

Alliance Collins Family College-Ready High

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/fq/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.



Robert Delfino, Principal

Principal, Alliance Collins Family College-Ready High

About Our School

I am so proud to lead such a talented and dedicated family of educators and students. This year, we celebrate our 11th year of serving the Huntington Park community and our continued commitment to preparing all students with the scholarship, ambition, and strength of character to succeed in high school, college, and beyond!

In the fall 2016, Alliance Collins Family engaged in a school-wide, data-driven collaboration to develop a rigorous Instructional Focus to improve all of our students' justification skills in speaking and writing. We believe our focus will not only lead to successful results on school-wide and statewide assessments, such as the CAASPP and AP exams, but will also enhance our students' preparation for college and the career world. As such, our leadership team has expanded beyond administrators and counselors to ensure ongoing faculty expertise to play a major role in planning and leading this key focus of our academic program. Put the "Y" in Justify!

Additionally, our students continue to hone their innovative skills, as each student is equipped with a laptop to integrate technology as part of their daily learning experiences. We also continue to have an abundance of extracurricular activities, school clubs, enrichment and leadership programs, and an athletic program to appeal to the wide range of student interests. Lastly, I am also proud that we have introduced and committed to implementing Character Counts to ensure that we live up to our mission and shape our students to becoming wonderful citizens. Great success is not measured by academic growth and achievement alone, but also by the strength of character that we all model--trustworthiness and responsibility to consistently caring and being kind to others. At Collins, the sky is the limit with these endeavors and our amazing students. Go Jaguars!

Contact

Alliance Collins Family College-Ready High
2071 Saturn Ave.
Huntington Park, CA 90255-3635

Phone: 323-923-1588
E-mail: rdelfino@alliance.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2017-18)	
School Name	Alliance Collins Family College-Ready High
Street	2071 Saturn Ave.
City, State, Zip	Huntington Park, Ca, 90255-3635
Phone Number	323-923-1588
Principal	Robert Delfino, Principal
E-mail Address	rdelfino@laalliance.org
Web Site	http://collinsfamilyjaguars.org
County-District-School (CDS) Code	19647330108936

Last updated: 11/16/2017

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

The mission of Alliance College-Ready Public Schools, a nonprofit charter management organization, is to open and operate a network of small, high-performing high schools and middle schools in low income communities in California with historically under-performing schools, that will annually demonstrate student academic achievement growth, and graduate students ready for success in college.

Alliance schools significantly outperform traditional public schools in preparing students to enter and succeed in college. Our schools use an educational model based on high expectations of students, small and personalized campuses, a longer school year and a longer instructional day, a team of highly effective teachers and principals, and parents as partners in their child's educational success. The vision for Alliance schools is that they will consistently demonstrate student readiness for success in college by achieving an annual academic growth rate of 1 to 1.5 years in student results on state academic standards; by increasing student performance on college-readiness indicators including SAT, ACT, and EAP exams; by achieving a 100% success rate on passing high school exit exams; by dramatically reducing dropout rates to 0%, by ensuring that less than 15% of students need remedial English or Math in college. 100% of our middle school students will demonstrate readiness for high school by culminating eighth grade having taken and passed Algebra. The Alliance will expand the choice of excellent schools with a high success rate for parents in Los Angeles to surrounding communities in California whose children attend low-performing schools.

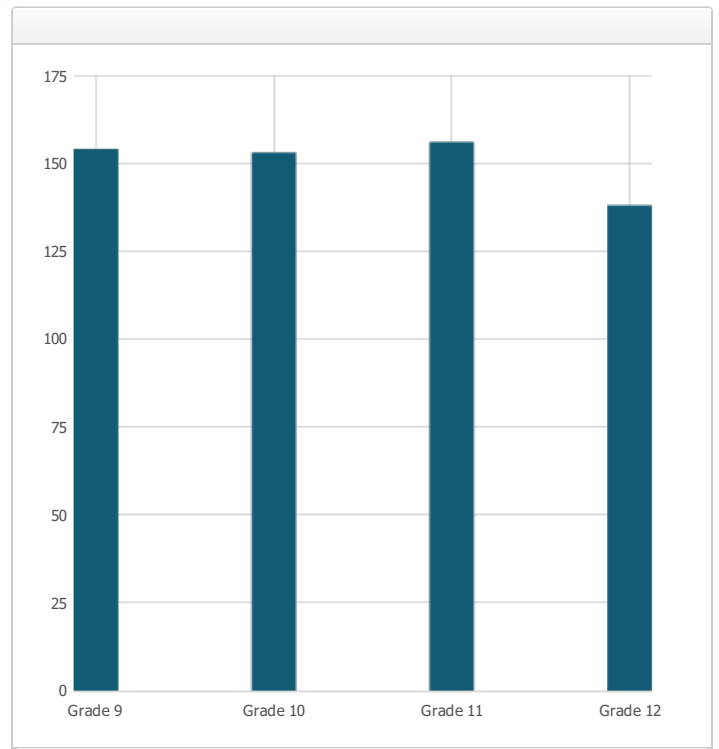
Characteristics of our schools: Highly effective teachers and principals guided by core values High success rates on California state academic standards 100% success rate on passing California High School Exit Exam (CAHSEE) 90% four-year graduation rate 100% of students continuously enrolled for four years are accepted to college On the Forefront of Educational Innovation Since its inception, the Alliance has been a catalyst in understanding what works to prepare students for college. Our teachers bring innovative instruction to students with a personalized, safe learning environment. We believe that all children can learn successfully at high levels given the opportunity to do so.

The Alliance core values create a roadmap to graduation and college admission that is working. The success of our students -- and particularly our graduates -- confirms the effectiveness of the Alliance model.

Last updated: 11/16/2017

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

Grade Level	Number of Students
Grade 9	154
Grade 10	153
Grade 11	156
Grade 12	138
Total Enrollment	601



Last updated: 11/15/2017

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

Student Group	Percent of Total Enrollment
Black or African American	0.2 %
American Indian or Alaska Native	0.0 %
Asian	0.3 %
Filipino	0.0 %
Hispanic or Latino	99.5 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.0 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	95.2 %
English Learners	10.5 %
Students with Disabilities	10.8 %
Foster Youth	0.2 %

Last updated: 11/15/2017

A. Conditions of Learning

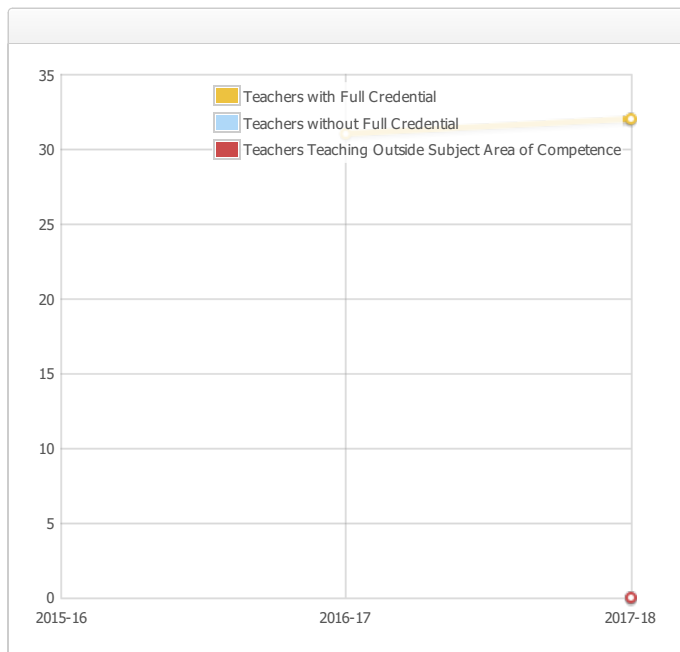
State Priority: Basic

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

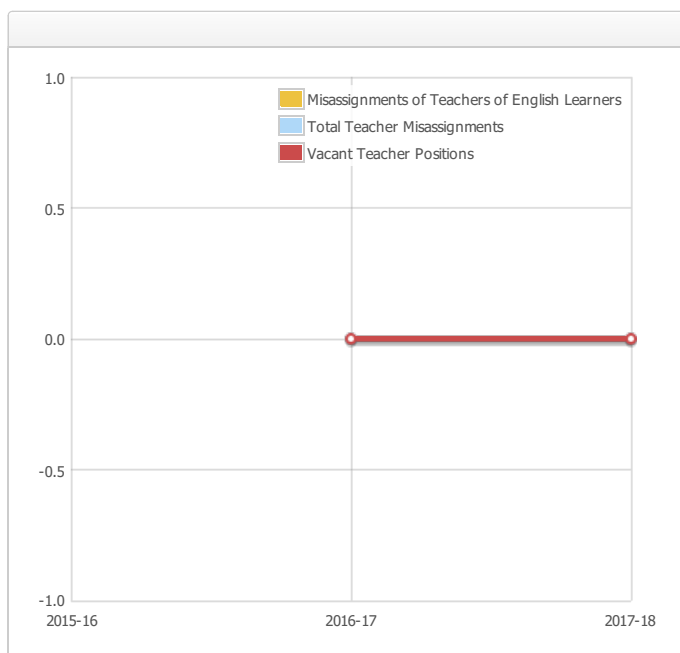
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential		31	32	21842
Without Full Credential			0	866
Teachers Teaching Outside Subject Area of Competence (with full credential)			0	2830



Last updated: 2/7/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		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: 11/15/2017

School Facility Conditions and Planned Improvements

The Facilities Department conducts numerous inspections yearly on school safety and overall general conditions of our campuses. These inspections ensure that our facilities are kept safe and clean for students, families and staff. There are no preventative maintenance improvements needed this year.

Last updated: 11/16/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2017

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: August 2017

Overall Rating	Good
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Last updated: 11/14/2017

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)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	73%	75%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	24%	29%	29%	30%	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: 11/15/2017

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	157	157	100.00%	75.16%
Male	70	70	100.00%	75.71%
Female	87	87	100.00%	74.71%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	157	157	100.00%	75.16%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	155	155	100.00%	74.84%
English Learners	31	31	100.00%	48.39%
Students with Disabilities	14	14	100.00%	42.86%
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: 11/15/2017

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	157	157	100.00%	29.30%
Male	70	70	100.00%	35.71%
Female	87	87	100.00%	24.14%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	157	157	100.00%	29.30%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	155	155	100.00%	29.03%
English Learners	31	31	100.00%	12.90%
Students with Disabilities	14	14	100.00%	
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: 11/15/2017

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	34.0%	29.0%	46.0%	46.0%	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: 11/15/2017

Career Technical Education Programs (School Year 2016-17)

We at Alliance Collins Family College-Ready High School believe that our curriculum must be teamed with other components to prepare students for post-secondary education both in and out of the classroom. Although we do not currently offer any Career Technical Education Programs, students may take them at nearby colleges.

Last updated: 11/15/2017

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	100.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	99.3%

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

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)

Parental support and involvement are key components in students' academic success and we believe that it's essential for parents to be fully knowledgeable about preparing their student to enter and complete college. Parents are considered partners and are encouraged to take on active and meaningful roles to ensure the success of the school. Research shows that parent involvement in children's learning positively impacts student achievement. We believe that parent participation is really making a difference and is positively impacting student academic progress and future college success.

We encourage all parents, legal guardians, and adult family members to become actively involved by serving as a parent volunteer. We don't require all parents to volunteer but we recommend that each family volunteer 40 hours per school year. Their time, talent and enthusiasm are an integral part of the day-to-day functioning of the school and the overall academic development of their child.

There are a number of ways parents and guardians get involved and demonstrate their commitment at school and at home. Parent volunteer service hours can be earned by directly supporting the school and by supporting their child academically at home. School support activities include office support, nutrition and lunch distribution, campus and field trip supervision, including taking on leadership roles on school committees and developing parent support groups. Academic support activities include weekly and Saturday parent workshop and parent-teacher conference participation, along with classroom and tutoring support.

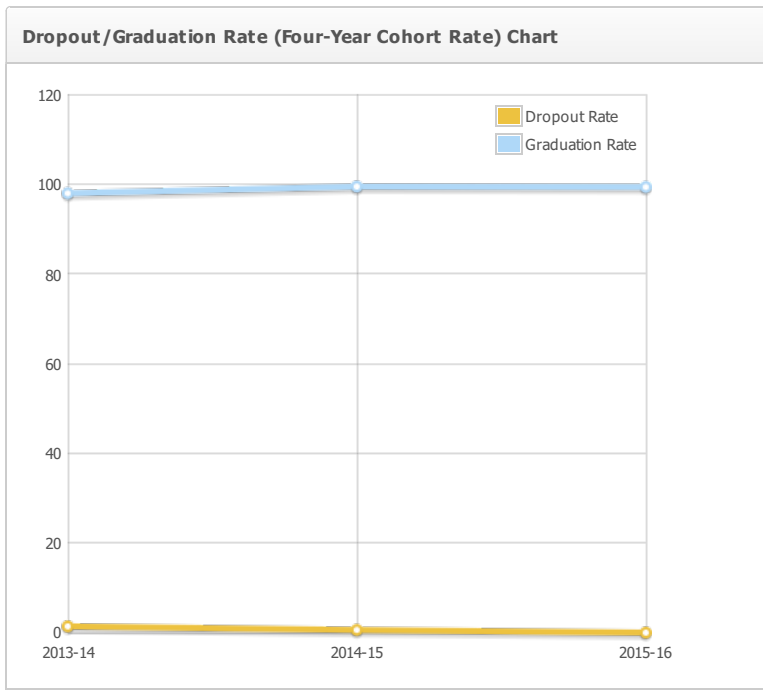
State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	1.4%	0.6%	0.0%	17.4%	16.7%	13.7%	11.5%	10.7%	9.7%
Graduation Rate	97.9%	99.4%	99.3%	70.0%	72.0%	75.0%	81.0%	82.3%	83.8%



Last updated: 11/16/2017

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

Student Group	School	District	State
All Students	100.0%	86.9%	87.1%
Black or African American	0.0%	82.9%	79.2%
American Indian or Alaska Native	0.0%	81.7%	80.2%
Asian	0.0%	89.2%	94.4%
Filipino	0.0%	90.1%	93.8%
Hispanic or Latino	100.0%	87.3%	84.6%
Native Hawaiian or Pacific Islander	0.0%	88.8%	86.6%
White	0.0%	86.0%	91.0%
Two or More Races	0.0%	83.3%	90.6%
Socioeconomically Disadvantaged	100.0%	87.9%	85.5%
English Learners	0.0%	38.2%	55.4%
Students with Disabilities	100.0%	59.2%	63.9%
Foster Youth	100.0%	82.7%	68.2%

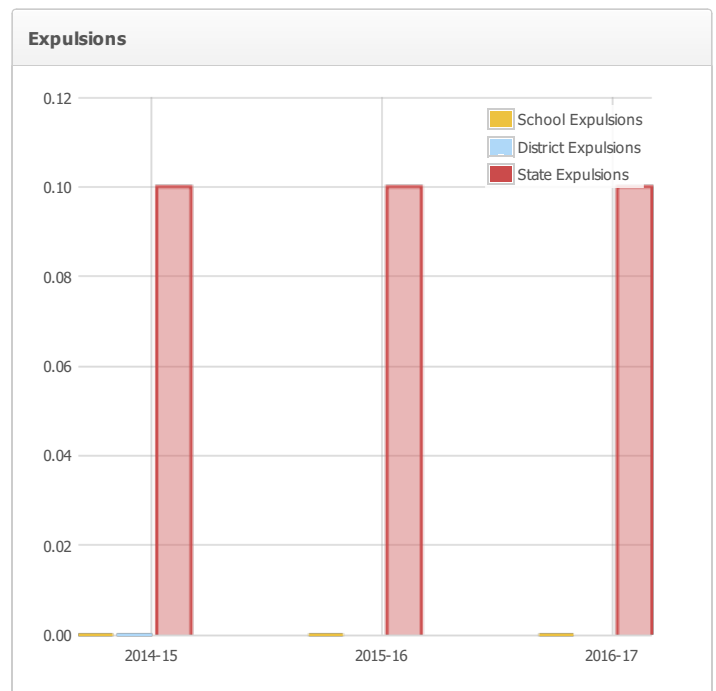
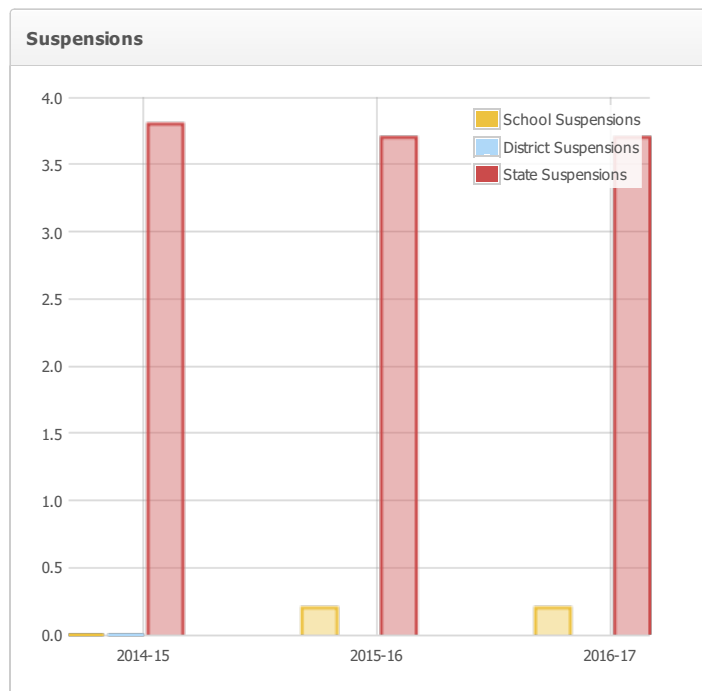
State Priority: School Climate

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0%	0.2%	0.2%	--	--	--	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	--	--	--	0.1%	0.1%	0.1%



Last updated: 11/16/2017

School Safety Plan (School Year 2017-18)

The School Safety Plan covers Alliance's policies and expectations regarding the practices at each school in maintaining the safety and security of students, staff members and the physical campus, responding appropriately to emergencies, and creating a safe and orderly environment that is conducive to learning.

The Plan is reviewed and updated annually by administration and school employees are trained annually.

Last updated: 11/16/2017

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	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	642
Percent of Schools Currently in Program Improvement	N/A	69.0%

Last updated: 11/16/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	25.0	9	30	1	26.0	10	30	0	26.0	9	29	1
Mathematics	24.0	9	25	1	26.0	4	25	0	25.0	7	22	1
Science	26.0	6	18	0	27.0	5	17	0	26.0	5	17	1
Social Science	26.0	7	14	3	26.0	3	16	1	28.0	1	17	1

* 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: 11/16/2017

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	4.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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: 11/16/2017

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	\$13399.1	\$2767.4	\$10631.7	\$64120.0
District	N/A	N/A	\$7038.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	--	-13.9%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	47.2%	-21.1%

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

Last updated: 2/7/2018

Types of Services Funded (Fiscal Year 2016-17)

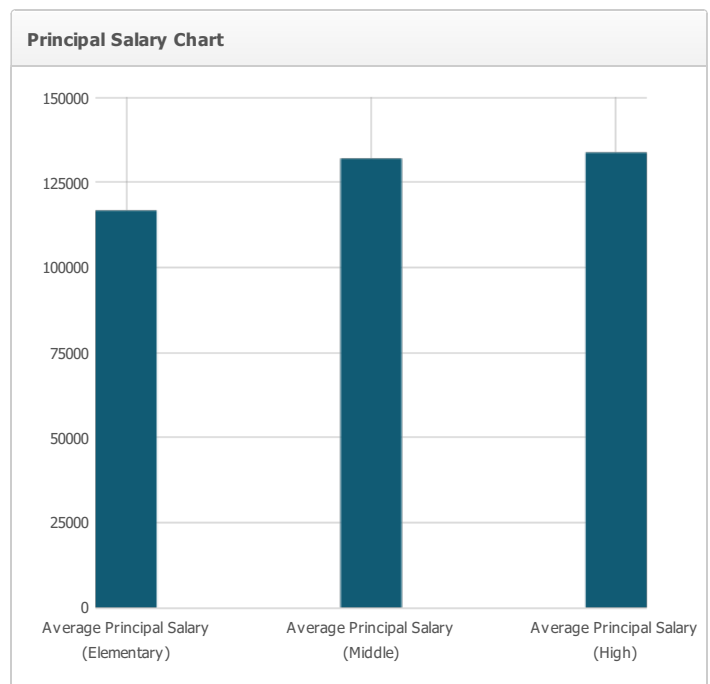
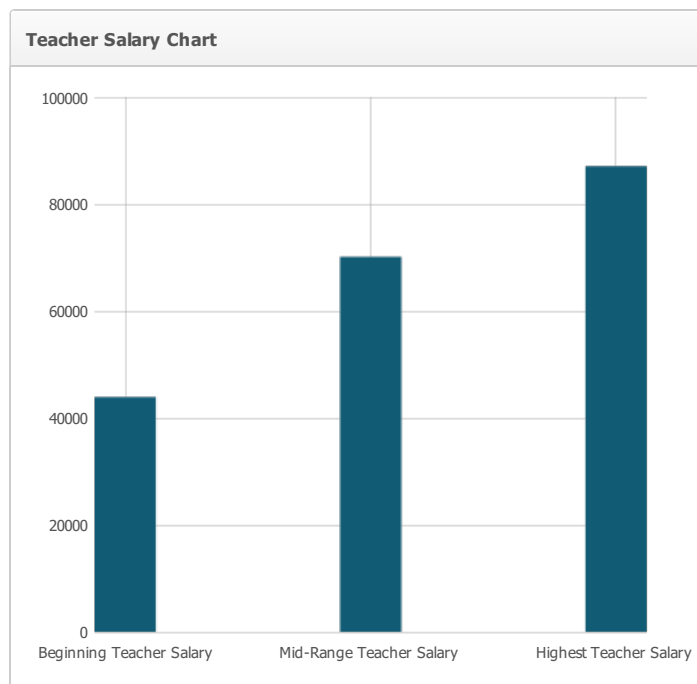
Alliance Collins Family College-Ready High utilizes categorical funds to provide a variety of additional academic and other supports to its scholars. Programming may include tutoring, academic support, and other activities outside of class time.

Last updated: 11/20/2017

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,808
Mid-Range Teacher Salary	\$70,141	\$73,555
Highest Teacher Salary	\$87,085	\$95,850
Average Principal Salary (Elementary)	\$116,684	\$120,448
Average Principal Salary (Middle)	\$131,969	\$125,592
Average Principal Salary (High)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457
Percent of Budget for Teacher Salaries	32.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 11/16/2017

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	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	3	N/A
All Courses	11	41.9%

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

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

Last updated: 11/16/2017

Professional Development

Teachers participate in a 5-day professional development seminar before the opening of school. Ongoing professional and personal growth opportunities are conducted on a weekly basis at the school site. Teachers analyze student achievement data and identify student growth needs and interests. Teachers benefit most from professional development that provides time for teacher-to-teacher interaction in small learning communities focused on classroom practice. Our teachers have ongoing regular time for common planning, analysis of student work, and unit study based on core content standards. Teachers use instructional guides in core content areas and use data from quarterly benchmark assessments to re-teach low performing content standards.

Last updated: 11/16/2017