Alvina Elementary Charter School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Alvina Elementary Charter School
Street	295 West Saginaw Avenue
City, State, Zip	Caruthers, CA 93609
Phone Number	(559) 864-9411
Principal	Mike E. Iribarren
Email Address	miribarren@alvinaesd.org
School Website	www.alvinaelementaryschool.org
Grade Span	TK-8
County-District-School (CDS) Code	10-61994-6005730

2024-25 District Contact Information

District Name	Alvina Elementary Charter School District
Phone Number	(559) 864-9411
Superintendent	Mike E. Iribarren
Email Address	miribarren@alvinaesd.org
District Website	www.alvinaelementaryschool.org

2024-25 School Description and Mission Statement

It is the mission of Alvina Elementary Charter School to recognize the value and spirit of each and every one of our students. With complete dedication, it is our goal to:

- Promote Academic Student Success.
- Recognize the Value of Each Child.
- Inspire a Partnership with the Home.
- Develop Student Learning to its Fullest Potential.

2024-25 School Description and Mission Statement

- Enable Students to Develop A Love For Learning.

Alvina Elementary Charter School is a small single-school charter district, serving a farming community, and located approximately 10 miles south of Fresno. Our name is reportedly derived from the two major crops grown near the original school site, alfalfa and vineyards. The Alvina District was established in 1912. We became a feeder school to Caruthers High School in 1914. Our present school site was erected in 1955. We converted to charter school district status in August 2000. We believe that our isolation from neighboring residential and commercial activities promotes our sense of school community, provides an atmosphere where teachers and students feel safe and comfortable, and fosters pride in our school grounds and buildings.

We provide educational services to students enrolled in transitional kindergarten through eighth grade. We have eleven certificated teachers on staff as well as twelve instructional aides, and five support staff members. We pride ourselves on our student to staff member ratio. It is our goal to maintain our small classroom averages.

Our goal at Alvina Elementary Charter School, in partnership with our community, is to deepen student knowledge, develop a strong sense of core ethical values, and to provide students with the skills needed to become lifelong learners. We maintain our focus on our students' academic development, and we strive to help each student grow emotionally, physically, and socially.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
TK	6
Kindergarten	14
Grade 1	19
Grade 2	18
Grade 3	20
Grade 4	21
Grade 5	17
Grade 6	19
Grade 7	20
Grade 8	22
Total Enrollment	176

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.8
Male	56.3
Asian	0.6
Black or African American	0.6
Hispanic or Latino	90.3
Two or More Races	0.6
White	8
English Learners	26.1
Migrant	1.7
Socioeconomically Disadvantaged	77.8
Students with Disabilities	8.5

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)	9.50	95.00	9.50	95.00	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown/Incomplete/NA	0.50	5.00	0.50	5.00	18854.30	6.86
Total Teaching Positions	10.00	100.00	10.00	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)	8.50	85.00	8.50	85.00	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	10.00	1.00	10.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown/Incomplete/NA	0.50	5.00	0.50	5.00	15831.90	5.67
Total Teaching Positions	10.00	100.00	10.00	100.00	279044.80	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.

2022-23 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)	8.50	89.47	8.50	89.47	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11746.90	4.23
Unknown/Incomplete/NA	1.00	10.53	1.00	10.53	14303.80	5.15
Total Teaching Positions	9.50	100.00	9.50	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	1.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.00	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	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)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Alvina Elementary School ensures that sufficient and current textbooks are available to support the school's instructional program as well as provide students with their own textbooks for use in the classroom and to take home. Textbooks and instructional materials used within the school are aligned with the State Content Standards and Frameworks. We follow the State instructional materials adoption cycle, which allows for review and selection in each curricular area within a seven-year cycle. The textbook adoption process begins with a teacher assessment of the textbook on the State-adopted list. Publishers are frequently invited to make presentations to teachers and the Administration. The teachers and administration discuss the quality of the materials in meeting educational standards. To conclude the process, the superintendent submits a recommendation to the Board of Trustees for adoption.

All textbooks and instructional materials within the school are aligned with the California State Content Standards and Frameworks. Each pupil has access to his or her own copy of the Standards-aligned textbooks (approved by the State Board of Education) and instructional materials in the core curriculum areas required by the Williams vs. State of California Settlement.

Year and month in which the data were collected	8/15/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify CKLA (K-5) 2016 Amplify ELA/ELD (6-8) 2016	Yes	0
Mathematics	The Math Learning Center Bridges (K-5) 2016 CPM Education Program (6-8) 2014	Yes	0
Science	Amplify CKLA (K-8) 2018	Yes	0
History-Social Science	Studies Weekly (K-5) 2024 McGraw Hill Impact: California (6-8) 2024	Yes	0
Health	Positive Prevention Plus "Sexual Health Education for America's Youth" (7th Grade)		0

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

School Facility Conditions and Planned Improvements

Our two main buildings—which house four student restrooms, an office and administrative area, and six classrooms—were constructed in 1955. These two main buildings underwent reconstruction during the summer of 1994. Additionally, our multipurpose cafeteria/kitchen area was constructed in 1955. Since 1992, we have added a portable administration building and six portable buildings, which include: one county-operated Special Education class, staff resource room, a library/computer lab, and four classrooms. The Board, administration, staff, and custodians take great pride in maintaining our facility. We employ two full-time custodians and one part-time custodian to maintain our school building and grounds. Great care is taken to ensure litter-free grounds, clean sidewalks, groomed lawns, trees and flowerbeds, exterior paint, and interior spaces.

Our site is connected to the Internet via the Fresno County Office of Education, and all classrooms have high-speed Internet access and are maintained by South County Support Services. Our site is handicap accessible. The school library has approximately 3,500 volumes.

We have begun to completely overhaul our library by weeding out old, outdated, and obsolete titles and by adding new books and reference materials.

Alvina Charter Elementary School District provides a safe, clean environment for students, staff, visitors, and volunteers. School facilities such as buildings, grounds, and restrooms are cleaned and maintained according to an established schedule. Facilities are inspected on a regular basis. The school is in compliance with laws, rules, and regulations pertaining to facility upkeep. Facilities are in excellent condition. There are no major repairs needed at this time.

Year and month of the most recent FIT report	February 2024

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		

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	43	41	43	41	46	47
Mathematics (grades 3-8 and 11)	36	41	36	41	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	118	115	97.46	2.54	40.87
Female	48	47	97.92	2.08	46.81
Male	70	68	97.14	2.86	36.76
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	107	104	97.20	2.80	39.42
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	27	26	96.30	3.70	19.23
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	99	96	96.97	3.03	36.46
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	118	115	97.46	2.54	40.87
Female	48	47	97.92	2.08	42.55
Male	70	68	97.14	2.86	39.71
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	107	104	97.20	2.80	39.42
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	27	26	96.30	3.70	11.54
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	99	96	96.97	3.03	37.50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	11.11	28.95			30.29	30.73

2023-24 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	39	38	97.44	2.56	28.95
Female	17	16	94.12	5.88	25.00
Male	22	22	100.00	0.00	31.82
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	36	35	97.22	2.78	25.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	31	96.88	3.12	25.81
Students Receiving Migrant Education Services	0	0	0	0	0
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.

2023-24 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 requires only participation results 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

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.

2024-25 Opportunities for Parental Involvement

Parents are encouraged to be active partners in their children's education. Our parents support the school in many ways, including:

- Volunteering in the classrooms
- Serving on the School Site Council / Parent Advisory Committee / ELAC
- Participating as a room parent
- Assisting with school activities and fundraisers
- Providing support for extracurricular activities

Parents also demonstrate involvement at school by supporting the daily homework policy, and by attending parent conferences, Back-to-School Night, Open House, the Winter Program, the Spring Concert and other school activities.

For more information on how to become involved, contact Lucy Ferrer at (559) 864-9411.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	182	179	10	5.6
Female	81	79	4	5.1
Male	101	100	6	6.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	162	160	8	5.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	16	16	1	6.3
English Learners	46	46	0	0.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	143	142	10	7.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	17	17	1	5.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.53	2.07	1.1	0.53	2.07	1.1	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.10	0.00
Female	1.23	0.00
Male	0.99	0.00
Non-Binary	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	1.23	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	1.40	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Our School Safety Plan describes procedures for ensuring student and staff safety. The safety of students and staff is a primary concern for us. This plan is reviewed on an annual basis in an effort to promote an atmosphere conducive to safety and learning. The plan was most recently updated and reviewed by the staff on February 15, 2024.

2024-25 School Safety Plan

The plan is available in the school office for parent review. Copies have been distributed to all staff members for their reference and review. Our plan includes many aspects of safety from procedures in a natural disaster to intruders on campus. The school's Disaster Preparedness Plan includes steps for ensuring the safety for all during an emergency. Fire and Earthquake drills are conducted each month and school preparedness procedures are reviewed at least once each trimester, as well.

Visitors are required to adhere to the following procedures:

- Sign in at the office
- Wait for secretary to direct person to designated location
- Do not confront teacher or interrupt class during instructional time

Designated staff members keep current on CPR/first aid procedures and are certified by the Red Cross on an annual basis.

Students are kept safe by an adequately fenced schoolyard. Our facility is bordered on three sides by grapevines, therefore allowing supervision staff to see any approaching vehicles and/or persons. Our campus has two entrances, one located near the front office and the other for staff parking. Students are under constant supervision during recess and break times. Student-to-adult ratio during these times is about 20 to 1.

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.

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	12	2		
1	20	1		
2	20	1		
3	16	1		
4	18	1		
5	17	1		
6	23		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
K	12	2		
1	19	1		
2	20	1		
3	20	1		
4	18	1		
5	19	1		
6	22		1	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	14	1		
1	19	1		
2	18	1		
3	20	1		
4	21		1	
5	17	1		
6	19	1		

2023-24 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

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.6875
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$17,833.00	$2,221.00	$15,612.00	$54,404.00
District	N/A	N/A	$15,612.00	$54,404.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$10,771	$79,413
Percent Difference - School Site and State	N/A	N/A	36.7	-37.4

Fiscal Year 2023-24 Types of Services Funded

- Title I - Basic Grant
- Title II - Teacher Quality
- Title IV - ESSA Part A
- REAP

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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		$51,352
Mid-Range Teacher Salary		$80,424
Highest Teacher Salary		$103,442
Average Principal Salary (Elementary)		$124,852
Average Principal Salary (Middle)		$135,030
Average Principal Salary (High)		
Superintendent Salary		$145,237
Percent of Budget for Teacher Salaries	20.77	26.17
Percent of Budget for Administrative Salaries	3.54	6.29

Professional Development

Alvina Elementary Charter School strongly supports a quality instructional program. The curriculum is continually assessed and aligned with State Frameworks for all subject areas. There is a high interest in professional growth as evidenced by staff members attending in-services and workshops. The administration strongly believes in shared decision-making, which is manifested at teachers' meetings and through informal discussions. Leadership and responsibility are shared among all staff members. The members of the Board of Trustees have consistently supported the staff and administration in their endeavors to maintain quality instruction and an atmosphere conducive to learning through a staff development program.

Our teachers are contracted for 186 days each school year. Over the past few years the teachers have had the opportunity to attend a variety of different professional development trainings including: Smarter Balanced Assessment Consortium Trainings, FCOE Common Core Academy, Kagan Cooperative Learning Structure, Phase 1 and 2 English Language Arts for Common Core, Amplify Publisher Training, Bridges Publisher Trainings, FCOE Google Trainings, AIMS Math Partnership as well as, the California Reading Conference, numerous mathematical conferences, and a host of other professional development activities. For the previous three school years, a minimum of three days were dedicated to staff and professional development for each teacher and at times upwards of six trainings have been provided for an individual teacher in that same time frame. Teacher's may be provided with professional development based on classroom or school-wide need. The administration supports and encourages teachers to focus on individual professional development as well, by presenting ideas for trainings first to their cluster groups, and then to administration. Beginning teachers are also required to participate in a two-year FCSS Teacher Induction program.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3