

# Alpaugh High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	Alpaugh High School
<b>Street</b>	5313 Road 39/PO Box 9
<b>City, State, Zip</b>	Alpaugh, CA 93201-0009
<b>Phone Number</b>	(559) 949-8413
<b>Principal</b>	Troy Hayes
<b>Email Address</b>	thayes@alpaughusd.org
<b>School Website</b>	<a href="https://www.alpaughusd.org">https://www.alpaughusd.org</a>
<b>County-District-School (CDS) Code</b>	54718035430301

## 2023-24 District Contact Information

<b>District Name</b>	Alpaugh Unified
<b>Phone Number</b>	(559) 949-8413
<b>Superintendent</b>	Troy Hayes
<b>Email Address</b>	thayes@alpaughusd.org
<b>District Website</b>	<a href="https://www.alpaughusd.org">https://www.alpaughusd.org</a>

## 2023-24 School Description and Mission Statement

Alpaugh Elementary School stands as a beacon of student-focused education, deeply committed to recognizing and nurturing the unique qualities of each individual child. Central to our mission is the belief that every student possesses innate potential, and our educational approach is tailored to help them unlock and maximize this potential. We are dedicated to guiding every student so they can smoothly transition into middle school, equipped with the necessary abilities and skills to be responsible, productive, and successful citizens in the ever-evolving landscape of the 21st century.

At Alpaugh, we firmly believe in the holistic development of our students. We achieve this through our comprehensive academic programs, designed to cater to each child's specific cognitive, physical, social, and emotional requirements. This individualized approach transcends any barriers related to a child's background. A cornerstone of our pedagogical approach is valuing student input; we actively encourage student participation and dialogue as fundamental elements of our instructional practices.

To realize these ambitious goals, the staff at Alpaugh Elementary School is unwavering in their commitment to continual personal and professional growth. Our educators are not just teachers, but lifelong learners, fueled by a fervent desire to constantly refine and enhance their skills in addressing the diverse needs of our students. We believe in the power of teamwork and collaboration, not just among ourselves but extending to the families, students, and the wider community. Our strategies for student success are grounded in proven, research-based academic methodologies and assessments. Additionally, we embrace cutting-edge technological tools to propel our students towards higher levels of academic achievement and personal growth. Our dedication is unwavering, and our focus resolute in nurturing a generation of well-rounded, empowered, and successful individuals.

# About this School

## 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	24
Grade 10	15
Grade 11	42
Grade 12	22
<b>Total Enrollment</b>	<b>103</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.4%
Male	45.6%
Asian	1%
Hispanic or Latino	90.3%
White	8.7%
English Learners	27.2%
Homeless	1%
Migrant	8.7%
Socioeconomically Disadvantaged	87.4%
Students with Disabilities	8.7%

**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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	4.90	73.99	23.60	75.67	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.30	10.68	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	14.95	1.50	5.07	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.70	11.06	2.00	6.51	12115.80	4.41
<b>Unknown</b>	0.00	0.00	0.60	2.02	18854.30	6.86
<b>Total Teaching Positions</b>	6.60	100.00	31.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	4.70	68.79	29.50	80.44	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	2.72	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.70	10.12	2.50	6.80	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.70	11.42	2.20	6.01	11953.10	4.28
<b>Unknown</b>	0.60	9.54	1.40	4.03	15831.90	5.67
<b>Total Teaching Positions</b>	6.90	100.00	36.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.20	0.70
Misassignments	0.80	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.00</b>	<b>0.70</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.70	0.70
<b>Total Out-of-Field Teachers</b>	<b>0.70</b>	<b>0.70</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	14.2	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	19.2	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

This detailed section provides an in-depth overview of the textbooks and instructional materials currently being utilized at our school. It specifically focuses on three key aspects:

- 1. \*\*Currentness of Textbooks and Instructional Materials\*\*:** Here, we evaluate whether the textbooks and instructional materials in use align with the most recent adoption standards. This means assessing if these materials are up-to-date, reflecting the latest educational practices, research, and technological advancements. The aim is to ensure that our educational resources are not only current but also relevant and effective in delivering the curriculum.
- 2. \*\*Availability and Sufficiency of Resources\*\*:** This part of the section addresses the crucial question of whether we have an adequate supply of textbooks and instructional materials for each and every student enrolled in our school. It is important that each student has unimpeded access to their own set of materials to facilitate uninterrupted learning. We examine our inventory and distribution processes to guarantee that there is a sufficient quantity of textbooks and materials, ensuring that every student has the resources they need for their courses.
- 3. \*\*Use of Supplemental and Non-Adopted Materials\*\*:** In addition to the standard adopted textbooks and materials, this segment explores the school's incorporation of supplementary curriculum resources or non-adopted textbooks and instructional materials. This includes an overview of any additional educational content that is used to enhance the learning experience, provide diverse perspectives, or cater to specific educational needs that the standard adopted materials may not fully address. We detail the types of supplemental resources used, the rationale behind their selection, and how they integrate with the main curriculum to enrich the students' educational experience.

This comprehensive evaluation is aimed at providing a transparent and thorough understanding of the instructional resources available at our school. It highlights our commitment to maintaining high educational standards by ensuring that our teaching materials are current, accessible, and effectively supplemented to meet the diverse learning needs of our students.

**Year and month in which the data were collected**

August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collections - Houghton Mifflin	Yes	0%
Mathematics	CPM - College Prep Math	Yes	0%
Science	Houghton Mifflin	Yes	0%
History-Social Science	IMPACT - McGraw Hill	Yes	0%
Foreign Language	Spanish - Glencoe	Yes	0%
Health	Prentice Hall	No	0%
Visual and Performing Arts	N/A		0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

## School Facility Conditions and Planned Improvements

Alpaugh Jr. & Sr. High School is committed to maintaining a physical environment that is safe, clean, and fully functional for the benefit of its students, staff, and volunteers. The school ensures there is ample space to facilitate effective teaching and learning, which encompasses classrooms, playgrounds, and staff work areas.

To support these efforts, the district employs a facility survey tool to assess the condition of the school's infrastructure. The findings from this survey can be accessed at the district office for those interested. For more detailed insights into the state of the school's facilities, inquiries can be directed to the school principal.

Recently, Alpaugh Jr. & Sr. High School was awarded an exemplary rating in its latest evaluation using the Facility Inspection Tool, reflecting the school's commitment to maintaining facilities in good repair.

Year and month of the most recent FIT report

August 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	43	17	32	28	47	46
<b>Mathematics</b> (grades 3-8 and 11)	4	0	13	12	33	34



## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	41	41	100.00	0.00	17.07
<b>Female</b>	18	18	100.00	0.00	16.67
<b>Male</b>	23	23	100.00	0.00	17.39
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	36	36	100.00	0.00	16.67
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	34	34	100.00	0.00	14.71
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	41	41	100.00	0.00	0.00
<b>Female</b>	18	18	100.00	0.00	0.00
<b>Male</b>	23	23	100.00	0.00	0.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	36	36	100.00	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	34	34	100.00	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	12.20	8.20	8.25	8.26	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	63	61	96.83	3.17	8.20
Female	33	32	96.97	3.03	6.25
Male	30	29	96.67	3.33	10.34
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	58	57	98.28	1.72	8.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	12	11	91.67	8.33	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	52	96.30	3.70	5.77
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

## 2022-23 Career Technical Education Programs

Alpaugh High School is classified as an essential small school. Despite its remote location, which poses challenges in providing a wide range of business experience options, the school has managed to expand its Career Technical Education (CTE) course offerings through Edgenuity. However, options are still limited due to the school's distance from many businesses. Notably, 20% of our student body is engaged in a College Program in partnership with the College of the Sequoias. The school is dedicated to forging stronger connections with local farmers and businesses to enhance educational and experiential opportunities for our students.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	95.15
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	22.73

## B. Pupil Outcomes

### 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.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	100	100	100	100	100

## 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 regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Alpaugh School District deeply values the participation of parents in the educational journey of their students. We recognize that a collaborative relationship between the school and parents is crucial for the holistic development of our students. To foster this partnership, we have implemented various communication and engagement strategies to ensure parents are actively involved and well-informed about the happenings at school. Our communication with parents is multifaceted and dynamic. We regularly update parents about school activities and events through various channels, including detailed bulletins, personalized letters, and direct phone calls. Understanding the importance of digital communication in today's world, we also utilize Blackboard's mass communication system and engage with parents on popular social media platforms like Facebook. This approach ensures that parents receive timely and convenient updates in a format that suits them best. Recognizing the diversity of our community, we offer a web-based communication tool that sends automated text and voice messages in both English and Spanish. This inclusivity ensures that all parents, regardless of their primary language, are well-informed and can actively participate in their child's education. The Alpaugh School Site Council, which convenes at least five times annually, plays a pivotal role in fostering parental involvement. These meetings are a platform for parents to provide valuable input regarding the School Site Plan, allowing them to directly influence the educational strategies and policies of the school. Additionally, we hold meetings for the English Learner Advisory Committee, where parents of English learner (EL) students receive comprehensive information about the programs and services available to support their children. Parental input is not only welcomed but is also considered crucial, especially in discussions surrounding the Local Control and Accountability Plan (LCAP). Their insights and approval are integral to our decision-making process.

Our commitment to maintaining transparency and open lines of communication with parents is further demonstrated through the distribution of the School Accountability Report Card and a comprehensive parent and student handbook, both of which are readily available online in English and Spanish. We actively encourage parents to take on more participatory roles, such as volunteering in classrooms, chaperoning field trips, and attending key school events like Open House, Back-to-School Night, and parent-teacher conferences. Additionally, we value their contributions through completing parent surveys, participating in award ceremonies, and being involved in various extracurricular activities. To further enhance our engagement with the parent community, the district has implemented online and mail-in surveys. These surveys are a crucial tool in gathering feedback and insights from parents, which we consider vital in shaping our educational strategies and initiatives. In the past year, we have organized several educational partner meetings focused on developing the LCAP. These meetings are an essential part of our strategy to involve parents in the decision-making process and to keep them informed about the ways we are striving to enhance the learning experience for their children.

In conclusion, Alpaugh School District is committed to creating an inclusive and collaborative educational environment. We believe that the active involvement of parents is key to the success of our students and the school community at large. We continually strive to improve our communication and engagement strategies to ensure that all parents feel welcomed, informed, and involved in the educational process.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	5	13.6	0	17.4	17.7	17	9.4	7.8	8.2
<b>Graduation Rate</b>	85	86.4	96	71.7	79.2	81.3	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	25	24	96.0
<b>Female</b>	16	16	100.0
<b>Male</b>	--	--	--
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	25	24	96.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	0	0	0.00
<b>White</b>	0	0	0.00
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	0.0	0.0	0.0
<b>Socioeconomically Disadvantaged</b>	23	22	95.7
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	0.0	0.0	0.0

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	110	107	45	42.1
Female	59	57	27	47.4
Male	51	50	18	36.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	100	97	39	40.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	9	9	6	66.7
English Learners	39	38	18	47.4
Foster Youth	2	2	2	100.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	97	94	40	42.6
Students Receiving Migrant Education Services	10	9	4	44.4
Students with Disabilities	11	9	2	22.2

### C. Engagement

#### 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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.91	0.00	0.00	0.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.91	0
Female	0	0
Male	1.96	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.03	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

At the heart of our priorities lies the safety and well-being of our students, a responsibility every staff member at our school deeply shares and actively participates in ensuring. We enforce a stringent visitor policy: all guests must register at the office upon arrival and are required to wear a badge that clearly identifies them by name and confirms their status as approved visitors. This is part of our ongoing commitment to maintaining a secure environment for our students. Annually, we undertake a comprehensive review and update of our safety plan. This process involves our staff thoroughly examining the updated safety procedures, contributing suggestions for enhancements and additional safeguards. Each classroom is equipped with an emergency kit designed to provide for the students' needs for several days in the event of an unexpected disaster. Special emphasis is placed on defining and clarifying staff roles during such emergencies.

Given our location in an isolated rural area, Alpaugh is acutely aware of potential delays in emergency services reaching us. Therefore, our disaster preparedness plans are tailored to address these unique challenges. Regular inspections are conducted to ensure our school complies with all health and fire safety regulations, in accordance with the Williams Act. Despite our relatively new school infrastructure, our staff is dedicated to delivering the highest standard of education under the current conditions. Enhancing our security measures, we have installed a comprehensive camera system across the campus to monitor for criminal activity and ensure day-to-day safety. The district employs a safety coordinator who is well-versed in the latest school safety regulations, methods, and drill procedures. With the advent of distance learning, we have established specific safety protocols to protect staff members working on-site, and we have carefully structured the interactions between parents, the school office, and staff members.

Furthermore, we have recently partnered with local law enforcement through ACTvNet. This collaboration grants law enforcement access to our camera systems in crisis situations, significantly enhancing our crisis response capabilities. As part of this initiative, we have also updated our campus signage to ensure precise location identification during emergencies. Our Safety Plan, which is approved by the Board every March (the most recent approval being in March 2023), is a testament to our commitment to student safety. Additionally, we have partnered with Sandy Hook Promise to provide our students in grades 6-



## 2023-24 School Safety Plan

12 with an anonymous reporting system. This system is a critical tool for students to report instances of bullying or any other safety concerns they may have, ensuring a secure and supportive environment for all.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	6	4	
Mathematics	12	6	2	
Science	20	3	2	
Social Science	18	3	1	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	6	1	
Mathematics	11	6		
Science	23	2	1	1
Social Science	19	4		

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	6	1	0
Mathematics	15	6	1	0
Science	19	5	1	0
Social Science	19	4	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
<b>Pupils to Academic Counselor</b>	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	5.4

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	13,370	6,713	6,657	N/A
<b>District</b>	N/A	N/A	13,359	\$66,993
<b>Percent Difference - School Site and District</b>	N/A	N/A		
<b>State</b>	N/A	N/A	\$7,607	\$77,993
<b>Percent Difference - School Site and State</b>	N/A	N/A	1.0	

## Fiscal Year 2022-23 Types of Services Funded

During the academic year of 2022-23, Alpaugh Elementary School strategically allocated funding from the Local Control and Accountability Plan (LCAP) towards its ongoing improvement initiatives, recognizing the necessity of employing the most effective educational practices for the benefit of all students. These LCAP funds were primarily utilized to enhance educational quality in several key areas.

Firstly, a significant portion of the funds was directed towards comprehensive training in Common Core standards, ensuring that the curriculum aligns with these benchmarks and that students develop essential skills effectively. Furthermore, the school invested in reinforcing fundamental skills across various subjects. Additionally, these funds were used to acquire new instructional materials. This investment not only enriched the resources available for teaching but also supported the integration of innovative teaching methods and content. Professional development of teachers was another major area of focus. The school provided intensive training for its educators, aiming to equip them with advanced teaching techniques and knowledge. This endeavor underscores the school's commitment to fostering high-quality instruction and maintaining a standard of excellence in education. Tutoring services, funded through this allocation, played a crucial role in offering personalized learning support to students, thereby ensuring that each student's unique educational needs were met. Alpaugh Elementary School collaborated with the Tulare County Office of Education to evaluate and develop new practices tailored to the specific and unique needs of its students. This partnership was instrumental in enhancing the educational strategies employed at the school.

Part of the LCAP funding was earmarked for supplemental services, which were vital in reinforcing the core curriculum taught in classrooms. These services included the purchase of additional materials aimed at helping students master instructional standards. The school placed a continuous emphasis on instructional and technological advancements, recognizing the importance of keeping pace with the evolving educational landscape. Funding for these initiatives was sourced from various channels, including Title I, LCAP, ESSER funds, and other district funding. These financial resources also enabled the provision of supplementary teachers, further supporting students in acquiring core academic skills. Given the compact nature of the Alpaugh Unified School District, a single budget suffices for the complete fiscal management of all schools within the district. This is in line with state law requirements and the stipulations set by district auditors. The district's schools, which are all located on the same site, share common facilities, administration, and, in some cases, teaching staff, allowing for a streamlined and efficient management of resources and operations.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$52,978	\$47,616
<b>Mid-Range Teacher Salary</b>	\$69,957	\$75,580
<b>Highest Teacher Salary</b>	\$89,376	\$100,485
<b>Average Principal Salary (Elementary)</b>	\$0	\$114,067
<b>Average Principal Salary (Middle)</b>	\$0	\$123,622
<b>Average Principal Salary (High)</b>	\$0	\$125,386
<b>Superintendent Salary</b>	\$147,084	\$157,977
<b>Percent of Budget for Teacher Salaries</b>	22.79%	27.82%
<b>Percent of Budget for Administrative Salaries</b>	3.47%	5.78%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	0
--	---

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

This section details the number of days allocated annually for staff development over the past three years. Recently, several teachers participated in state-required training pertinent to the textbooks currently in use. Additionally, the district schedules a half-day each week dedicated to teacher collaboration, allowing time for staff training, data analysis, and instructional enhancement.

Teachers have the opportunity to attend off-site training sessions relevant to their specific grade levels or yearly objectives. These sessions often focus on Continuous Improvement as well as strategies from 'The Thinking Classroom'. To support the integration of technology in the classroom, the district offers continuous training in various programs, responding to the needs and requests of the staff. Additionally, the district has adopted a Continuous Improvement approach for its Professional Learning Communities (PLC). With a growth mindset perspective, teachers are encouraged to shift their instructional strategies to promote increased student dialogue across all subject areas.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	30	30	