

Alpaugh Elementary School
2013-14

SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2014-15

Alpaugh Elementary Contact Information (School Year 2014-15)

5313 Road 39

Alpaugh, CA 93201-0009

(559) 949-8413

Principal:

Dr. Robert M. Hudson

Contact E-mail Address:

robh@alpaugh.k12.ca.us

County-District-School (CDS) Code: 54718036053847

Alpaugh Unified Contact Information (School Year 2014-15)

(559) 949-8413

www.tcoe.org/districts/alpaugh.shtml

Superintendent:

Dr. Robert M. Hudson

Contact E-mail Address:

robh@alpaugh.k12.ca.us



Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2013-14 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

District Contact Information - Most Recent Year

District Name	Alpaugh Unified
Phone Number	(559) 949-8413
Superintendent	Dr. Robert M. Hudson
E-mail Address	robh@alpaugh.k12.ca.us
Web Site	www.tcoe.org/districts/alpaugh.shtm

School Contact Information - Most Recent Year

School Name	Alpaugh Elementary
Street	5313 Road 39
City, State, Zip	Alpaugh, CA 93201-0009
Phone Number	(559) 949-8413
Principal	Dr. Robert M. Hudson
E-mail Address	robh@alpaugh.k12.ca.us
Web Site	N/A
County-District-School (CDS) Code	54718036053847

School Description and Mission Statement- Most Recent Year

Welcome to Alpaugh Elementary School, a place where students are making steady progress towards improving their academic skills. This is the result of hard work and determination on the part of the staff and students. This improvement is also due to intensive teacher training in basic instructional techniques that the district provides. Staff development also emphasizes better planning, teaching to the California Standards Test, using the Edusoft data management program to monitor data, and placing students in core groups that rotate among teachers specifically trained in either language arts or math. The current focus is preparing students and staff to implement the new Common Core Standards, which places greater emphasis on reading and writing across the curriculum.

Currently, the school strives to help students master the English language as soon as possible, and provides additional tutoring and reinforcement to help them master the requisite skills and learn the standards-based content. The students are proud of their skills and they are progressing steadily.

Parents and community members are an important part of the students' educational plans, and parental participation on the campus is critical and deeply appreciated. The Alpaugh Elementary School staff looks forward to working with you and the students on a new year of academic success.

Major Achievements - Most Recent Year

This year, the school successfully met all of the Title III English Language Learner requirements for the first time ever. The program focuses on a strong Transitional Kindergarten model to prepare students for entry in to Kindergarten. The results have been quite positive, and students are reading, writing, and demonstrating solid social skills by the time they reach kindergarten. This progress has affected the entire elementary school, and has driven the English Language Learning model in the high school.

Focus for Improvement - Most Recent Year

Teachers and students will continue to learn and expand Common Core instruction, continue to receive additional training in the area of instructional delivery, and will receive specialized training in that will prepare them for the development of programs based on local needs. New teachers receive additional training to master the educational approach, and additional opportunities to learn new skills through training and special presentations are part of the improvement process.

Alpaugh Elementary uses the Edusoft data management system to help teachers evaluate student performance and analyze assessment results. The program assists in the development of tests that integrate well into the grading system. Teachers are mastering the art of teaching through better instruction, focused staff development, a better use of assessment for better data-driven decisions, and a strong emphasis on second language learners. Planning is the fundamental key to student improvement and the center of teacher development. Teachers collaborate weekly to discuss and practice improved instructional techniques and receive specific training.

Alpaugh Elementary school utilizes the Wonders English language arts program for next year and is looking forward to the effective implementation of the program. The teachers spend additional time working with and observing effective master teachers to develop improved skills in the classroom.

Homework - Most Recent Year

To master any subject area requires substantial time and practice regardless of ability and reflects the lessons presented that will help the student be successful. The teacher will assign homework to reinforce a concept or skill and as outlined in the Class Syllabus. Homework expectations by grade are:

Kindergarten 15-20 minutes per evening
Grades 1-3 30-45 minutes per evening
Grades 4-8 1-1.5 hours per evening
Grades 9-12 1-2 hours per evening

School Schedule - Most Recent Year

The school year consists of 180 instructional days. The school day begins at 8 a.m. and ends at 3 p.m. Students participate in the breakfast and lunch program, which is free of charge to our students. Our community members can reach someone in the school office from 7:30 a.m. until 4:30 p.m. daily. The daily schedule is:

Kindergarten First & Second
8:00 - 8:05 Roll 8:00 - 8:05 Roll
8:05 - 8:15 Breakfast 8:05 - 8:15 Breakfast
8:15 - 10:30 Core - ELA 8:15 - 10:20 Core - ELA
10:30 - 10:40 Recess 10:20 - 10:30 Recess
10:40 - 11:15 ELD 10:30 - 10:50 P.E.
11:15 - 11:50 Lunch 10:50 - 11:25 Sci./SS/Centers

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11:50 - 1:15 Math 11:25-12:00 Lunch
 1:15 - 2:30 PE/Sci/Ctrs 12:00-1:15 Core Math
 Minimum Day Ends: 1:05 1:15 - 1:45 ELD
 1:45-2:30 AIM

Third & Fourth Fifth & Sixth
 8:00 - 8:05 Homeroom 8:00 - 8:05 Homeroom
 8:05 - 8:15 Breakfast 8:05 - 8:15 Breakfast
 8:15 - 10:20 Core - ELA 8:15 - 10:20 Core I
 10:20 - 10:30 Recess 10:20 - 10:30 Recess
 10:30 - 11:40 Core Math 10:30 - 11:55 Core II
 11:40 - 12:15 Lunch 11:55 - 12:30 Lunch
 12:15 - 1:00 SS/Sci/Health 12:30- 1:05 ELD
 1:00 - 1:50 AIM 1:05- 1:40 Core II cont.
 1:50 - 2:20 P.E. 1:40 - 2:30 AIM
 2:20 - 2:50 ELD 2:30 - 3:00 P.E.
 2:50 - 3:00 Character Counts Minimum Day Ends: 1:05
 Minimum Day Ends: 1:05

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Transitional Kindergarten	
Kindergarten	28
Grade 1	18
Grade 2	31
Grade 3	32
Grade 4	13
Grade 5	25
Grade 6	16
Total Enrollment	163

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	3.1
Filipino	0
Hispanic or Latino	91.4
Native Hawaiian/Pacific Islander	0
White	5.5
Two or More Races	0.00
Socioeconomically Disadvantaged	94.5
English Learners	80.4
Students with Disabilities	1.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 2012-13	School 2013-14	School 2014-15	District 2014-15
With Full Credential	10	10	6	15
Without Full Credential	0	0	4	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Leadership - Most Recent Year

Alpaugh Elementary is served by one superintendent/principal. The superintendent and high school principal provide additional support for special events and activities. The administration is common for all schools, and they share the same office and staff.

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	4
Total Teacher Misassignments	0	0	4
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	91.04	8.96
High-Poverty Schools in District	91.04	8.96
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

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

Year and month in which data were collected: January 2015

Subject	Textbooks and Instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Treasures/Wonders McGraw-Hill	Yes	0%
Mathematics	Envision Scott Foresman	Yes	0%
Science	Macmillan	No	0%
History-Social Science	Macmillan	No	0%
Foreign Language	N/A	N/A	N/A
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

GATE - Most Recent Year

At this time, the district does not identify GATE students. When a student displays exceptional academic needs, the teachers implement appropriate modifications within the existing instructional framework to accommodate specific needs.

Special Education - Most Recent Year

The Tulare County Office of Education assigns a special education teacher who addresses students with special needs and provides services to students who are classified as at risk. This teacher is on site five days a week to provide early intervention services for children with reading difficulties. The county also supports one part-time special education aide. The teacher and the aide work with students individually, both inside and outside the classroom during school hours. The county speech teacher works with our students as needed. The district is a member of the Tulare County Special Education Local Plan Area (SELPA) and works closely with county resources to provide the best services possible. The philosophy of the district is to work with special education students in the least restrictive manner possible. Students attend regular class and receive support throughout the day.

English Learners - Most Recent Year

The focus of our English language instruction is to ensure that students are receiving appropriate instruction at their language level. Alpaugh Unified closely examines each student, identifies those scoring at the intermediate proficiency range, and monitors their progress to help them gain proficiency in the English language. This year, Alpaugh Unified met all of its Title III goals. Currently, five of the ten elementary teachers in the school are bilingual.

School Facility Conditions and Planned Improvements - Most Recent Year

Alpaugh Elementary is a very old site, and it is in fair condition despite its age. The districts works hard to maintain the buildings in the best condition possible, though it is a losing battle. Due to the age of the buildings, the state has allocated funding to build a new school site, and the current buildings will be destroyed in the next year. The staff will continue to maintain the buildings up to the point where they are closed.

School Facility Good Repair Status - Most Recent Year

- Using the most recent 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 Overall Rating

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	—	—	
Interior: Interior Surfaces	✓	—	—	
Cleanliness: Overall Cleanliness, Pest/Vermine Infestation	—	—	✓	The district has hired an additional custodian to meet the needs of the school.
Electrical: Electrical	✓	—	—	
Restrooms/Fountains: Restrooms, Sinks/Fountains	✓	—	—	
Safety: Fire Safety, Hazardous Materials	✓	—	—	
Structural: Structural Damage, Roofs	✓	—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	—	—	

Overall Facility Rate - Most Recent Year

	Exemplary	Good	Fair	Poor
Overall Rating	—	✓	—	—

Library - Most Recent Year

Alpaugh Unified has a full-time library technician on site who schedules times for classes to visit the library on a weekly basis. In addition, our librarian schedules weekly visits to read to students in primary grade classrooms. The librarian seeks input from our teachers to ensure that the library includes the books students need to complete research papers. There is also a computer lab in the library that offers full access to the Internet and tutorial programs for students. New books are chosen regularly that encourage reading through the Accelerated Reading program, and students take advantage of this resource on a regular basis. The library is open until 6:00 for student and community use.

Computers - Most Recent Year

One of the top goals of the district is to improve access to the internet for student use. This is the first issue that the district must address if we are to add more computers to the system. Currently, there are two laptop carts in service for the elementary school, and the library supports another 30 new computers for class use. Each classroom has a minimum of three computers available to the students and staff.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	20%	45%	29%	34%	48%	47%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	47%
All Students at the School	29%
Male	29%
Female	N/A
Black or African American	N/A
American Indian or Alaska Native	N/A
Asian	N/A
Filipino	N/A
Hispanic or Latino	27%
Native Hawaiian or Pacific Islander	N/A
White	N/A
Two or More Races	N/A
Socioeconomically Disadvantaged	29%
English Learners	25%
Students with Disabilities	N/A
Students Receiving Migrant Education Services	N/A

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown 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.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	29%	18%	26%	41%	38%	43%	54%	56%	55%
Mathematics	46%	36%	46%	34%	27%	34%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	36%	32%	39%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. 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.

Other Measures of Student Achievement - Most Recent Year
 Academic Performance Index Ranks - Three-Year Comparison

API Rank	2011	2012	2013
Statewide	1	1	1
Similar Schools	4	7	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	33	-57	31
Black or African American	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Filipino	0	0	0
Hispanic or Latino	31	-54	18
Native Hawaiian or Pacific Islander	0	0	0
White	0	0	0
Two or More Races	0	0	0
Socioeconomically Disadvantaged	34	-55	31
English Learners	30	-49	21
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcome

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	12.5%	45.8%	33.3%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

Alpaugh Elementary presents the site educational plan to the School Site Council (SSC), which includes parent members. The SSC considers and makes recommendations about the plan before the school submits it to the school board. Our committee for English Learners has become part of the SSC because many of our parents serve on both, but the committees have separate agendas. We hold committee meetings in both English and Spanish. Our campus is open to all parent volunteers. For more information about becoming involved at our school, contact Mrs. Micaela Gutierrez at (559) 949-8413.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate*	School			District			State		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Suspensions	7.3	9.6	5.8	6.7	8.2	4.7	4.4	5.1	5.7
Expulsions	0	0	0	0	0	0.2	0.1	0.1	0.1

Discipline - Most Recent Year

The district has taken major steps to address discipline issues with great success. Students are accountable for their attendance and comportment in a manner that is consistent and fair to all. The district school operates a School Attendance Review Board to address chronic truancy. Alpaugh High School provides all students with a copy of our expectations and requires them to sign off indicating that they have read the documents together with their parents. How students conduct themselves is a direct reflection on their ability to be successful. The staff works hard to improve communications with the parents and these disciplinary procedures have paid off handsomely with an improved school climate. The district has a zero-tolerance policy regarding fighting and bullying. Students who earn suspensions for severe offences serve them off campus. The school expects students to display responsible behavior while on campus, both in classrooms and at all school-sponsored events. An in-house suspension program is in place to retain violating students in school. The goal is to decrease the number of days students receive home suspension while implementing an assertive plan that emphasizes behavioral improvement. All students participate in the Character Counts and Friday Night Live programs, and there are monthly assemblies that recognize good citizenship. The district now operates an Opportunity Program offered through the alternative education program. Students who do not meet district expectations now have an alternative placement that can better fit their needs. This program has been quite successful.

School Safety Plan - Most Recent Year

The safety of the students is the center of our priorities, and all staff members take an active role in the protection of the children. The school has a strict visitor policy and all visitors must sign in to the office and wear a tag that identifies them by name and indicates approved visitor status. The district modifies the safety plan yearly. The staff receives and reviews the updated version for possible improvements and augmentations. Each classroom is equipped with an emergency kit that will sustain students for several days if there is an unforeseen disaster. The plan has a particular focus on the roles of the staff in the event of a disaster. Alpaugh is an isolated rural community and there could be a gap in the delivery of critical services until help can arrive.

Review of the school occurs periodically for compliance with all health and fire codes. Inspection also complies with the Williams Act. Though the school infrastructure is old, the staff works hard to provide the best education possible in current conditions. The district has a security camera system that thwarts crime and has resulted in several arrests.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate - English-Language Arts		
Met Participation Rate - Mathematics		
Met Percent Proficient - English-Language Arts		
Met Percent Proficient - Mathematics		
Met Graduation Rate		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2010-2011	
Year in Program Improvement*	Year 3	
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	11.7	3	0	0	24		1		28		1	
1	15.5	2	0	0	15	2			18	1		
2	23	0	1	0	16	2			16	2		
3	26	0	1	0	15	1			16	1	1	
4	21	1	0	0	25		1		13	1		
5	27	0	1	0	23		1		25		1	
6	28	0	1	0	28		1		16	1		
Other												

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

Average Class Size and Class Size Distribution (Secondary)

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Subject	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
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.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non - teaching)	0	N/A
Other	0	N/A

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

* 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.

Specialized Program/Staff - Most Recent Year

The full-time library tech assists students during their visits to the library to conduct research. Tulare County assigns a counselor one day a week and a county special education teacher works on site five days a week. Most of the specialized services are provided by the Tulare County Office of Education. These include special education, speech and hearing, counseling services, health services, and fiscal services.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	\$9,883	\$48,953
Percent Difference - School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$57,912
Percent Difference - School Site and State	N/A	N/A	N/A	N/A

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

Types of Services Funded (Fiscal Year 2013-14)

During the 2011-2012 school year, Alpaugh Elementary School dedicated funding acknowledging the need to use the best practices possible for all students. The school used these funds to provide extensive training in Common Core, and to reinforce basic skills. The funds also paid for additional instructional materials, professional development, and intensive teacher training. The focus of all funding is to provide effective support for all teachers in their pursuit of outstanding instruction for our students. Alpaugh Elementary hires the Tulare County Office of Education to assess and develop a new Local Educational Agency Plan for the school. The plan includes the expenditure of specially allocated money to augment the regular instructional program. These supplemental services serve to reinforce the core material taught in the class and to purchase additional material to help students master the instructional standards. The district received limited money from the state this year to assist with school reform and, despite the significant funding decreases, the district continued to invest in academic improvement through ongoing training and the external consultant services of Gail Robinette and Associates. The funding sources included Title I, the Site-Based Coordinated Program, and Program Improvement. These funds also provide supplementary teachers to help students acquire core skills. Due to the small size of the Alpaugh Unified School District, only one budget is required for complete fiscal management of all schools as required by state law and by the district auditors. All of the schools in the district are located on the same site, share common buildings and administration, and in some cases share common teachers.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts in Same Category
Beginning Teacher Salary	\$38,521	\$38,152
Mid-Range Teacher Salary	\$52,394	\$55,573
Highest Teacher Salary	\$67,821	\$71,908
Average Principal Salary (Elementary)	\$0	\$87,660
Average Principal Salary (Middle)	\$0	\$92,424
Average Principal Salary (High)	\$82,000	\$93,606
Superintendent Salary	\$126,000	\$116,538
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	5%	7%

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

Professional Development - Most Recent Three Years

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

This year several teachers attended state-mandated training related to the textbooks used. In addition, the district provides a minimum day every week to allow time for staff training, data evaluation, and instructional improvement. Training focuses on pacing instruction to cover all state standards for each grade. The district contracted with Gail Robinette and Associates to perform staff development training on the Academic Improvement Model, which helps the learner grasp key concepts that support the state standards. Teachers also had opportunities to participate in off-campus training that was pertinent to their grade level or annual goals focusing on backward lesson design and the Common Core standards.

Evaluation/Improving Teachers - Most Recent Year

Alpaugh Elementary School evaluates non-tenured teachers twice during the school year and tenured teachers once every year. The administration bases all evaluations on how well their daily lessons address the state standards. For formal evaluations, teachers participate in pre- and post-conferences and meet with the administration to review their benchmark data. The teachers receive the assistance of a learning coach with planning, goal setting, and assessment while emphasizing the art of classroom teaching. Teachers are provided multiple opportunities to attend training in the areas that support not only the common core, but in areas that are of interest to them. Teachers participate in weekly training classes held every Wednesday to improve the delivery of curriculum in the classroom.

Substitute Teachers - Most Recent Year

Currently, there is a profound shortage of substitute teachers, and the district offers the generous substitute pay of \$145.00 per day. This has helped keep the number of viable substitutes on our list in good numbers. Most have had experience in the classroom or are recently retired. The administration also performs substitute duties as needed.