

Alpha Elementary 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

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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. We have a school counselor and student advocate assigned to our school full time and a school psychologist we share with another school at Alpha to help students be successful. If you need their assistance please call the school. 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. I 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 with 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 2023-24)

Alpha Elementary is one of 28 elementary/middle/comprehensive and alternative high schools in the Madera Unified School District. During 2023-24, 700 K-6th grade students were enrolled at the school, with classes arranged on a traditional calendar.

All TK-6 grade students attend Music, STEM, library, and Physical Education at least once per week.

2023-24 School Description and Mission Statement

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 one full-time special education teacher and one full-time special education aide to support our students. A Speech Pathologist is also assigned to Alpha School and works with students as determined by their Individualized Education Plan.

Our goal for all students is to meet or exceed state standards as measured by the state assessment. State assessments are given at the end of each school year. Our goal for our English Language Learners is for them to be redesignated as Fluent English Proficient as measured by the ELPAC.

Three times per year student progress is monitored through the use of the NWEA Reading, Mathematics, and Reading Fluncy. Our goal is for each student to reach their Best Growth Target by the spring of each school year. NWEA assessments are designed to target a student's academic performance in mathematics, reading, language usage, and science. These tests are tailored to an individual's current achievement level. This gives each student a fair opportunity to show what he or she knows and can do. If you have questions or concerns about your child's progress or scores please reach out to their classroom teacher or contact the school administration.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	122
Grade 1	99
Grade 2	90
Grade 3	101
Grade 4	98
Grade 5	89
Grade 6	103
Total Enrollment	702

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3%
Male	49.7%
American Indian or Alaska Native	1%
Asian	1%
Black or African American	1.4%
Filipino	0.4%
Hispanic or Latino	89.6%
Two or More Races	2%
White	3.1%
English Learners	28.5%
Foster Youth	0.1%
Homeless	2.6%
Migrant	1.9%
Socioeconomically Disadvantaged	92.7%
Students with Disabilities	7.1%

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)	28.30	87.65	821.90	85.09	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	6.17	25.70	2.67	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.09	44.60	4.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	15.10	1.57	12115.80	4.41
Unknown	1.00	3.09	58.40	6.05	18854.30	6.86
Total Teaching Positions	32.30	100.00	966.00	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.60	88.10	850.50	83.46	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	2.98	28.20	2.77	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	59.00	5.79	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	23.70	2.33	11953.10	4.28
Unknown	3.00	8.93	57.50	5.64	15831.90	5.67
Total Teaching Positions	33.60	100.00	1019.00	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	0.00	0.00
Misassignments	1.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.00

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	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.2	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	33.3	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

Madera Unified held a public hearing on September 26, 2023, and determined through Resolution No.10-2023/24 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.

Year and month in which the data were collected

July 2023

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, 2014 McGraw Hill California Wonders, 2017 Benchmark Adelante, 2017 Board Approved: May 10, 2016	Yes	0.0%
Mathematics	California Math in Focus: Singapore Math, 2012 McGraw Hill My Math, 2014 Big Ideas Math, 2015 Board Approved: April 29, 2014	Yes	0.0%
Science	Twig Science, 2020 Board Approved June 11, 2019	Yes	0.0%
History-Social Science	California History-Social Science: myWorld Interactive, 2019 California History-Social Science: myWorld Interactive, Ancient Civilizations, 2019 TCI Social Studies Alive! California Series, 2016 Board Approved: May 8, 2018	Yes	0.0%

School Facility Conditions and Planned Improvements

The main campus was built in 1988, with additional portables added over the years. Alpha now consists of 36 classrooms, one Special Day Class preschool, 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 a clean and safe school. They work a staggered shift schedule with one of them available on campus from 5:30 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 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 promptly. 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 2023.

Year and month of the most recent FIT report

7/26/2023

School Facility Conditions and Planned Improvements

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		Room 1 Stain on the floor in the bathroom but clean. Room 3 Low water pressure for drinking fountain. Room 6 Low water pressure for drinking fountain. Room 12 Low water pressure for drinking fountain. Room 14 Low water pressure for drinking fountain. Room 17 Low water pressure for drinking fountain. Room 18 Low water pressure for drinking fountain. Room 19 Low water pressure for drinking fountain. Room 23 Low water pressure for drinking fountain. Restroom near Rooms 1-8 Boys - Hot water does not shut off right away on the far right sink. Third urinal missing a stopper. Restroom near Rooms 9-16 Boys - Third sink water does not drain and fills the sink.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	K playground shade structure poles need covering on poles. Primary Play Structure - Landing steps need to be replaced as they are worn in high-traffic areas Intermediate Play Structure - 1st step needs to be replaced.

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
English Language Arts/Literacy (grades 3-8 and 11)	33	25	30	31	47	46
Mathematics (grades 3-8 and 11)	21	18	16	18	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
All Students	393	392	99.75	0.25	25.26
Female	195	194	99.49	0.51	27.32
Male	198	198	100.00	0.00	23.23
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	352	352	100.00	0.00	24.72
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	35.71
White	14	13	92.86	7.14	23.08
English Learners	98	98	100.00	0.00	12.24
Foster Youth	0	0	0	0	0
Homeless	19	19	100.00	0.00	10.53
Military	--	--	--	--	--
Socioeconomically Disadvantaged	367	366	99.73	0.27	25.14
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	31	100.00	0.00	0.00

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
All Students	393	390	99.24	0.76	18.46
Female	195	193	98.97	1.03	16.06
Male	198	197	99.49	0.51	20.81
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	352	351	99.72	0.28	17.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	13	92.86	7.14	30.77
White	14	13	92.86	7.14	15.38
English Learners	98	97	98.98	1.02	9.28
Foster Youth	0	0	0	0	0
Homeless	19	19	100.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	367	364	99.18	0.82	18.68
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	31	100.00	0.00	6.45

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)	11.21	6.67	15.25	14.88	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	91	90	98.90	1.10	6.67
Female	45	44	97.78	2.22	9.09
Male	46	46	100.00	0.00	4.35
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	78	77	98.72	1.28	6.49
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	21	21	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	85	84	98.82	1.18	7.14
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.

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 5	98%	99%	99%	99%	99%

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

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 ParentSquare to communicate with families. ParentSquare is used to inform parents about parent education nights, special activities, and other useful information. The system also sends out emails and text messages. You can also communicate directly with the classroom teacher through ParentSquare. 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 Mr. Quaschnick or Mr. Chagoya. Mr. Chagoya may also be reached at (599) 661-4101 or tomchagoya@maderausd.org.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	753	743	221	29.7
Female	379	376	109	29.0
Male	374	367	112	30.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	7	7	2	28.6
Asian	9	9	2	22.2
Black or African American	14	14	6	42.9
Filipino	3	3	1	33.3
Hispanic or Latino	670	660	193	29.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	14	14	6	42.9
White	26	26	8	30.8
English Learners	219	218	36	16.5
Foster Youth	1	1	0	0.0
Homeless	31	30	11	36.7
Socioeconomically Disadvantaged	700	690	211	30.6
Students Receiving Migrant Education Services	17	17	3	17.6
Students with Disabilities	69	67	24	35.8

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	1.98	6.51	0.18	3.95	5.03	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.25	0.31	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.51	0
Female	5.54	0
Male	7.49	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	21.43	0
Filipino	0	0
Hispanic or Latino	6.27	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	14.29	0
White	3.85	0
English Learners	6.85	0
Foster Youth	0	0
Homeless	9.68	0
Socioeconomically Disadvantaged	6.71	0
Students Receiving Migrant Education Services	17.65	0
Students with Disabilities	15.94	0

2023-24 School Safety Plan

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 on 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 School Site Council. The School Safety Plan was most recently reviewed, updated, and approved by our School Site Council on September 20, 2023. 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 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 and 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 and during scheduled recess breaks during the day by certified 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. We ask all visitors to please be prepared to show a valid ID if they will be going to the classroom or cafeteria so that we can print a visitor's pass. All gates are locked soon after the day begins except for a small gate near the office. All other Gates remain locked until just before the end of the day.

The annual school safety inspection was made on October 5, 2023. A report was provided by Larry Chow with recommendations made for some of the playground equipment and classrooms that have items stored on top of cabinets.

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.

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	19	12	3	
1	24		12	
2	21	3	9	
3	21	3	9	
4	26		11	
5	25		13	
6	27	1	9	
Other	26		2	

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	25	12	1	1
1	29	5	1	1
2	37		5	1
3	32		8	1
4	41		3	1
5	51			6
6	56			6
Other	15	1		

2022-23 Elementary 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 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
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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
Pupils to Academic Counselor	702

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
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

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
School Site	8318.14	1511.37	6806.77	73595
District	N/A	N/A	3671.58	\$77,690
Percent Difference - School Site and District	N/A	N/A	59.8	-9.9
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	3.2	-18.2

Fiscal Year 2022-23 Types of Services Funded

MUSD provides programs and services to support and assist students with Core Instruction, Early Literacy, Intervention, Tutoring, Migrant, After School Programs, Special Education, English Language Development, Career and Technical Education, Supplemental Education Services, and Teacher Professional Development through the use of Title I, II, III, IV, 21st Century, Carl Perkins, Lottery, ROP, and LCFF Base, Supplemental, and Concentration funds.--

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
Beginning Teacher Salary	\$47,813	\$55,550
Mid-Range Teacher Salary	\$76,198	\$84,645
Highest Teacher Salary	\$97,406	\$111,284
Average Principal Salary (Elementary)	\$129,854	\$139,860
Average Principal Salary (Middle)	\$132,984	\$146,440
Average Principal Salary (High)	\$139,061	\$158,447
Superintendent Salary	\$225,000	\$278,268
Percent of Budget for Teacher Salaries	25.65%	32.21%
Percent of Budget for Administrative Salaries	4.57%	4.89%

Professional Development

Our school is committed to improving the performance of all students through a comprehensive professional development plan focused around our school-wide goals. Staff development days are designed to support staff to refine existing skills, learn new instructional strategies and gain knowledge needed for effective implementation of the curriculum, instruction and assessment. The Professional Learning Community process is highly valued and teachers have weekly opportunities to collaborate with their colleagues focusing on unit planning, data analysis, response to intervention academic and behavior strategies, student engagement, and English Language Development.

The district continues to offer a variety of professional development opportunities for staff on diverse topics. Professional Development is available through district workshops, conference attendance, and online learning. Teachers receive support from in-class coaching as well as feedback from administrators. New teachers have an assigned mentor that they work alongside with that provides coaching support and feedback.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	8	8