

Descripción y misión (año escolar 2018-19)

Led by principal Cynthia Nava and staffed by talented and energetic teachers, Alpha: Blanca Alvarado is a small, safe and tuitionfree community school that serves scholars in grades 5-8. We were honored to name the school after Blanca Alvarado, a longtime public official, community leader and youth advocate in Santa Clara County. As the first in her family and community to assume public office, Blanca Alvarado's leadership provides great inspiration for our scholars — many of whom will be the first in their families to attend college and pave the way for their own families and communities.

The mission of Alpha Blanca Alvarado Middle School is to provide children from high-poverty communities an education that effectively develops the academic skills and competencies of character to overcome the achievement gap, graduate from college, and become self-reliant and productive leaders. Alpha seeks to eliminate the achievement gap by inspiring thousands of children from traditionally underserved communities to become self-motivated, competent, and lifelong learners who graduate from college and serve as leaders and role models for their families and communities. We provide the rigor, structure, and support needed to guide students to academic success. We provide an excellent educational program that rests on best practices, quality professional development, and an instructional framework that allows for a strong match between learning needs and teaching methods through differentiation.

Last updated: 1/30/2019

Student Enrollment by Grade Level (School Year 2017-18)

Grade	Level Number of Students
Grade 5	57
Grade 6	69
Grade 7	116
Grade 8	116
Total Enrollment	358



Student Enrollment by Student Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.3 %
American Indian or Alaska Native	0.3 %
Asian	4.2 %
Filipino	0.6 %
Hispanic or Latino	89.7 %
Native Hawaiian or Pacific Islander	0.3 %
White	0.3 %
Two or More Races	0.6 %
Other	3.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.7 %
English Learners	50.3 %

Student Group (Other)	Percent of Total Enrollment
Students with Disabilities	12.6 %
jóvenes de crianza	%
	Preguntas: SARC Equipo <u>sarc@cde.ca.gov</u> 916-319-0406
Departamento de Educación de California	
1430 N Street	
Sacramento, CA 95814	







Nota: "Asignaciones incorrectas" se refiere al número de puestos que ocupan maestros que carecen de autorización legal para enseñar ese nivel educativo, materia, grupo de estudiantes, etc.

* El total de maestros incluye las asignaciones incorrectas de maestros que enseñan inglés.

Last updated: 1/28/2019 Quality, Currency, Availability of Textbooks and Instructional Materials (School Year

2018-19)

Year and month in which the data were collected: July 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Alpha: Blanca Alvarado Middle School uses a variety of instructional materials. As a blended model school, students spend a significant amount of time using individualized online content accessed via personal laptop computers. Below is a description of Alpha's instructional model with respect to instructional materials: 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.	Yes	0.0 %

Computer-based activities allow motivated, high-achieving students to move through more challenging material at their

Textbooks and Instructional Materials/year of Adoption

 From Most
 Percent Students

 Recent
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 Copy

own pace. Additionally, it helps to diagnose and remediate learning gaps for low-achieving students. These activities employ computer-based curricula that are 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 for 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 computers and projection devices, software programs	From Most Recent	Percent Students Lacking Own Assigned	
Subject	Textbooks and Instructional Materials/year of Adoption	Adoption?	Сору	
	(including Lexia Powerup, Khan Academy, STMath, IXL), laboratory science materials, test preparation guides, research and reading materials, math manipulatives, maps and			
	atlases, dictionaries and thesauruses			
Mathematics	Alpha: Blanca Alvarado Middle School uses a variety of instructional materials. As a blended model school, students spend a significant amount of time using individualized online content accessed via personal laptop computers. Below is a description of Alpha's instructional model with respect to instructional materials:	Yes	0.0 %	
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Science	Alpha: Blanca Alvarado Middle School uses a variety of	Yes	0.0 %
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Visual and	Alpha: Blanca Alvarado Middle School uses a variety of	Yes	0.0 %
Performing Arts	instructional materials. As a blended model school,		
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Science Lab Eqpmt (Grades 9- 12)	N/A		N/A	0.0 %
lote: Cells with N/A v	alues do not require data.			Last updated: 1/30/201
chool Facility Co	onditions and Planned Improveme	nts		
Ipha: Blanca Alvarad s sufficiently safe, cle o planned facility imp	lo Middle School is co-located with Alpha: an and adequate for school use. There are provements, and no maintenance is current	Jose at 1601 Cunning	gham Ave, San J	ose, CA 95122. The school
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Ipha: Blanca Alvarad s sufficiently safe, cle o planned facility imp School Facility Go ear and month of the Systems: Gas Leaks Interior: Interior Surf Cleanliness: Overall Electrical: Electrical	lo Middle School is co-located with Alpha: a an and adequate for school use. There are provements, and no maintenance is current ood Repair Status e most recent FIT report: August 2018 System Inspected s, Mechanical/HVAC, Sewer faces I Cleanliness, Pest/Vermin Infestation	Jose at 1601 Cunning ly needed at the site. Rating Good Good Good	gham Ave, San J	ose, CA 95122. The school Last updated: 1/30/201 d and Action Taken or Planned
Ipha: Blanca Alvarad s sufficiently safe, cle o planned facility imp School Facility Go ear and month of the Systems: Gas Leaks Interior: Interior Surf Cleanliness: Overall Electrical: Electrical Restrooms/Fountai	lo Middle School is co-located with Alpha: an and adequate for school use. There are provements, and no maintenance is current cood Repair Status e most recent FIT report: August 2018 System Inspected s, Mechanical/HVAC, Sewer faces I Cleanliness, Pest/Vermin Infestation	Jose at 1601 Cunning ly needed at the site. Rating Good Good Good Good Good	gham Ave, San J	ose, CA 95122. The school Last updated: 1/30/201 d and Action Taken or Planned
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Overall Rating

Good

Last updated: 1/30/2019

Questions: SARC TEAM | <u>sarc@cde.ca.gov</u> | 916-319-0406

Departamento de Educación de California 1430 N Street Sacramento, CA 95814



Prueba CAASPP Resultados en ELA y matemáticas para todos los estudiantes

del tercer al octavo grado y once

Porcentaje de alumnos que cumplen o superan los estándares del estado

Tema	escuela 2016-17	escuela 2017-18	distrito 2016-17	distrito 2017-18	Estado 2016-17	Estado 2017-18
Inglés Artes del Lenguaje / Alfabetización (grados 3-8 y 11)	39,0%	41,0%	40,0%	41,0%	48,0%	50,0%
Matemáticas (grados 3-8 y 11)	33,0%	44,0%	33,0%	33,0%	37,0%	38,0%

Nota: Los porcentajes no se calculan cuando el número de alumnos evaluados es de diez o menos, ya sea porque el número de estudiantes en esta categoría es demasiado pequeño para la precisión estadística o para proteger la privacidad de los estudiantes.

Nota: Los resultados de las pruebas de ELA y Matemáticas incluyen la evaluación sumativa más inteligente y equilibrada de la

CAA. El "porcentaje alcanzado o superado" se calcula tomando el número total de estudiantes que cumplieron o excedieron el

estándar en la Evaluación sumativa Smarter Balanced más el número total de estudiantes que cumple con el estándar (es decir, alcanzado el nivel 3-alternativo) en el CAA dividido por el número total de estudiantes que participaron en las dos evaluaciones.

Última actualización: 01/30/2019

Prueba CAASPP Resultados en ELA por grupo de alumnos

del tercer al octavo grado y Once (año escolar 2017-18)

Evaluación de Resultados CAASPP - Artes del idioma inglés (ELA)

Desglosados por grupo de alumnos, tercer grado hasta octavo grado y Once

grupo de alumnos	Matrícula Total	número Probado	Probado por ciento	Porcentaje cumplido o superado
Todos los estudiantes	352	339	96.31%	40.53%
Masculino	176	170	96.59%	27,81%
Hembra	176	169	96.02%	53.25%
Americano negro o africano	-	-	-	
India EE.UU. o Alaska	-	-	-	
asiático	15	15	100.00%	86.67%
filipina	-	-	-	
hispano o latino	314	305	97.13%	37.83%
Nativa de Hawaii o del Pacífico	-	-	-	
Blanco	-	-	-	
Dos o mas carreras	-	-	-	
De escasos recursos económicos	328	319	97,26%	39.62%
Estudiantes de inglés	240	233	97.08%	34,91%
Estudiantes con Discapacidades	47	45	95.74%	2,22%

Los estudiantes que reciben servicios de

educación para inmigrantes

jóvenes de crianza

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: 1/30/2019

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2017-18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	352	343	97.44%	43.73%
Male	176	173	98.30%	41.62%
Female	176	170	96.59%	45.88%
Black or African American				
American Indian or Alaska Native				
Asian	15	15	100.00%	93.33%
Filipino				
Hispanic or Latino	314	305	97.13%	41.31%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	328	322	98.17%	43.79%
English Learners	240	235	97.92%	39.57%
Students with Disabilities	47	44	93.62%	6.82%

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.

CAASPP Test Results in Science for All Students

Last updated: 1/30/2019

Grades Five, Eight and High School

Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction ("SarcDescription", nueva {sectionid = 80, cdscode = ViewBag.Cdscode});

Tema	escuela	escuela	distrito	distrito	Estado	Estado
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grados 5, 8 y secundaria)	N/A	N / A	N / A	N / A	N / A	N/A

Nota: Las células con valores N / A no requieren datos.

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

Last updated: 1/30/2019

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 2017-18)

Grade	Percentage of Students Meeting	Percentage of Students Meeting	Porcentaje de Estudiantes Seis
Level	Four of Six Fitness Standards	Five of Six Fitness Standards	Reunión de estándares Seis aptitud

Nota: Los porcentajes no se calculan cuando el número de alumnos evaluados es de diez o menos, ya sea porque el número de estudiantes en esta categoría es demasiado pequeño para la precisión estadística o para proteger la privacidad de los estudiantes.

Última actualización: 01/30/2019

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Prioridad Estado: Pupila de compromiso

El SARC proporciona la siguiente información correspondiente a la prioridad del Estado: Pupila de compromiso (prioridad 5):

- Las tasas de deserción escolar; y
- los índices de graduación

Prioridad Estado: Ambiente escolar

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	School	School	District	District	District	State	State	State
Rate	2015— 16	2016— 17	2017— 18	2015— 16	2016— 17	2017— 18	2015-16	2016—17	2017—18
Suspensions	4.1%	5.7%	7.6%	3.1%	2.8%	3.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.5%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%







School Safety Plan (School Year 2018-19)

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/open?id=1BtH1POFnnlXm9gAYChZvm_o7WSpgpIGw

Last updated: 1/31/2019

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	California Department of EDUCATION			
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Inform	e de Responsab	ilidad Escolar		
Informac	ión D. Otros SARC			
La informaciór incluido en las	n de esta sección se requiere para prioridades del estado para LCFF	estar en este informe, pero no está	Exención de respor	nsabilidad traducción
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Tamaño pro	omedio del grupo y distribu	ución por tamaño del grupo		
Nivel de gra	do Tamaño promedio del gru	Cantidad de clases * Cantio po 1-20	dad de clases * Ca 21-32	intidad de clases * 33+
1				
2				
3				
4				
5				
6	32.0		12	8
Otro**				
* La cantidad c ** categoría "C	de clases indica cuántas clases ha)tros" es para las clases de nivel r	ay en cada categoría (rango total de alu nultigrado.	imnos por clase).	
Tamaño pro	omedio del grupo y distribu	ución por tamaño del grupo (er	nseñanza primaria) año escolar
(2016-17)				
		Cantidad da alassa * Cantid	had do olosoo *Ca	untidad da alaasa *

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livel de grado 1	Tamaño promedio del grupo	1-20	21-32	33+
	34.0		1	12
	04.0		7	12
maño promedi 117-18)	io del grupo y distribució	n por tamaño del gru	upo (enseñanza prim	naria) año escolar
maño promedi)17-18) livel de grado	io del grupo y distribució Tamaño promedio del grupo	n por tamaño del gro Number of Classes * 1-20	upo (enseñanza prim Number of Classes * 21-32	naria) año escolar Number of Classes * 33+
maño promedi)17-18) livel de grado	io del grupo y distribució Tamaño promedio del grupo	n por tamaño del gro Number of Classes * 1-20	upo (enseñanza prim Number of Classes * 21-32	naria) año escolar Number of Classes * 33+
maño promedi)17-18) livel de grado	io del grupo y distribució Tamaño promedio del grupo	n por tamaño del gro Number of Classes * 1-20	upo (enseñanza prim Number of Classes * 21-32	naria) año escolar Number of Classes * 33+
maño promedi 017-18) livel de grado	io del grupo y distribució Tamaño promedio del grupo	n por tamaño del gru Number of Classes * 1-20	upo (enseñanza prim Number of Classes * 21-32	naria) año escolar Number of Classes * 33+
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maño promedi 017-18) livel de grado	io del grupo y distribució Tamaño promedio del grupo	n por tamaño del gru Number of Classes * 1-20	upo (enseñanza prim Number of Classes * 21-32	naria) año escolar Number of Classes * 33+
maño promedi)17-18) livel de grado	io del grupo y distribució Tamaño promedio del grupo 28.0	n por tamaño del gru Number of Classes * 1-20	upo (enseñanza prim Number of Classes * 21-32	naria) año escolar Number of Classes * 33+
maño promedi 017-18) livel de grado	io del grupo y distribució Tamaño promedio del grupo 28.0 28.0	n por tamaño del gru Number of Classes * 1-20	upo (enseñanza prim Number of Classes * 21-32	haria) año escolar Number of Classes * 33+
maño promedi D17-18) livel de grado	io del grupo y distribució Tamaño promedio del grupo 28.0 28.0	n por tamaño del gru Number of Classes * 1-20	upo (enseñanza prim Number of Classes * 21-32	haria) año escolar Number of Classes * 33+
maño promedi D17-18) livel de grado	io del grupo y distribució Tamaño promedio del grupo 28.0 28.0 es indica cuántas clases hay en	n por tamaño del gru Number of Classes * 1-20 2 cada categoría (rango tot	upo (enseñanza prim Number of Classes * 21-32 7	haria) año escolar Number of Classes * 33+
maño promedi D17-18) livel de grado	io del grupo y distribució Tamaño promedio del grupo 28.0 28.0 es indica cuántas clases hay en es para las clases de nivel multig	n por tamaño del gru Number of Classes * 1-20 2 cada categoría (rango tol grado.	upo (enseñanza prim Number of Classes * 21-32 7 7	Number of Classes * 33+ 8

Tema	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	35.0		1	7
Mathematics	35.0		1	7
Science	35.0		1	7
Social Science	35.0		1	7

* 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 2016–17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	34.0		2	6
Mathematics	34.0		2	6
Science	34.0		2	6
Social Science	34.0		2	6

* 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 2017–18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0	1	8	
Mathematics	26.0	1	8	
Science	29.0		8	
Social Science	29.0		8	

* 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: 1/30/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016–17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10441.0	\$3228.0	\$7213.0	\$58000.0
District	N/A	N/A		\$81305.0
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$7125.0	\$80910.0
Percent Difference – School Site	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2017-18)

Last updated: 1/31/2019

 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.

 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: 1/30/2019

Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,262	\$50,084
Mid-Range Teacher Salary	\$86,034	\$80,256
Highest Teacher Salary	\$102,376	\$100,154

Average Principal Salate (Bier)nentary)

State Average For Districts In Same Category

Average Principal Salary (Middle)	\$131,610	\$130,255
Average Principal Salary (High)	\$	\$128,660
Superintendent Salary	\$212,178	\$222,447
Percent of Budget for Teacher Salaries	38.0%	37.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Average Principal Salary (Elementary)

Average Principal Salary (Middle)

Last updated: 1/30/2019

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 bi-monthly

professional development days dedicated to the analysis and interpretation of student data every eight weeks. Too often schools accumulate data but fail to

have a plan for analysis and action. These regularly scheduled "data days" allow for professional development that focuses on effective uses of data, data analysis,

Individual Learning Plan development, and the development of school-wide action plans based on student performance data. Students, families, teachers, and

leaders carefully analyze these and other data to identify the causes of academic strengths and weaknesses. Teachers, through collaboration and consultation

with one another and with instructional leaders, modify instruction based on the analysis of student data, effectively individualizing instruction for each student.

La comunidad escolar abarca una cultura de la instrucción basada en datos.

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