

Alianza Charter School

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Alianza Charter School
Street	115 Casserly Road
City, State, Zip	Watsonville, CA 95076
Phone Number	(831) 728-6333
Principal	Verónica Aguilar
Email Address	veronica_aguilar@pvusd.net
School Website	https://alianza-pajaro-ca.schoolloop.com
County-District-School (CDS) Code	44-69799-6049829

2022-23 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Dr. Michelle Rodriguez, Superintendent
Email Address	michelle_rodriguez@pvusd.net
District Website Address	www.pvusd.net

2022-23 School Overview

Principal's Message:

The mission of Alianza Charter School is to educate students to embrace and improve the world in which they live. We do this through our academically rigorous and culturally relevant Two Way Bilingual Immersion Program. The Alianza community promotes social justice, inspires creativity, challenges intellect and nurtures potential.

The vision of Alianza Charter School is "A bilingual world starts here".

Alianza Charter School is located in beautiful farmland on the outskirts of Watsonville at the edge of the coastal foothills. In 2018 we applied for and were granted a five year extension to our charter. The charter renewal was based on the findings of a program review that was conducted by the Rosa Molina Group. The recommendations that emerged from this review will drive our improvement effort over the next five years. This review reaffirmed our commitment to academic success, bilingual proficiency, and providing our students with an uplifting learning environment. The "Molina Recommendations" were key to the renewal of our charter for another 5 years, until 2022, but due to the COVID Pandemic our charter was extended until 2025. The pandemic has impacted Alianza in various ways. We are short staffed in both classified and certificated staff. We have seen tremendous learning loss in all grades. Even though we are facing many challenges, we have seen the resiliency of our students, families, staff and teachers. Together we are working to meet the needs of all our students. Our Alianza After School Program has continued to grow and develop, offering extra help, homework assistance, parent workshops, and enrichment activities.

Veronica Aguilar, Principal

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	86
Grade 1	75
Grade 2	77
Grade 3	78
Grade 4	73
Grade 5	77
Grade 6	71
Grade 7	64
Grade 8	63
Total Enrollment	664

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.2
American Indian or Alaska Native	0.0
Asian	0.2
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	97.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.5
White	2.1
English Learners	55.9
Foster Youth	0.0
Homeless	8.0
Migrant	3.8
Socioeconomically Disadvantaged	78.2
Students with Disabilities	7.7

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)	23.00	75.91	675.70	75.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	12.00	1.35	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.30	24.09	129.30	14.48	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	16.30	1.82	12115.80	4.41
Unknown	0.00	0.00	59.80	6.70	18854.30	6.86
Total Teaching Positions	30.30	100.00	893.30	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	7.30	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	7.30	

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

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

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	36.30	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.70	

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

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

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

Alianza Charter School offers a teacher developed, Common Core State Standards driven curriculum. We use state adopted Language Arts, Math, Social Studies and Science textbooks in both English and Spanish to support the theme based instructional units developed by our grade level teams. During the 2016-17 school year we adopted the Bridges Math curriculum in grades K-5 and CPM math curriculum in grades 6-8. This school year we adopted Spanish Language Arts Adelante curriculum in grade K-6.

Year and month in which the data were collected

September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adelante Benchmark Spanish Language Arts /2017, MyView/2020, and MyPerspectives/2020	Yes	0%
Mathematics	Bridges (K-5) and CPM (6-8)	Yes	0%
Science	Life Science by Holt/2012, Mystery Science, The California Education and the Environment Initiative (EEI) Curriculum ,and Amplify	Yes	0%
History-Social Science	IMPACTO by MacGra Hill and The California Education and the Environment Initiative (EEI) Curriculum	Yes	0
Foreign Language	En Espanol by Santillan (7-8)	Yes	0%

School Facility Conditions and Planned Improvements

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900's. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC. <http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairsstandards.aspx>

Year and month of the most recent FIT report

September 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Some classrooms have had flooring replaced and more will taken care this Winter break. However, many more classrooms still need new carpet and flooring. Measure L funds will be used to modernized classrooms, which includes improving flooring issues in many classrooms and main hallway.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Alianza has developed a school wide focus on cleanliness by the staff , community, and students.

School Facility Conditions and Planned Improvements				
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			We have a new portable restroom that serves our 12 new portable classrooms. All restrooms will be modernized this 2017-18 school year.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Library is are only building with roofing concerns (gutters).
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Many doors need replacing, entire black top needs to resurfaced and repainted, and windows are leaking water. Work orders have been submitted to maintenance and operations to fix immediate concerns, however most issues will be fixed using Measure L funds.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	34	N/A	28	N/A	47
Mathematics (grades 3-8 and 11)	N/A	21	N/A	17	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	416	414	99.52	0.48	34.30
Female	204	202	99.02	0.98	43.56
Male	212	212	100.00	0.00	25.47
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	410	408	99.51	0.49	34.56
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	191	191	100.00	0.00	14.66
Foster Youth	0	0	0.00	0.00	0.00
Homeless	35	35	100.00	0.00	22.86
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	320	318	99.38	0.62	28.93
Students Receiving Migrant Education Services	15	15	100.00	0.00	26.67
Students with Disabilities	34	34	100.00	0.00	11.76

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	416	415	99.76	0.24	20.77
Female	204	204	100.00	0.00	21.57
Male	212	211	99.53	0.47	20.00
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	410	409	99.76	0.24	20.83
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	191	191	100.00	0.00	10.99
Foster Youth	0	0	0.00	0.00	0.00
Homeless	35	34	97.14	2.86	11.76
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	320	319	99.69	0.31	17.92
Students Receiving Migrant Education Services	15	15	100.00	0.00	13.33
Students with Disabilities	34	34	100.00	0.00	11.76

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	13.51	18.38	7.1	16.22	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	136	136	100	0	18.38
Female	67	67	100	0	22.39
Male	69	69	100	0	14.49
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	132	132	100	0	17.42
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	56	56	100	0	0
Foster Youth	0	0	0	0	0
Homeless	11	11	100	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	109	109	100	0	11.93
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	12	100	0	8.33

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	99%	98%	99%	99%	99%
Grade 9	N/A	N/A	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

At Alianza parents are partners in their children's education. Parents are members of the Alianza Governing Council, which governs our school and oversees the school plan. Our ELAC works to provide equity to our second language learner community by also providing input to our LCAP. We also have a dynamic Parents of Armadillos Club, which organizes fundraisers and school beautification efforts. We also have our Family Club that organizes several community building events. The Social Justice Committee works to help every member feel safe and that they are a contributing member of our community. We also employ a full-time parent liaison (Beatriz Loez) and strongly encourage parents to work as volunteers in the classrooms (Parent Ambassadors). Alianza has an open-door policy and parents are always welcomed. We provide parent training programs (Positive Discipline) throughout the school year and have adult education classes (Social Justice Committee) on our campus. Childcare and translation are provided for all meetings and parent workshops. To find out how you can volunteer at our school, please contact our Principal, Verónica Aguilar at (831) 728-6333.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	689	678	210	31.0
Female	350	345	95	27.5
Male	338	332	114	34.3
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	670	660	204	30.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	2	66.7
White	15	14	4	28.6
English Learners	382	379	116	30.6
Foster Youth	0	0	0	0.0
Homeless	66	66	19	28.8
Socioeconomically Disadvantaged	538	534	172	32.2
Students Receiving Migrant Education Services	30	29	9	31.0
Students with Disabilities	63	62	19	30.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.29	3.68	2.45
Expulsions	0.00	0.02	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.44	0.02	4.40	0.20	3.17
Expulsions	0.00	0.00	0.00	0.12	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.44	0.00
Female	0.00	0.00
Male	0.89	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.45	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	0.52	0.00
Foster Youth	0.00	0.00
Homeless	1.52	0.00
Socioeconomically Disadvantaged	0.56	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.59	0.00

2022-23 School Safety Plan

Teachers, yard supervisors (3), and our campus supervisor monitor the school grounds before school, at recess, during lunch, and after school. Parents are encouraged to visit the school whenever they are able and to participate in the supervision of the play areas.

All visitors are directed to the office to sign in, state the nature of their visit, and receive a visitor button. A visitor can either be an observer or a volunteer. An observer is a visitor who wants to observe in a classroom on a one time basis. A volunteer is someone who wishes to help in a classroom, drive on a field trip or assist in some other way on a regular basis at school. All volunteers must follow district policy and complete a volunteer form, pass a TB test, and have their fingerprints reviewed by the Department of Justice. We appreciate all the time and effort this process takes, but it is one of the ways we use to make sure our school is safe for all our students.

Yard supervisors and the campus supervisor have radios and can communicate directly with the Principal, Assistant Principal, Lead Supervisor, and office staff at anytime. All classrooms can communicate by intercom with the office.

Our Safety School Plan has two components: people and programs, and the physical environment. The administration, the Alianza Governing Council, and school leadership monitor safety throughout the course of the year.

We nurture and encourage students through weekly assemblies and recognition programs. Our campus is clean and safe, reflecting our pride in our community and ourselves. We conduct monthly fire, earthquake, lockdown, and shelter-in-place drills.

Discipline - Alianza Charter School expects our students to follow the Armadillo Code of Conduct, Show Respect, Make Good Decisions, Be A Problem Solver, and Be Safe to help keep the school peaceful and safe. We are implementing the PBIS throughout the school. Teachers use an paper referral system and a focus is on understanding the belief or motivation behind the behavior. We follow district discipline procedures and policies in the areas of suspension and expulsion.

Discipline policies are firm, but procedures are modified as appropriate for the age of the student. Consequences can range from verbal correction to out-of-school suspension or expulsion. Our staff reserves these as a last resort whenever possible, instead referring students to counseling, devising strategies with the Positive Behavior Team and the Student Study Team, to coming up with other appropriate interventions and strategies. We reward positive student behavior with regularly scheduled assemblies and activities. We encourage students to do well for their community. We support desired behavior by giving students "Azulitos" when they are observed doing something positive that benefits the school community. These can be redeemed for prizes or lunch with the principal.

All Alianza Staff will continue to receive and participate in on-going training regarding diversity of students and anti-racism curriculum and effective strategies which promote equity awareness, analysis, and action on the part of the staff. All teachers have been trained in Positive Discipline our primary discipline program. In addition, this year we are moving forward with transitioning from Positive Discipline to PBIS. Teacher are attending conferences and receiving Professional Development from Student Services from the District. Fourth graders participated in "Kids on the Block" a puppet show who's main focus is awareness and acceptance of differences, specifically disabilities. In addition, we have a 6th-8th grade Queer, Trans & Allied Student Club that plans and host many awareness events to build understanding of diversity. This year we have also implemented a anti-bullying reporting form to work in conjunction with our anti-bullying policy to give all students a safe an anonymous way of reporting bullying.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21		4	
1	22		4	
2	21	1	3	
3	21	1	3	
4	26		3	
5	25		3	
6	34			1

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	20	3	1	
1	21	2	2	
2	48			4
3	40			4
4	63			3
5	52			3
6	35			14

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	22		4	
1	19	4		
2	19	3	1	
3	20	4		
4	24		3	
5	26		3	
6	36			12

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	664

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,734.68	\$1,779.22	\$10,097.13	\$74,141.88
District	N/A	N/A	\$4,858.33	\$67,516
Percent Difference - School Site and District	N/A	N/A	70.1	9.4
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	42.0	-17.5

2021-22 Types of Services Funded

There are a variety of programs at Alianza that assist and support students:

- The Alianza After School Program: A grant-funded program which provides support and assistance for students working below grade level in academic subject areas and enrichment opportunities.
- Two intervention teachers: Alianza has hired two intervention teachers to focus on both English and Spanish literacy.

* 2 part time instructional assistants and 1 full time instructional assistant.

- Parents as Leaders: Alianza contracts with Communities Organized for Relational Power in Action (COPA) to provide workshops and activities to move parents from involvement in school to engagement as school leaders.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,666	\$54,370
Mid-Range Teacher Salary	\$64,722	\$82,681
Highest Teacher Salary	\$90,640	\$106,610
Average Principal Salary (Elementary)	\$101,669	\$135,283
Average Principal Salary (Middle)	\$107,221	\$141,244
Average Principal Salary (High)	\$117,462	\$152,955
Superintendent Salary	\$222,832	\$264,367
Percent of Budget for Teacher Salaries	26%	33%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Staff Development

Our school and the district offer numerous training opportunities throughout the year to support our goals for increased student achievement. Staff members have regular opportunities for both training and collaboration. For instance, all new staff are trained in the core curriculum to ensure that they are ready to support the school wide use of those programs. All new teachers participate in the New Teacher Program, which pairs a new teacher with an experienced mentor. All staff work with consultant Rosa Molina and her associates to develop and refine our Two Way Bilingual Immersion Program. Teachers are given to days (3.25 hrs) per month to review data, develop curriculum, and plan instruction.

Evaluating and Improving Teachers

All staff participate in the district's ongoing evaluation process. The foundation for the evaluation system is the Continuum of Teacher Abilities, which is based on the California Standards for the Teaching Profession. The evaluation process involves a self-assessment, three conference cycles, and observations by the administrator. Non-tenured teachers are given both a mid-year and a final evaluation. Tenured teachers are on a "choice" evaluation cycle, which includes a portfolio, partner observation, or administrative support. All teachers self-assess using the continuum.

Substitute Teachers

The district holds ongoing recruitment to maintain a pool of qualified substitutes, which includes many retired teachers. The district offers an annual training academy for all substitutes. Alianza's plan for covering classes if qualified substitutes are not available is to either divide the students among the other grade level classes or to have the principal and other available certificated staff teach the class. The principal and other staff work together to make sure the lesson plans of the absent teacher are carried out.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	5