Alpha Cindy Avitia High

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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 https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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 at https://dq.cde.ca.gov/dataquest/ 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.
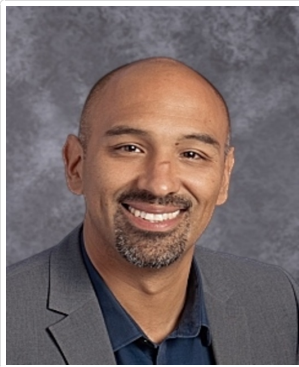
Jorge Arellano

Principal, Alpha Cindy Avitia High

About Our School

Contact

Alpha Cindy Avitia High
1881 Cunningham Ave.
San Jose, CA 95122-2314

Phone: 408-791-1558
E-mail: jarellano@alphapublicschools.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	East Side Union High
Phone Number	(408) 347-5000
Superintendent	Chris Funk
E-mail Address	funkc@esuhsd.org
Web Site	www.esuhsd.org

School Contact Information (School Year 2018—19)	
School Name	Alpha Cindy Avitia High
Street	1881 Cunningham Ave.
City, State, Zip	San Jose, Ca, 95122-2314
Phone Number	408-791-1558
Principal	Jorge Arellano
E-mail Address	jarellano@alphapublicschools.org
Web Site	www.alphapublicschools.org
County-District-School (CDS) Code	43694270132274

Last updated: 1/30/2019

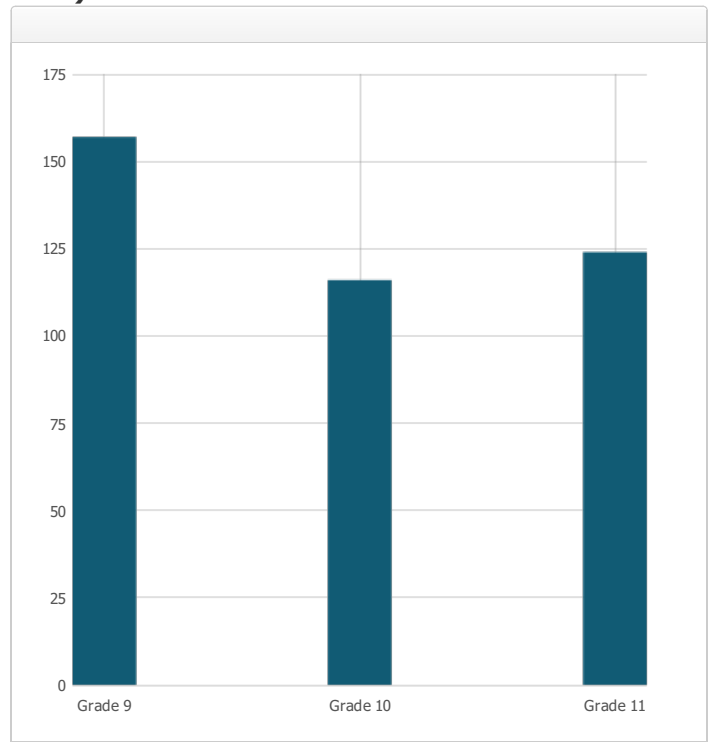## School Description and Mission Statement (School Year 2018—19)

Alpha: Cindy Avitia High School is a small, safe and tuition-free community school that opened its doors to its first class of 9th graders in the summer of 2015. Led by Principal Jorge Arellano and a team of dedicated and skilled teachers, Alpha: Cindy Avitia prepares all students for college with the knowledge, skills, and self-discipline needed to succeed. Further, Alpha also supports families through every step of the college process to ensure students successfully apply to, enroll, and succeed throughout college. We are honored to name Alpha's first high school in honor of Alpha's first board president, Cindy Avitia. Born and raised in East San Jose, Cindy served her community as an activist across many issues, a social and civil rights advocate, and an immigration attorney. Alpha is honored to memorialize Cindy, her commitment to empowering her community, and the spirit of service she embodied.

The mission of Alpha Cindy Avitia High 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 Cindy Avitia High School will eliminate the achievement gap by inspiring thousands of children from traditionally underserved communities to become self-motivated, competent, and lifelong learners who graduate from college and serve as leaders and role models for their families and communities.

Last updated: 1/30/2019

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

Grade Level	Number of Students
Grade 9	157
Grade 10	116
Grade 11	124
Total Enrollment	397

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

Student Group	Percent of Total Enrollment
Black or African American	0.5 %
American Indian or Alaska Native	0.5 %
Asian	6.8 %
Filipino	1.0 %
Hispanic or Latino	88.9 %
Native Hawaiian or Pacific Islander	%
White	0.5 %
Two or More Races	%
Other	1.8 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	89.9 %
English Learners	37.3 %
Students with Disabilities	10.6 %
Foster Youth	0.3 %

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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential		10	10	
Without Full Credential		11	13	
Teachers Teaching Outside Subject Area of Competence (with full credential)		2	0	
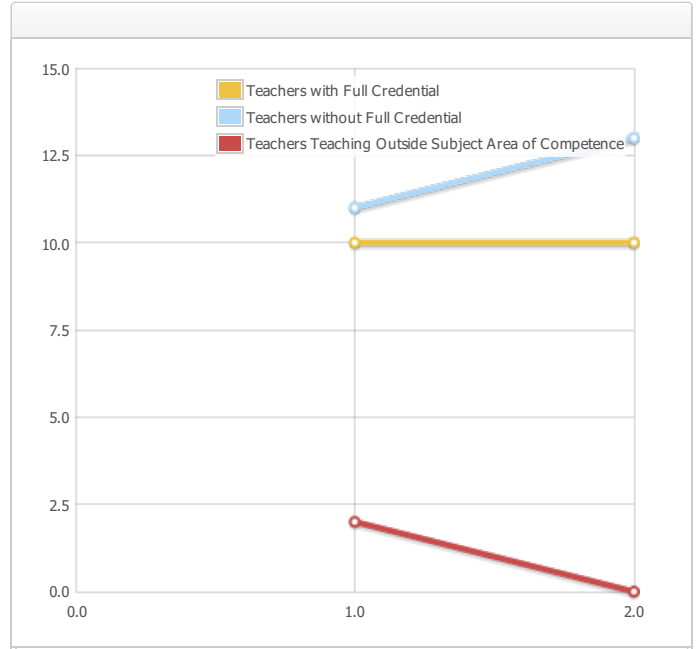
Last updated: 1/30/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

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			0.0 %
Mathematics			0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/30/2019

School Facility Conditions and Planned Improvements

The school is sufficiently safe, clean and adequate for school use. There are no planned facility improvements, and no maintenance is currently needed at the site.

Last updated: 1/30/2019

School Facility Good Repair Status

Year and month of the most recent FIT report:

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:

Overall Rating	Good

Last updated: 1/30/2019

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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)		67.0%		59.0%		50.0%
Mathematics (grades 3-8 and 11)		49.0%		38.0%		38.0%

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: 1/30/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	94	91	96.81%	67.03%
Male	51	49	96.08%	67.35%
Female	43	42	97.67%	66.67%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian	13	13	100.00%	92.31%
Filipino				
Hispanic or Latino	76	73	96.05%	61.64%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	84	81	96.43%	67.90%
English Learners	24	24	100.00%	25.00%
Students with Disabilities	--	--	--	
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: 1/30/2019

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	94	90	95.74%	48.89%
Male	51	48	94.12%	56.25%
Female	43	42	97.67%	40.48%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian	13	13	100.00%	92.31%
Filipino				
Hispanic or Latino	76	72	94.74%	41.67%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	84	81	96.43%	48.15%
English Learners	24	23	95.83%	13.04%
Students with Disabilities	--	--	--	
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: 1/30/2019

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 2017—18)

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

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: 1/30/2019

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

At ACAHS, 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, ACAHS 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.

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	5.1%	1.9%	3.4%	3.8%	4.0%	3.7%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
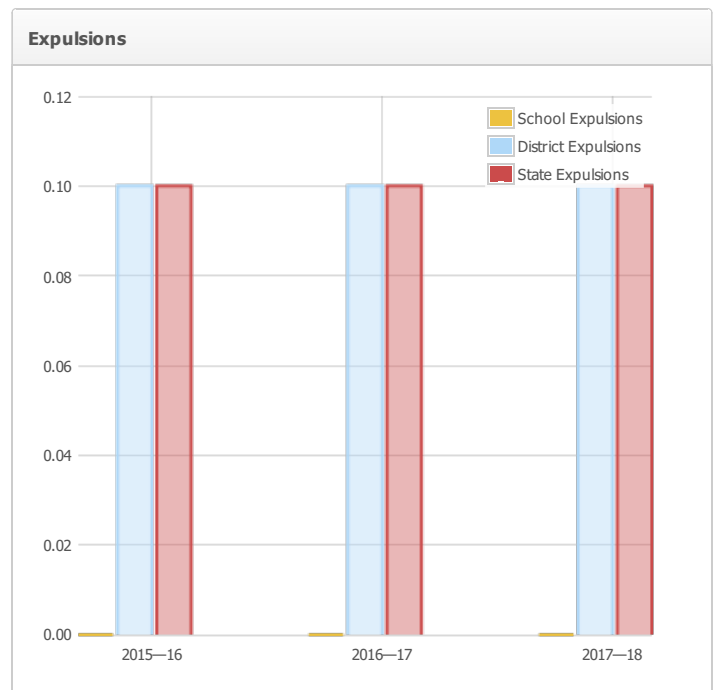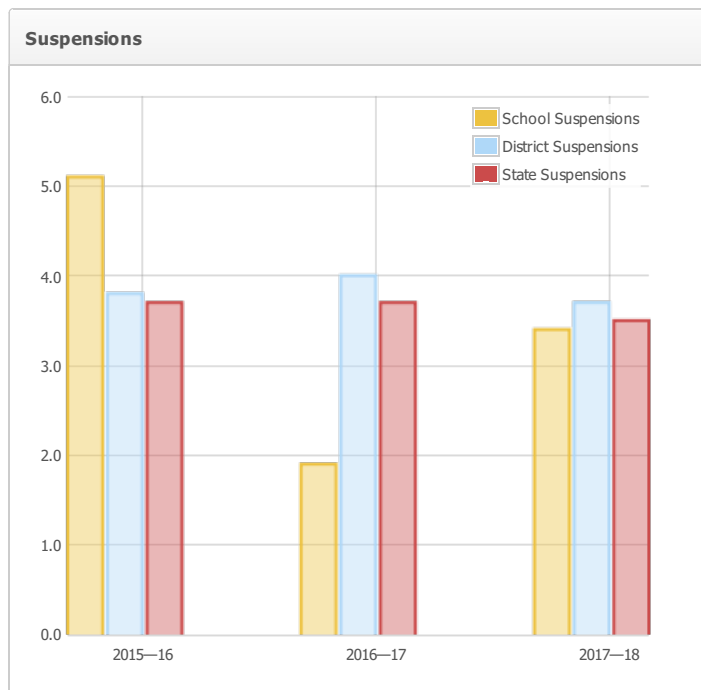
Last updated: 1/30/2019

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=1JRl_h06XFoRs383iEYnoqQYsrP8Kf8V1

Last updated: 1/30/2019

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	29.0	1	2	3
Mathematics	3.0	1		
Science	35.0		1	2
Social Science	34.0		1	3

* 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	31.0	1	3	6
Mathematics	27.0	2	2	1
Science	29.0	1	6	2
Social Science	26.0	3	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 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	27.0	5	7	3
Mathematics	26.0	4	8	2
Science	25.0	4	4	1
Social Science	30.0	1	9	3

* 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	$11449.0	$1768.0	$9682.0	$63000.0
District	N/A	N/A	--	$89332.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7125.0	$85815.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/31/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$55,349	$50,747

Mid-Range Teacher Salary	$90,881	$86,127
Highest Teacher Salary	$112,154	$106,915
Average Principal Salary (Elementary)	$	--
Average Principal Salary (Middle)	$	$136,636
Average Principal Salary (High)	$146,943	$150,286
Superintendent Salary	$286,275	$238,058
Percent of Budget for Teacher Salaries	34.0%	34.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
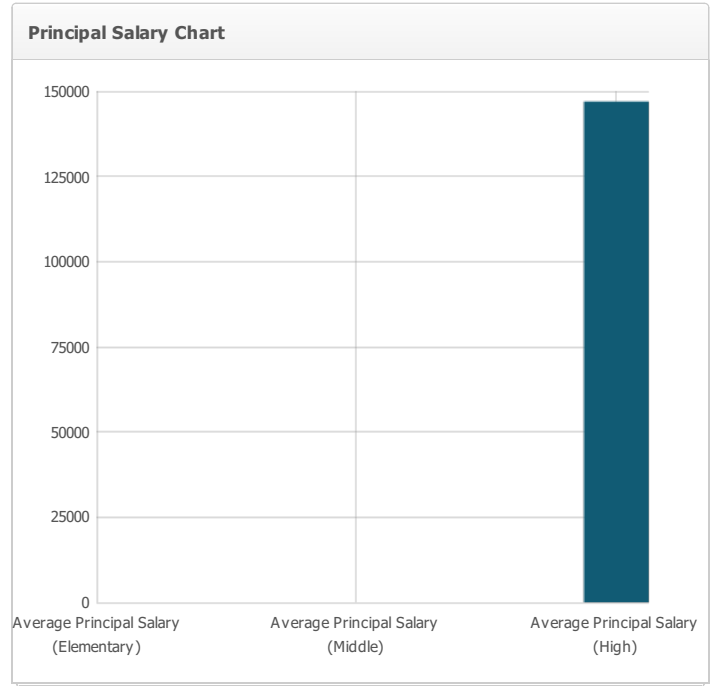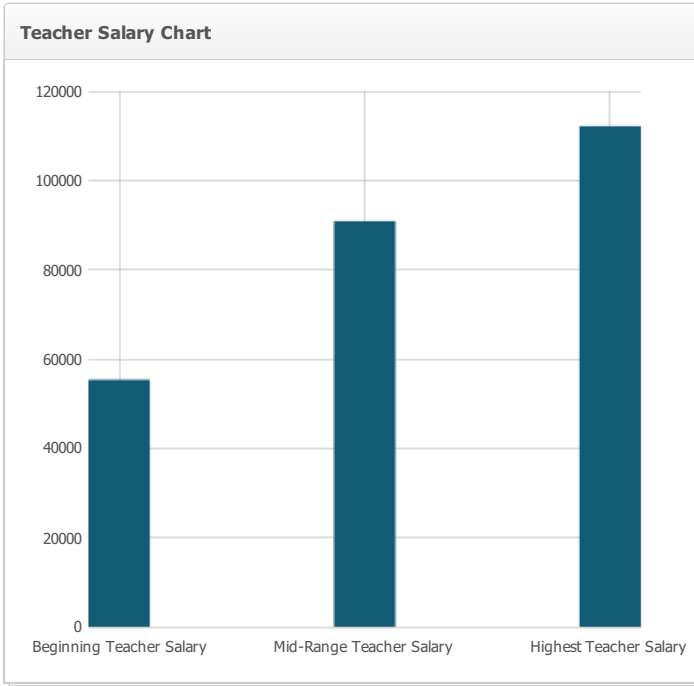
Last updated: 1/30/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	3	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	4	N/A
All Courses	11	42.3%

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

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

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 with a template that was finalized through a collaborative process that included the school's principal and teachers. The plan asks the employee to identify a set of professional development goals from six different areas that have been identified as the strands most pertinent to the success of an Alpha educator. They include content, curriculum, instruction, assessment, mentoring (supporting students' social emotional development), leadership, and knowing and understanding learners. Within each of those competencies, teachers set professional growth goals and receive professional development focused on improving each of the six competencies within several sub-groups, including ELLs, SPED, academically high-achieving students, and academically low-achieving students. SPED focused professional development will include a focus on developing and monitoring student ILPs. The plan identifies the teacher's present level of performance in each strand using a standard rubric. The plan indicates the teacher's annual goals for growth in one or more strand, how the goals will be measured and what will define success. Additionally, a strategy for achieving the goals will be designed, and subsequently supported by the school and its professional development activities throughout the year. Teachers who struggle to meet their goals receive a more frequent observation, coaching, and feedback cycle, ensuring that they are appropriately supported as they improve. Professional development at Alpha Cindy Avitia includes training, models, support from peers and outside coaches and ample time to develop and refine curriculum and teaching practices. The school supports teachers in their effort to master their craft by providing consistent feedback and encouraging teachers in a thoughtful assessment of their teaching practice. Some key elements of the staff development program at the School include helping teachers create and implement:

• Development of a college-going culture and college-ready skills and behaviors
• Common Core State Standards-based curriculum and assessments
• Integration of ELD standards into course curricula

Schoolwide literacy program, with focus on reading and writing strategies in the content areas that are focused on the development of college-ready skills Alpha utilizes Common Core State Standards, ACT and SAT-aligned interim assessments and other quantitative and qualitative metrics to provide meaningful data that indicates the level of student mastery of grade-level standards. Additionally, students complete Common Core Standards-aligned, NWEA MAP assessments four times per year. These computer adaptive tests measure growth in reading, language use, and mathematics and provide all stakeholders with meaningful information about student progress. School-created interim, formative and summative assessments; projects, homework, and other forms of formal and informal assessments will be used to monitor student-level and school-wide performance on a daily, weekly, and monthly basis. Professional development days dedicated to the analysis and interpretation of student data occur four times a year. Too often schools accumulate data but fail to have a plan for analysis and action. These regularly scheduled "data days" will allow for professional development that focuses on effective uses of data, data analysis, Individual Learning Plan development and modification, and the development of grade-level and school-wide action plans based on student performance data. Students, families, teachers, and leaders carefully analyze these and other data to identify the causes of academic strengths and weaknesses. Teachers, through collaboration and consultation with one another and with instructional leaders, modify instruction based on the analysis of student data, effectively individualizing instruction for each student. The school community embraces a culture of data-driven instruction.

Last updated: 1/30/2019