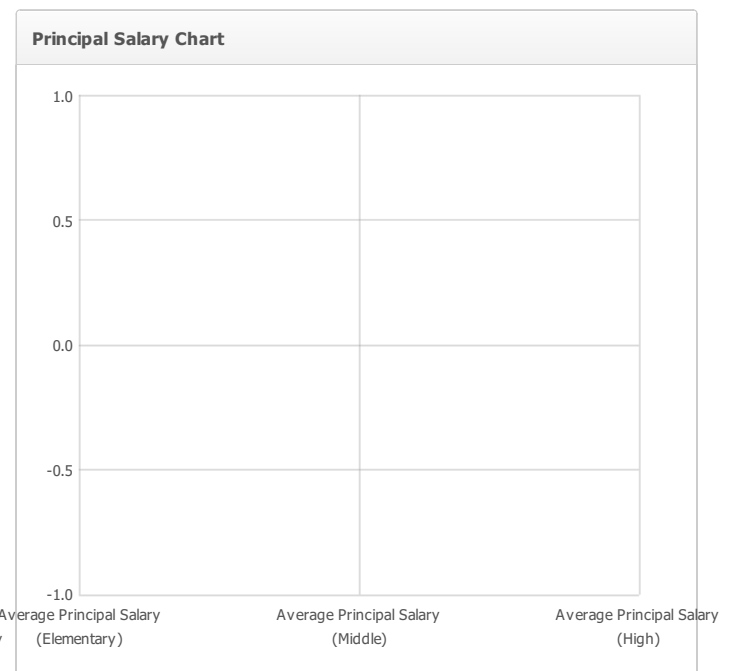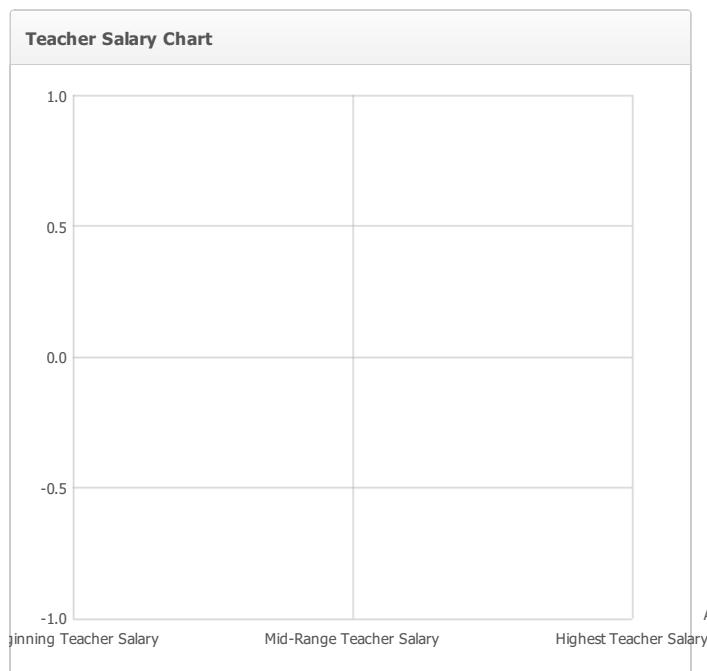
Last updated: 1/25/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 1/24/2018

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 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 debrief, 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 bimonthly 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: 1/24/2018