

Alpha Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

| Entity | Contact Information |
|-----------------------------------|---|
| School Name | Alpha Elementary School |
| Street | 900 Stadium Rd. |
| City, State, Zip | Madera, CA 93637-5700 |
| Phone Number | (559) 661-4101 |
| Principal | Thomas Chagoya |
| Email Address | tomchagoya@maderausd.org |
| Website | https://www.madera.k12.ca.us/Domain/168 |
| County-District-School (CDS) Code | 20652436107122 |

District Contact Information (School Year 2020-2021)

| Entity | Contact Information |
|----------------|--|
| District Name | Madera Unified School District |
| Phone Number | 559.675.4500 |
| Superintendent | Todd Lile |
| Email Address | toddlile@maderausd.org |
| Website | www.madera.k12.ca.us |

School Description and Mission Statement (School Year 2020-2021)

Principal's Message

Welcome to Alpha Elementary School! The staff at Alpha Elementary School is committed to excellence in education. We are dedicated to making sure that each child attains the highest level of learning possible. We need your help in making sure that attendance is excellent and that homework is completed. As your child starts the school year please make sure and talk to him/her about how to solve problems at school appropriately. Do not wait to talk to the teacher about how your child is doing until the end of the quarter. Talk with your child's teacher on a regular basis about his/her academics and behavior. You may inquire about attendance and grades on the parent portal. Please call the school if you have any questions or concerns about any of our programs or procedures. It is my desire that this is the best school year for your child.

Mission Statement

School Mission: Alpha Elementary School is a Professional Learning Community where "We Believe" all students will learn at high levels.

School Vision

School Vision: Alpha Elementary School provides a rigorous and focused curriculum aligned closely to the Common Core State Standards in a safe, supportive, and encouraging environment. Alpha is dedicated to continuous improvement using data from student performance and high-quality research-based instructional practices and expanding the student use of powerful technology to guide our development. Students who have not yet achieved grade-level skills will be provided appropriate focused intervention opportunities, based on their needs. Parents are recognized as key elements in quality education, and we are committed to involving them in their child's progress.

School Profile (School Year 2019-20)

Alpha Elementary is one of 28 elementary/middle/comprehensive and alternative high schools in Madera Unified School District. During 2019-20, 686 K-6th grade students were enrolled at the school, with classes arranged on a traditional calendar.

Advanced Learners: Although we no longer have the GATE program (Gifted and Talented Education), we do have an afterschool program for our upper-grade advanced learners that meets 1-2 times per week.

Special Education Program: Alpha is fully vested in the Center-Based Model of educating our special education students. These students are in the general education classroom for the majority of their day. They are provided support from a special education staff member during a portion of their time. They are also pulled out of the general education environment for more intense work as is determined appropriate by the special education teacher and based on the needs determined in each special education student's Individualized Education Plan (IEP). Alpha has two full-time special education teachers and two full-time special education aides to support our students.

English Learner Program: All of Alpha's teachers are trained to teach culturally diverse populations. ELD (English Language Development) is taught to our English learners for an average of 45 minutes a day. Students are provided with designated ELD by their classroom teacher. The emphasis is on oral language, listening, reading, and writing.

Student Enrollment by Grade Level (School Year 2019-2020)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 123 |
| Grade 1 | 90 |
| Grade 2 | 96 |
| Grade 3 | 106 |
| Grade 4 | 110 |
| Grade 5 | 91 |
| Grade 6 | 70 |
| Total Enrollment | 686 |

Student Enrollment by Student Group (School Year 2019-2020)

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 2.2 |
| American Indian or Alaska Native | 0.7 |
| Asian | 1 |
| Filipino | 0.1 |
| Hispanic or Latino | 90.7 |
| White | 3.9 |
| Two or More Races | 0.6 |
| Socioeconomically Disadvantaged | 92.6 |
| English Learners | 25.7 |
| Students with Disabilities | 4.8 |
| Foster Youth | 0.9 |
| Homeless | 1.9 |

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 2018-19 | School 2019-20 | School 2020-21 | District 2020-21 |
|--|-------------------|-------------------|-------------------|---------------------|
| With Full Credential | 38 | 29 | 27 | 777 |
| Without Full Credential | 3 | 2 | 0 | 12 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 15 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: July 2020

Madera Unified held a public hearing on September 24, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and instructional materials are adopted according to a cycle developed by the California Department of Education, making the textbooks/instructional materials used in the school the most current available. Textbooks and instructional materials approved for use by the state are reviewed by a selection committee of teachers and administrators and a recommendation is made to the School Board for their approved use at the local level. All recommended materials are available for parent examination at the district office prior to adoption.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|---|----------------------------|--|
| Reading/Language Arts | Benchmark Advance: Step Up to Literacy 2016 McGraw Hill California Wonders 2016 Benchmark Adelante 2016 | Yes | 0.0% |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|----------------------------|--|
| Mathematics | Big Ideas Math 2014 California Math in Focus: Math 2014 McGraw Hill My Math 2014 | Yes | 0.0% |
| Science | Twig Science 2019 | Yes | 0.0% |
| History-Social Science | California History-Social Science: myWorld Interactive 2018 California History-Social Science: myWorld Interactive, Ancient Civilizations 2018 TCI Social Studies Alive! California Series 2018 | Yes | 0.0% |
| Foreign Language | Mc Dougal Avancemos 2013 | Yes | 0.0% |

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

School Facility Conditions and Planned Improvements

The main campus was built in 1988, with additional portables added over the years. Alpha now consists of 35 classrooms, two-state preschool classrooms, a multipurpose room, a library, and administration offices. All of the classrooms are in good repair, as is evidenced by the positive Williams report that Alpha receives yearly. Playground space is adequate for the number of students we have, providing them with ample opportunity to be active during their recess times. There is adequate space for staff to work. Alpha has an excellent, but small, school library.

Cleaning Process

The principal works daily with the custodial staff of 3 full-time employees to ensure that the school is maintained to provide for a clean and safe school. They work a staggered shift schedule with one of them available on campus from 6:30 a.m. to 11 p.m. A two-person team from the district maintenance department services the larger maintenance needs about every six weeks. The district makes a great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of School Construction. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review. The school grounds are clean and safe thanks to the efforts of many people. Alpha has its own custodial staff that takes care of daily cleaning and maintenance.

Maintenance and Repair

Each year Alpha is inspected by the Madera County Office of Education as part of the Williams Settlement and continues to meet all requirements for a safe school. District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. The following chart displays the results of the most recent school facilities inspection information. The chart displays data collected in July 2020.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: July 2020.

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 30 | N/A | 35 | N/A | 50 | N/A |
| Mathematics (grades 3-8 and 11) | 21 | N/A | 22 | N/A | 39 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|---------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 14 | N/A | 16 | N/A | 30 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Career Technical Education (CTE) Participation (School Year 2019-2020)

| 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 | |

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission | |
| 2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission | |

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Alpha has many opportunities for parents to be involved, through our Caring Parents and Teachers (CPAT) organization, School Site Council (SSC), and English Language Advisory Committee (ELAC). CPAT members work hard to provide some wonderful improvements to the school over the last several years. CPAT provides scholarships for former Alpha students graduating from high school and heading off to higher education. They also help with fundraisers each year to support our classroom activities. Our CPAT organization sponsors many events and is always looking for new ideas and new parents to become involved. Parent participation in SSC and ELAC is very important. Through these committees, parents can participate in the development and approval of the school plan, our School Safety Plan, and budget spending. The focus of these activities is on building an effective school-to-home connection that supports attendance, behavior, and an understanding of a Common Core Standards-based curriculum. Along with parent-teacher conferences, we also hold the traditional Back-to-School Night and Open House, where parents are invited to come and see all the wonderful things that are happening in their child's classroom.

MUSD uses an automated phone call system. This system allows us to call every home with messages about parent education nights, special activities, and other useful information. The system also sends out emails and text messages. The parents have reported a high level of satisfaction with this program. A Parent Resource Center is located on campus to assist parents with registration and the parent portal as well as offering classes during and after school. For more information on how to become involved, you may contact your child's teacher or come into the office and speak with either Mrs. Zapata or Mr. Chagoya. Mr. Chagoya may also be reached at (599) 661-4101 or tomchagoya@maderausd.org.

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 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | | | | | | | | | |
| Graduation Rate | | | | 87.1 | 88 | 89.3 | 82.7 | 83 | 84.5 |

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

(data collected between July through June, each full school year respectively)

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 4.9 | 2.6 | 6.6 | 6.5 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.1 | 0.4 | 0.3 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|--------------------|-------------------|---------------------|------------------|
| Suspensions | 0.01 | 0.04 | 2.5 |
| Expulsions | 0 | 0.002 | 0.1 |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The safety of students and staff is of utmost importance at Alpha Elementary School. We are always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Alpha has a school safety plan developed in conjunction with the Madera Unified School District (MUSD) Department of Student Services. The plan is revised and reviewed annually with the staff. Parents are also involved in the development of the plan via our SSC. The School Safety Plan was most recently reviewed, updated, and approved by our School Site Council on February 19, 2020. Upon annual Board of Trustees approval, the Alpha Safe School Plan is published and a copy is available in the office. The safety plan includes procedures for child abuse reporting; suspension, expulsion, and due process procedures; procedures for the notification of staff regarding dangerous pupils; sexual harassment policy, dress code, procedures for safe ingress and egress of the school by students, parents, and staff; fire drill procedures; and a statement regarding school discipline. A key element of the safety plan is the crisis management plan. This plan outlines procedures for emergency response, school evacuation, and communication in the event of a crisis situation or disaster. In addition, an emergency "Go Bag" is stocked with first aid supplies and an updated student list of emergency contact numbers. Students participate in monthly fire drills as well as disaster drills to prepare for emergencies. These include Drop, Cover & Hold On, and lockdown. Twice yearly discipline assemblies are held to inform students of behavior rules and expectations. Students are supervised before and after school as well as during scheduled recess breaks during the day by parent volunteers, certificated staff, classified staff, and administrators. There is a designated area for student drop off and pick up. All visitors are expected to check in at the office and wear a 'visitor's badge' before proceeding anywhere on the campus. All gates are locked soon after the day begins and remain locked until just before the end of the day.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ | 2019-20 Average Class Size | 2019-20 # of Classes* Size 1-20 | 2019-20 # of Classes* Size 21-32 | 2019-20 # of Classes* Size 33+ |
|-------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| K | 19 | 6 | 1 | | 21 | 4 | 2 | | 25 | | 5 | |
| 1 | 20 | 3 | 3 | | 21 | 2 | 3 | | 23 | | 4 | |
| 2 | 28 | | 4 | | 28 | | 4 | | 24 | | 4 | |
| 3 | 26 | | 4 | | 21 | 2 | 3 | | 21 | | 5 | |
| 4 | 21 | 1 | 3 | | 23 | | 4 | | 28 | | 4 | |
| 5 | 37 | | | 3 | 25 | | 3 | | 30 | | 3 | |
| 6 | 38 | | | 3 | 34 | | | 3 | 35 | | | 2 |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ | 2019-20 Average Class Size | 2019-20 # of Classes* Size 1-20 | 2019-20 # of Classes* Size 21-32 | 2019-20 # of Classes* Size 33+ |
|-----------------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| English Language Arts | | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | | |
| Science | | | | | | | | | | | | |
| Social Science | | | | | | | | | | | | |

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | 686 |

*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.

Student Support Services Staff (School Year 2019-2020)

| Title | Number of FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | 0.5 |
| Psychologist | 0.5 |
| Social Worker | |
| Nurse | 0.5 |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------------|---|---|------------------------------|
| School Site | 1,239 | 935 | 304 | 43,742 |
| District | N/A | N/A | 5,860 | \$75,518 |
| Percent Difference - School Site and District | N/A | N/A | -180.3 | -53.3 |
| State | N/A | N/A | \$7,750 | \$84,577 |
| Percent Difference - School Site and State | N/A | N/A | -184.9 | -63.6 |

Types of Services Funded (Fiscal Year 2019-2020)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2019-20 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

The California Department of Education issued guidance to the district in August 2019 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2019-20 fiscal year.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

District Revenue Sources (Fiscal Year 2019-20)

In addition to general state funding, Madera Unified School District received state and federal funding for the following categorical funds and other support programs:

- Title I, II, III, and IV

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$45,956 | \$52,484 |
| Mid-Range Teacher Salary | \$73,239 | \$81,939 |
| Highest Teacher Salary | \$93,867 | \$102,383 |
| Average Principal Salary (Elementary) | \$123,222 | \$129,392 |
| Average Principal Salary (Middle) | \$129,365 | \$136,831 |
| Average Principal Salary (High) | \$132,629 | \$147,493 |
| Superintendent Salary | \$215,000 | \$254,706 |
| Percent of Budget for Teacher Salaries | 30.0 | 34.0 |
| Percent of Budget for Administrative Salaries | 5.0 | 5.0 |

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

Advanced Placement (AP) Courses (School Year 2019-2020)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | | N/A |
| English | | N/A |
| Fine and Performing Arts | | N/A |
| Foreign Language | | N/A |
| Mathematics | | N/A |
| Science | | N/A |
| Social Science | | N/A |
| All courses | | |

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

Professional Development (Most Recent Three Years)

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 11 |

Alpha is committed to improving the performance of all students and to closing the achievement gap between English-proficient students, English learners, and also between high- and low-income students. We take advantage of our early release staff development days to meet in whole staff and grade level collaborative groups and participate in trainings that focus on reading, writing, and math, English learner strategies, and technology and how we can improve our instruction in these areas. The Professional Learning Community process is extremely valued at Alpha Elementary. Because of this, we have continued to commit our resources to the PLC process. Alpha's teachers have been provided three or four planning days. During Planning Days, all teachers within a grade level meet and devote time to lesson planning, studying student data, creating Common Formative Assessments, participating in the Cycles of Inquiry process, backwards mapping, learning more about their grade level's Common Core Standards, and searching for more rigorous activities to supplement our new core curriculum.

Professional Development is available to staff through after-school workshops, conference attendance, and online. Teachers receive support from in-class coaching and feedback from administrators. New teachers have a mentor they work with that provides this with support and feedback.