

Alpaugh Elementary

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Alpaugh Elementary
Street	5313 Road 39/PO Box 9
City, State, Zip	Alpaugh, CA 93201-0009
Phone Number	(559) 949-8413
Principal	Troy Hayes
Email Address	thayes@alpaughusd.org
School Website	https://www.alpaughusd.org
County-District-School (CDS) Code	54718036053847

2022-23 District Contact Information

District Name	Alpaugh Unified
Phone Number	(559) 949-8413
Superintendent	Troy Hayes
Email Address	thayes@alpaughusd.org
District Website Address	https://www.alpaughusd.org

2022-23 School Overview

Alpaugh Elementary School is a student-centered school where every child is valued as an individual; every child is central to our efforts to provide an educational experience that assists them in reaching their full potential. Our goal is for every student to transition to middle school with the ability to and skills necessary to be responsible, productive, and successful citizens of the 21st century.

At Alpaugh, every child will achieve success through academic programs and efforts by our school to become well-rounded individuals, through access to a rigorous curriculum to meet his/her individual cognitive, physical, social, and emotional needs regardless of his/her background. Student voice is valued and student discourse is an integral part of our instructional practices.

To accomplish this, Alpaugh staff is committed to being life long, learners with a passion to maintain and improve their skills in meeting students needs, commitment to working as a collaborative team, the students, parents, and community, and using research-based academic strategies, programs and assessments, as well as state of the art technological tools, to effectively move students towards higher levels of achievement.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	28
Grade 1	30
Grade 2	23
Grade 3	30
Grade 4	21
Grade 5	33
Grade 6	32
Grade 7	36
Grade 8	23
Total Enrollment	256

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.1
Male	46.9
American Indian or Alaska Native	0.0
Asian	1.6
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	90.6
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.4
White	7.4
English Learners	53.5
Foster Youth	1.6
Homeless	0.0
Migrant	6.6
Socioeconomically Disadvantaged	87.5
Students with Disabilities	6.6

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.40	62.22	23.60	75.67	228366.10	83.12
Intern Credential Holders Properly Assigned	3.30	32.17	3.30	10.68	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	5.60	1.50	5.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.00	6.51	12115.80	4.41
Unknown	0.00	0.00	0.60	2.02	18854.30	6.86
Total Teaching Positions	10.30	100.00	31.10	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	0.00	
Misassignments	0.50	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.30	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	50.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which the data were collected	August 2020
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders McGraw-Hill	Yes	0%
Mathematics	Illustrative Math	Yes	0%
Science	McGraw-Hill	Yes	0%
History-Social Science	McGraw-Hill	Yes	0%
Foreign Language	McGraw-Hill/Houghton Mifflin	Yes	0%
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements

Alpaugh Elementary School takes great efforts to ensure a safe, clean, and functional physical environment for students, staff, and volunteers. Sufficient space is provided for students and staff to support teaching and learning. This includes space provided by classrooms, playgrounds, and staff workrooms. To assist our school in this effort, the district uses a facility survey instrument to evaluate the facility's condition. The results of this survey are available at the district office. Additional information about the condition of the school's facilities may be obtained by speaking with the school superintendent/principal.

The most recent Facility Inspection Tool provided and exemplary rating for the Alpaugh Elementary School. School Facility Good Repair Status.

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	16	N/A	32	N/A	47
Mathematics (grades 3-8 and 11)	N/A	6	N/A	13	N/A	33

2021-22 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
All Students	175	169	96.57	3.43	15.98
Female	100	97	97.00	3.00	17.53
Male	75	72	96.00	4.00	13.89
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	159	154	96.86	3.14	15.58
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	12	11	91.67	8.33	18.18
English Learners	89	85	95.51	4.49	5.88
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	155	149	96.13	3.87	14.09
Students Receiving Migrant Education Services	14	14	100.00	0.00	7.14
Students with Disabilities	14	14	100.00	0.00	0.00

2021-22 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
All Students	174	169	97.13	2.87	5.92
Female	99	97	97.98	2.02	4.12
Male	75	72	96.00	4.00	8.33
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	158	154	97.47	2.53	6.49
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	12	11	91.67	8.33	0.00
English Learners	88	85	96.59	3.41	1.18
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	154	149	96.75	3.25	6.04
Students Receiving Migrant Education Services	14	14	100.00	0.00	0.00
Students with Disabilities	14	14	100.00	0.00	0.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	5.36	NT	8.25	28.5	29.47

2021-22 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	56	56	100	0	5.36
Female	29	29	100	0	0
Male	27	27	100	0	11.11
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	49	49	100	0	6.12
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	29	29	100	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	51	100	0	5.88
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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 5	100	100	100	100	100
Grade 7	100	100	100	100	100
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.

2022-23 Opportunities for Parental Involvement

Alpaugh welcomes parents and includes them in the educational process. Parents are encouraged to take an active role in the school and are kept informed of activities through bulletins; letters; phone calls; Blackboard mass communication; social media, such as Facebook; and parent meetings. Additionally, the district reaches out to parents with a web-based product that utilizes automated text and voice messages in both English and Spanish. Alpaugh School Site Council holds meetings a minimum of five times per year to provide parents the opportunity for input regarding the School Site Plan. The district holds English Learner Advisory Committee meetings where parents receive information about school programs and services offered for English learner (EL) students. They have significant input regarding the LCAP, and their approval is critical to the process. We hold committee meetings in both English and Spanish. In the last year, the school held several educational partner meetings addressing the development of the LCAP. Parents are informed through the use of our School Accountability Report Card, a parent and student handbook that is available online in both English and Spanish. Parents are encouraged to volunteer in the classroom, chaperone field trips, attend Open House, Back-to-School night, parent-teacher conferences, complete parent surveys, attend award ceremonies, and other extracurricular activities. The district utilizes parent surveys available online and through mail to gather educational partner input.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	275	267	123	46.1
Female	149	144	71	49.3
Male	126	123	52	42.3
American Indian or Alaska Native	0	0	0	0.0
Asian	4	4	1	25.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	250	242	112	46.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	20	20	9	45.0
English Learners	149	144	67	46.5
Foster Youth	6	6	1	16.7
Homeless	2	0	0	0.0
Socioeconomically Disadvantaged	245	237	114	48.1
Students Receiving Migrant Education Services	17	17	10	58.8
Students with Disabilities	21	21	6	28.6

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.09	0.80	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.00	0.00	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

The safety of the students is the center of our priorities, and all staff members take an active role in the protection of the children. The school has a strict visitor policy and all visitors must sign in to the office and wear a tag that identifies them by name and indicates approved visitor status. The district modifies the safety plan yearly. The staff receives and reviews the updated version for possible improvements and augmentations. Each classroom is equipped with an emergency kit that will sustain students for several days if there is an unforeseen disaster. The plan has a specific focus on the roles of the staff in the event of a disaster. Alpaugh is an isolated rural community and there is the possibility of a gap in the delivery of critical services until help can arrive. A review of the school occurs periodically for compliance with all health and fire codes. The inspection also aligns with the Williams Act. Even though the school infrastructure is new, the staff works hard to provide the best education possible in current conditions. The district has a security camera system that monitors crime and helps monitor daily campus safety. The district has a safety coordinator who stays current with school safety regulations, methods, and drills. Under distance learning, safety protocols have been established for the safety of staff who are on site, as well as the process by which parents interact with the school office and school staff. In addition, the district has contracted with ACTvNet. This is a very recent opportunity we had to partner with local law enforcement so have our camera system accessible to them in case of crisis situation. Through this process, we also have created new signage throughout campus for accurate identification in a crisis situation. Our entire Safety Plan was recreated and Board approved in September of 2022 and will receive annual board approvals of any updates each Spring for the following school year moving forward. We have also partnered with Sandy Hook Promise that provides all students in grades 6-12 an anonymous reporting system for bullying or other safety concerns.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	1	1	
1	27		1	
2	19	1		
3	16	1	1	
4	14	2		
5	18	1	1	
6	16	5	5	

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	3		
1	21		1	
2	26		1	
3	18	1		
4	32		1	
5	30		1	
6	16	13	1	

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	3		
1	10	2	1	
2	22		1	
3	15	1	1	
4	21		1	
5	33			
6	23	1	3	

2021-22 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
Pupils to Academic Counselor	0

2021-22 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
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.4

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
School Site	13,049	6,392	6,657	N/A
District	N/A	N/A	13,539	\$62,971
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	1.0	

2021-22 Types of Services Funded

During the 2021-22 school year, Alpaugh Elementary School dedicated LCAP funding to the improvement process, thus acknowledging the need to use the best practices possible for all students. The school used these funds to provide extensive training in Common Core and to reinforce basic skills. The funds also paid for additional instructional materials, professional development, intensive teacher training, and tutoring. The focus of all funding is to provide effective support for all teachers in their pursuit of outstanding instruction for our students. Alpaugh Elementary hires the Tulare County Office of Education to assess and develop new practices that focus on the specific unique needs of the students. The plan includes the expenditure of specially allocated money to augment the regular instructional program. These supplemental services serve to reinforce the core material taught in the class and to purchase additional material to help students master the instructional standards. There is an ongoing emphasis on instructional and technological improvement. The funding sources included Title I, LCAP, ESSER funds, and other district funding. These funds also provide supplementary teachers to help students acquire core skills. Due to the small size of the Alpaugh Unified School District, only one budget is required for the complete fiscal management of all schools as required by state law and by the district auditors. All of the schools in the district are located on the same site, share common buildings and administration, and in some cases share common teachers.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
Beginning Teacher Salary	\$51,435	\$46,419
Mid-Range Teacher Salary	\$67,919	\$69,902
Highest Teacher Salary	\$89,068	\$97,912
Average Principal Salary (Elementary)		\$111,731
Average Principal Salary (Middle)		\$122,012
Average Principal Salary (High)		\$122,212
Superintendent Salary	\$140,000	\$150,971
Percent of Budget for Teacher Salaries	23%	29%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period. This year several teachers attended state-mandated training related to the textbooks currently used. Also, the district provides a minimum day every week for teacher collaboration to allow time for staff training, data evaluation, and instructional improvement. Training focuses on pacing instruction to cover all state standards for each grade, side by side coaching, and best practices. The district contracts with the Tulare County Office of Education, to provide training in Guided Reading, math and key concepts that align and support the state standards. Teachers also had opportunities to participate in off-campus training that is pertinent to their grade level or annual goals focusing on backward lesson design and the Common Core standards. The district supports teachers in the use and implementation of technology in the classroom by providing ongoing training in programs such as Google, Illuminate, Office 365 and other programs as needed and requested by staff. The district is moving to an Improvement Science model for PLC. Through the lens of growth mindset, teachers are being asked to make instructional shifts towards increased student discourse in all content areas.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	30	30	