

Alpha Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Felix Duncan

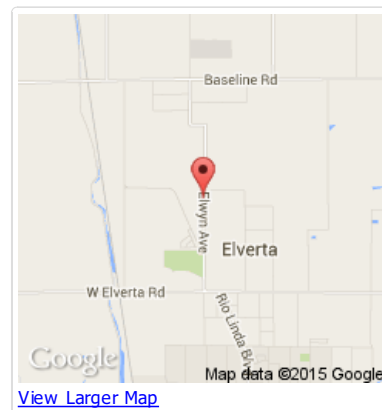
Principal, Alpha Charter

About Our School

Contact

8920 Elwyn Ave.
Elverta, CA 95626

Phone: 916-991-2244
E-mail: fduncan@jesd.net



About This School

Contact Information - Most Recent Year

| School | |
|--|--|
| School Name | Alpha Charter |
| Street | 8920 Elwyn Ave. |
| City, State, Zip | Elverta, Ca, 95626 |
| Phone Number | 916-991-2244 |
| Principal | Felix Duncan |
| E-mail Address | fduncan@ejesd.net |
| Web Site | www.ejesd.net |
| County-District-School (CDS) Code | 34673220127860 |

| District | |
|----------------------------------|--|
| District Name | Elverta Joint Elementary |
| Phone Number | (916) 991-2244 |
| Web Site | www.ejesd.net |
| Superintendent First Name | Michael |
| Superintendent Last Name | Borggaard |
| E-mail Address | mborggaard@ejesd.net |

Last updated: 1/23/2015

School Description and Mission Statement (Most Recent Year)

Alpha Charter High School is a site-based program, where students attend school each day. Students enrolled in our program complete their studies under the direction of credentialed teachers, charter school facilitators, on-line courses and teachers, and parents. Students complete their courses at school as well as in their home environment.

Students attend school 180 days each year, paralleling the Elverta Joint School District calendar. Learning Lab, Magnet Activity, break and lunch times are scheduled throughout the day (please see "School Hours" below). Each school day features direct instruction, learning lab, and magnet activities. While it is possible students to complete much of their work during their school day, it is required that students complete 1-2 hours of homework each night. Students and Parents are responsible for the completion and quality of all academic courses.

It is our commitment to provide the highest quality instruction and guidance to families who desire to educate their student in engaging magnet programs in a unique and flexible format.

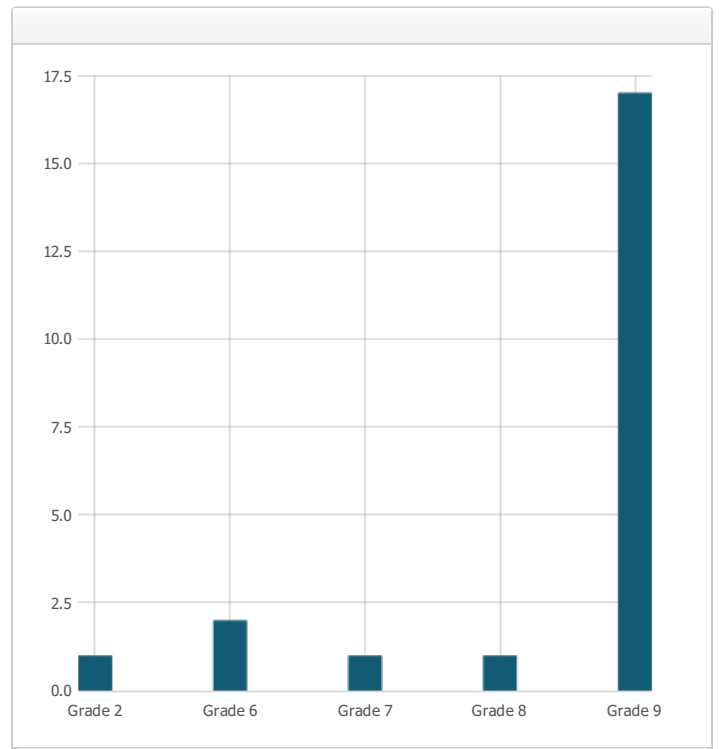
The mission of Alpha Charter High School is to provide a flexible and personalized learning program that enables students to achieve success in academic endeavors. We support students in their personal goals and prepare them for a variety of post-graduation opportunities.

Alpha Charter High School is dedicated to providing students with a vigorous online education that will encourage them to become self-motivated and disciplined learners. Teachers guide students using an individualized and collaborative approach that encourages students to become advocates for their educational success.

Last updated: 1/23/2015

Student Enrollment by Grade Level (School Year 2013-14)

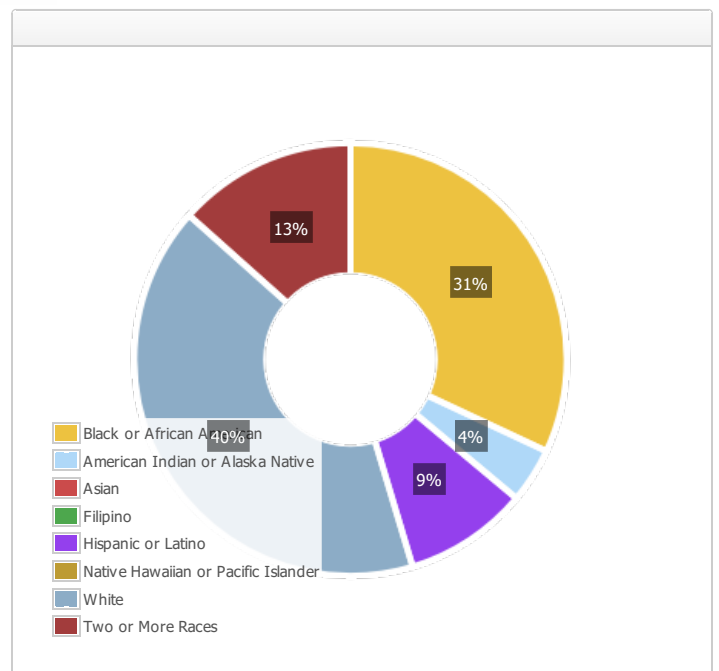
| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 2 | 1 |
| Grade 6 | 2 |
| Grade 7 | 1 |
| Grade 8 | 1 |
| Grade 9 | 17 |
| Total Enrollment | 22 |



Last updated: 1/23/2015

Student Enrollment by Student Group (School Year 2013-14)

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 31.8 |
| American Indian or Alaska Native | 4.5 |
| Asian | 0.0 |
| Filipino | 0.0 |
| Hispanic or Latino | 9.1 |
| Native Hawaiian or Pacific Islander | 0.0 |
| White | 40.9 |
| Two or More Races | 13.6 |
| Socioeconomically Disadvantaged | 36.4 |
| English Learners | 0.0 |
| Students with Disabilities | 13.6 |



Last updated: 1/23/2015

A. Conditions of Learning

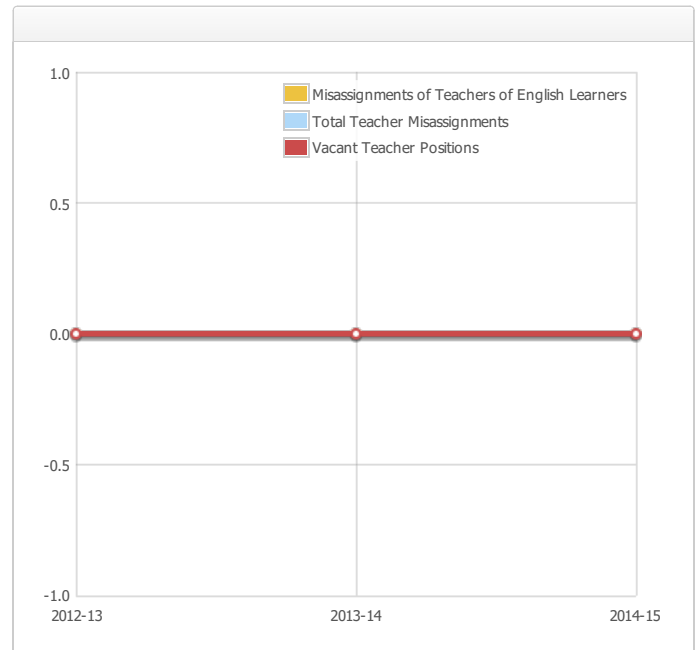
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 Misassignments and Vacant Teacher Positions

| Indicator | 2012-13 | 2013-14 | 2014-15 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/23/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|--|--|
| This School | 100 | 0 |
| All Schools in District | 100 | 0 |
| High-Poverty Schools in District | 100 | 0 |
| Low-Poverty Schools in District | 100 | 0 |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected:

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|--|----------------------------|--|
| Reading/Language Arts | Sufficient and continually updated. | | 0.0 |
| Mathematics | Sufficient and continually updated. | | 0.0 |

| | | |
|----------------------------|-------------------------------------|-----|
| Science | Sufficient and continually updated. | 0.0 |
| History-Social Science | Sufficient and continually updated. | 0.0 |
| Foreign Language | Sufficient and continually updated. | 0.0 |
| Health | Sufficient and continually updated. | 0.0 |
| Visual and Performing Arts | Sufficient and continually updated. | 0.0 |
| Science Lab Eqpmt(9-12) | Sufficient and continually updated. | 0.0 |

Last updated: 1/23/2015

School Facility Conditions and Planned Improvements - Most Recent Year

The campus has sufficient classroom, playground and staff spaces which enables the support of learning and teaching. Our school has a library and an athletic field. The school is in good condition and is cleaned daily. We have a part time janitor who works during school hours. The Maintenance supervisor makes sure that safety checks are done on a monthly basis to ensure that the school is safe, clean and in good condition.

Last updated: 1/23/2015

School Facility Good Repair Status - Most Recent Year

| 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 | Fair | Two bathroom ceiling fans need repair. |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Fair | Cafeteria fountain needs repair. Room 3 faucet base leaks and needs repair. |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate - Most Recent Year

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 1/23/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

Courses for University of California and/or California State University Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2013-14 Students Enrolled in Courses Required for UC/CSU Admission | 0.0 |
| 2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission | |

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 - Most Recent Year

Student Council meets as scheduled in order to collaborate, plan, and provide input for all aspects of school life
Student/Parent Orientation and Update/Training Meetings
Student/Parent Orientation and Update/Training Meetings are scheduled to provide relevant training and pathways to success for students and their Parents.

State Priority: Pupil Engagement

Last updated: 1/23/2015

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

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

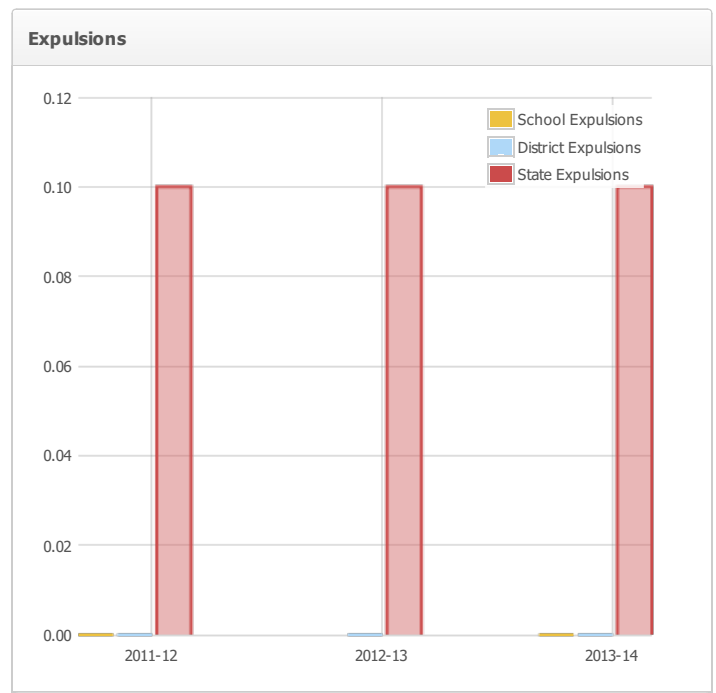
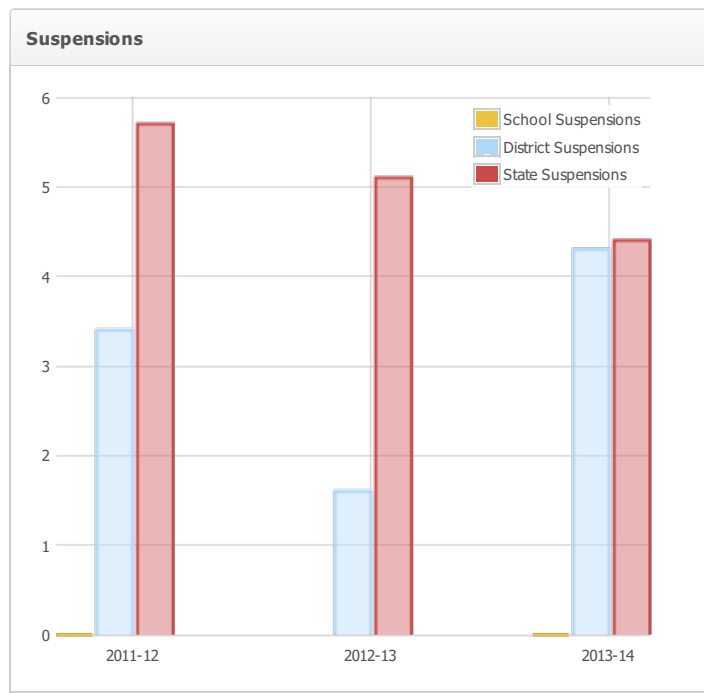
State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Suspensions | | | 0.00 | 3.40 | 1.60 | 4.30 | 5.70 | 5.10 | 4.40 |
| Expulsions | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.10 | 0.10 | 0.10 |



Last updated: 1/23/2015

School Safety Plan - Most Recent Year

Maintaining a safe and orderly environment in order to maximize student learning is a top priority of Alpha Charter School. The school is in compliance with all laws, rules and regulations pertaining to hazardous materials and state safety standards. The school plan, developed in conjunction with local law enforcement and fire departments, includes steps for ensuring student and staff safety during or following an emergency or local disaster. Students receive regular training in fire, intruder, natural disaster and earthquake events. Emergency drills are conducted on a monthly basis. The safety plan is revised and implemented annually and is on file in the Principal's office. Alpha boasts up-to date restroom facilities, American Disabilities Act compliance and an aesthetically pleasing environment in which to learn and work. We view the concept of discipline as an integral part of the learning process. In the context, we teach and model pro-social behavior by treating children with respect and dignity and by offering a quality curriculum to keep all students engaged in learning. Discipline problems are few and minor. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in July, 2014.

Last updated: 1/23/2015

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

| AYP Criteria | School | District |
|--|--------|----------|
| Made AYP Overall | N/A | N/A |
| Met Participation Rate - English-Language Arts | N/A | N/A |
| Met Participation Rate - Mathematics | N/A | N/A |
| Met Percent Proficient - English-Language Arts | N/A | N/A |
| Met Percent Proficient - Mathematics | N/A | N/A |
| Met Graduation Rate | N/A | N/A |

Last updated: 1/23/2015

Federal Intervention Program (School Year 2014-15)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | Not in PI | Not in PI |
| First Year of Program Improvement | | |
| Year in Program Improvement * | | |
| Number of Schools Currently in Program Improvement | N/A | 1 |
| Percent of Schools Currently in Program Improvement | N/A | 33.3% |

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/23/2015

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2011-12 | | | 2012-13 | | | 2013-14 | | | | | |
|----------------|--------------------|---------------------|-------|---------|--------------------|---------------------|---------|-----|--------------------|---------------------|-------|-----|
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | | | | | | | | 4.0 | | 5 | | |
| Mathematics | | | | | | | | 5.0 | | 4 | | |
| Science | | | | | | | | 5.0 | | 4 | | |
| Social Science | | | | | | | | 6.0 | | 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: 1/23/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

| 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 | 0.1 | N/A |
| Social Worker | | N/A |
| Nurse | 0.1 | N/A |
| Speech/Language/Hearing Specialist | 0.3 | N/A |
| Resource Specialist (non-teaching) | | N/A |
| Other | 2.0 | 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: 1/23/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|---|-------------------------------------|---|--|-------------------------------|
| School Site | N/A | N/A | N/A | N/A |
| District | N/A | N/A | N/A | N/A |
| Percent Difference – School Site and District | N/A | N/A | N/A | N/A |
| State | N/A | N/A | \$4,690 | \$57,931 |
| Percent Difference – School Site and State | N/A | N/A | N/A | N/A |

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

Last updated: 1/23/2015

Types of Services Funded (Fiscal Year 2013-14)

As a California public charter school Alpha Charter High School receives educational funds dependent upon average daily attendance (ADA).

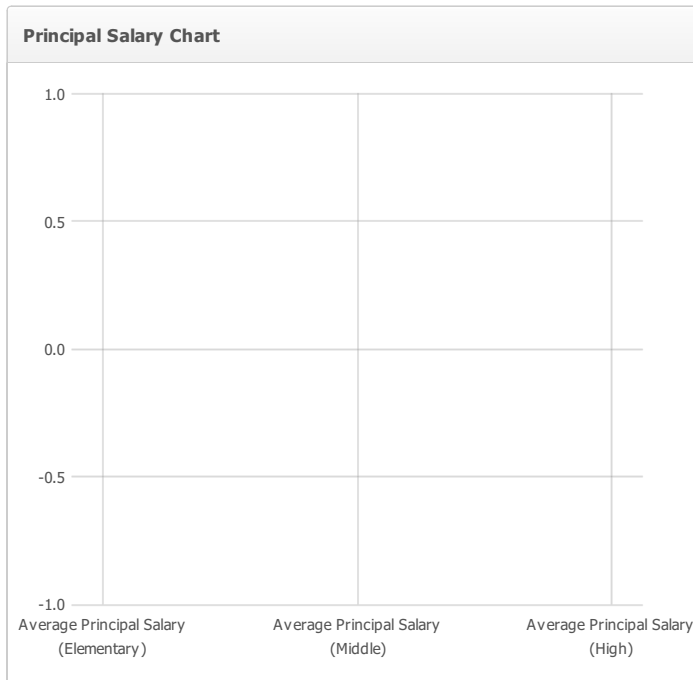
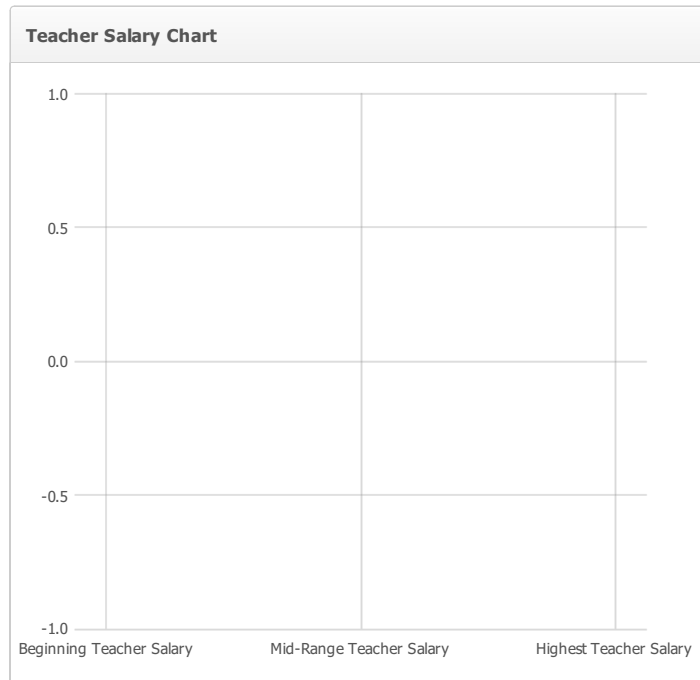
Alpha Charter High School provides a course of study that consists of the use of a digital curriculum (Advanced Academics), with site-based and on-line teachers, textbooks, resource centers, and on-site enrichment and/or classes.

Last updated: 1/23/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | N/A | \$38,970 |
| Mid-Range Teacher Salary | N/A | \$56,096 |
| Highest Teacher Salary | N/A | \$71,434 |
| Average Principal Salary (Elementary) | N/A | \$91,570 |
| Average Principal Salary (Middle) | N/A | \$97,460 |
| Average Principal Salary (High) | N/A | \$99,544 |
| Superintendent Salary | N/A | \$107,071 |
| Percent of Budget for Teacher Salaries | 35.0% | 36.0% |
| Percent of Budget for Administrative Salaries | 6.0% | 7.0% |

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



Last updated: 1/23/2015

Professional Development – Most Recent Three Years

The District provides two (2) pre service days (before school officially opens). These days provide for consistent development and implementation of procedures related to staff and student activities. Three (3) additional days are provided to teachers for ongoing training and skill development in academic content and consistent procedures with students.

Last updated: 1/23/2015