Santa Maria-Bonita School District

Alvin Elementary School

Grades TK through 6
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2023-24 School Accountability Report Card

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2024-25
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Principal's Message

I'd like to welcome you to Alvin Elementary School's Annual School Accountability Report Card. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities. Alvin Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum provided by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. At Alvin School, we put a high degree of emphasis on preparing students for college. In 2016 we were recognized as a California Gold Ribbon School for our model program, "College Starts Here: On the Path to College and Career Readiness." We have established Alvin as an AVID Elementary site, and are embedding positive behavior supports (PBIS) through our four Bs: Be Safe, Be Responsible, Be Respectful, and Be Kind. We have made a commitment to provide the best educational program possible for Alvin Elementary School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

Mission

Our mission is to ensure that every child will have a safe and nurturing environment that prepares all students for success in college and in life.

School Description

Alvin Elementary School is located in Santa Maria and serves students in grades transitional kindergarten through six following a traditional calendar. At the beginning of the 2023-24 school year, 939 students were enrolled, including 9.4% in special education, 70.6% qualifying for English Language Learner support, and 98.1% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2023-24

Student Group	% of Total Enrollment
Female	48.70%
Male	51.30%
Non-Binary	0.00%
Amer. Indian or Alaska Native	0.20%
Asian	0.10%
Black or African-Amer.	0.10%
Filipino	0.10%
Hisp. or Latino	98.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.50%
White	1.00%
English Learners	70.60%
Foster Youth	0.20%
Homeless	23.10%
Students Receiving Migrant Ed. Services	15.80%
Socioeconomically Disadvantaged	98.10%
Students with Disabilities	9.40%

Grade Level	# of Students
Transitional Kindergarten	69
Kindergarten	106
Grade 1	108
Grade 2	133
Grade 3	141
Grade 4	123
Grade 5	132
Grade 6	127
Ungraded	0
Total Enrollment	939

Student Achievement

Physical Fitness

In the spring of each year, Alvin Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf.

Physical Fitness Test % of Students Participating in each of the Five Fitness Components 2023-24

Grade	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
5	100%	100%	100%	100%	100%

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, 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

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	22-23	23-24	22-23	23-24	22-23	23-24
English-Language Arts/Literacy (grades 3-8 and 11)	15.0	21.0	24.0	25.0	46.0	47.0
Mathematics (grades 3-8 and 11)	14.0	16.0	16.0	16.0	34.0	35.0

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, 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.

CAASPP Test Results in ELA by Student Group (2023-24)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	539	527	97.77	2.23	20.87
Female	281	272	96.80	3.20	20.59
Male	258	255	98.84	1.16	21.18
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	0	0	0	0	0
Hisp. or Latino	523	513	98.09	1.91	20.66
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	335	323	96.42	3.58	7.12
Foster Youth	--	--	--	--	--
Homeless	118	113	95.76	4.24	16.81
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	65	61	93.85	6.15	9.84
Socioeconomically Disadvantaged	530	520	98.11	1.89	20.77
Students with Disabilities	62	61	98.39	1.61	4.92

CAASPP Test Results in Mathematics by Student Group (2023-24)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	537	534	99.44	0.56	16.10
Female	280	278	99.29	0.71	12.23
Male	257	256	99.61	0.39	20.31
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	0	0	0	0	0
Hisp. or Latino	522	519	99.43	0.57	15.61
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	334	331	99.10	0.90	7.55
Foster Youth	--	--	--	--	--
Homeless	117	117	100.00	0.00	16.24
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	65	65	100.00	0.00	7.69
Socioeconomically Disadvantaged	528	525	99.43	0.57	16.38
Students with Disabilities	62	61	98.39	1.61	3.28

Note: 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.

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

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 Test Results in Science for All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	22-23	23-24	22-23	23-24	22-23	23-24
Science (grades 5, 8, and 10)	14.6	11.8	13.1	11.5	30.3	30.7

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

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.

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 receive scores.

CAASPP Test Results in Science by Student Group (2023-24)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	136	136	100.00	0.00	11.76
Female	79	79	100.00	0.00	11.39
Male	57	57	100.00	0.00	12.28
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African-Amer.	0	0	0	0	0
Filipino	0	0	0	0	0
Hisp. or Latino	133	133	100.00	0.00	12.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	90	90	100.00	0.00	1.11
Foster Youth	0	0	0	0	0
Homeless	24	24	100.00	0.00	8.33
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	14	14	100.00	0.00	0.00
Socioeconomically Disadvantaged	133	133	100.00	0.00	11.28
Students with Disabilities	21	21	100.00	0.00	0.00

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

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in *Teacher Preparation and Placement*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus

Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement.*

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropout & Graduation Rates*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan.*

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or attending school events.

Parents stay informed on upcoming events and school activities through Parent Square (automated message delivery system and classroom/school level posts in English and Spanish), flyers, parent conferences, the school marquee, and parent education nights. Contact Principal Trinity Hamilton at (805) 361-6760 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
Classroom Helper
Parent Teacher Club Activities
Help with School Functions

Committees

English Learner Advisory Council
Parent Teacher Club
School Site Council

School Activities

Back to School Night
Open House
Student Performances
Parent Workshops
Talent Show
Parent Teacher Conferences

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Alvin Elementary School's original facilities were built in 1946; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. During the 2023-24 school year, the following campus repairs or improvements were completed or planned:

2023-24 Campus Improvements:
- Mechanical improvement
- Playground improvements
- Shade improvement
- Solar improvements

2024-25 Planned Campus Improvements:
- Electrical improvements

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Alvin Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- General grounds maintenance
- General maintenance
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Special event setup/cleanup

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1946
Acreage	10.15
Square Footage	-
	Quantity
Permanent Classrooms	29
Portable Classrooms	19
Restrooms (sets)	3
Library	1
Computer Lab	1
Intervention Room	1
Preschool	1
Staff Room	1

Facilities Inspection

The district's maintenance department inspects Alvin Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Alvin Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Friday, January 24, 2025. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2024-25, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status
Most Recent Inspection: Friday, January 24, 2025

Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✔		
B. Interior		✔	
C. Cleanliness	✔		
D. Electrical		✔	
E. Restrooms / Fountains		✔	
F. Safety		✔	
G. Structural		✔	
H. External		✔	

Repair Needed and Action Taken or Planned	
Section Number	Comment
(A)	Boys RR - Wall vent covers next to toilets are rusted, one is also bent
	Girls RR - Wall vent covers next to toilet are rusted
	P39 - Dirty wall vent
	Library - Dirty ceiling vent
(B)	Admin Area - Ceiling tiles are loose
	Rm 2 - Holes in ceiling tiles
	Rm 3 - Loose and sagging ceiling tiles, including those where vents are installed; cracks in ceiling tiles, including those where vents are installed
	Rm 5 - Floorboard is scuffed and section is missing near door
	Rm 7 - Ceiling tiles are sagging and loose
	Rm 9 - Interior walls have holes and tears; interior wall panels are loose; ceiling panel is loose
	Rm 13 - Water stain ceiling tile
	Rm 12 - Wall panels are loose; holes in wall panels
	Rm 12 - Loose ceiling tiles; cracked ceiling tiles
	Rm 11 - Lower section of an interior wall section is warped/deformed
	Preschool 26 - Ceiling tiles are loose and sagging; ceiling tiles are cracked; worn floor covering with peeling edges and accumulated paint debris is creating a trip hazard
	P32 - Ceiling tiles are loose and sagging
	P39 - Ceiling tile is cracked
	P15 - Section of interior wall is cracked; ceiling tiles are cracked; ceiling tiles are loose
	Library - Ceiling tiles are cracked; ceiling tiles are loose and sagging; water stain ceiling tile
(C)	Rm 2 - Room is cluttered
	Rm 3 - Unsecured items are being stored too high, earthquake hazard
	Rm 7 - Door threshold is deteriorating, trip hazard; unsecured items are being stored too high, earthquake hazard
	Preschool 26 - Unsecured items are being stored too high, earthquake hazard
	P15 - Unsecured items are being stored too high, earthquake hazard
	Library - Williams signs are not posted
(D)	Admin Area - Ceiling tile with attached light fixture is loose
	Mail Room - Exterior electrical conduit is cracked
	Rm 2 - Cord is hanging from hole in ceiling tile; electrical cords are creating trip hazards
	Rm 5 - Daisy-chained electrical components
	Rm 7 - Crack in ceiling tile where electrical conduit meets the ceiling
	Rm 12 - Underlying surface is exposed at the location of a missing electrical wall plate
	Rm 11 - Exterior light fixture is missing its cover and is loose from wall; cracks in exterior wall
	Boys RR - Exterior electrical conduit is cracked
(E)	All Gender RR - Toilet seat is loose
	Boys RR - Urinal is covered with a plastic bag
	Preschool 26 - Exterior drinking fountains, low flow
	P39 - Exterior drinking fountain, low flow; exterior drinking fountain is clogged, standing dirty water in basin
(F)	Rm 2 - Paint is chipping and peeling on door frames; plug-in air freshener
	Rm 3 - Paint is peeling on door frames; paint is peeling on door; improperly stored cleaning supplies
	Rm 5 - Paint is chipping on door frames; evacuation map is not posted
	Rm 7, P32 - Evacuation map is not posted
	Preschool 26 - Paint is peeling from door
	P36 - Skid paint is peeling on ramp; paint is peeling on ramp railing
	P39 - Skid paint is peeling on ramp; paint is peeling from door frame
	P15 - Paint is peeling on ramp railing
	Library - Dry rot present on the platform supporting the exterior HVAC unit; dry rot on siding; paint is peeling and chipping on walls; evacuation map is not posted
	Cafeteria, Kitchen, Lounge - Paint chipping on door frames

(G)	Rm 2, P27, P34 - Dry rot on siding Rm 3 - Dry rot on eaves Rm 5 - Dry rot on eaves; gap between the ceiling tiles and the wall Preschool 26 - Gutter downspout is rusted and broken P31 - Gutter downspout is rusted and broken; dry rot on siding; dry rot on ramp skirting; paint is peeling from ramp railing; dry rot on ramp P32, P35 - Dry rot on ramp skirting P36 - Gutter downspout is twisted and broken; dry rot on ramp P39 - Dry rot on siding; skirt is missing from the ramp; dry rot on ramp; dry rot on eaves P15 - Dry rot on siding; dry rot on ramp Library - Gutter downspouts are broken
(H)	Rm 2 - Door threshold is deteriorating, trip hazard Rm 3 - Window screens are worn and dirty; corrosion is present on window frames Rm 5 - Cracks in concrete are creating trip hazards; section of sidewalk outside room is lowered below adjacent grass, trip hazard Rm 7 - Cracks in concrete are creating trip hazards; paint is chipping on door frames Rm 9 - Door's strike plate and handle are rusted; door closer cover is missing; door's threshold is deteriorating, trip hazard Rm 12 - Door closer cover is missing; door's threshold is deteriorating, trip hazard Rm 11 - Corrosion and rust are present on window frame; door's strike plate is rusted; door's threshold is deteriorating, trip hazard Boys RR - Door threshold is deteriorating, trip hazard; "Boys" restroom sign is being held up by tape Girls RR - "Girls" restroom sign is being held up by tape Preschool 26 - Large gap between exterior concrete walkway, asphalt, and grass is creating a trip hazard; door threshold is missing, trip hazard; door swing wear on ramp P39 - Large chip on the interior door near latch area; door closer cover is missing P15 - Skid paint is peeling on ramp; gutter downspout is broken; hole in ramp skirting Parking Lots - Cracks in asphalt are creating trip hazards

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
		✔	

Rating Description
Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

Campus Supervision

School administration and staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators, campus supervisors, and classified personnel are strategically assigned to designated entrance areas and the playground. During recess, administrators and campus supervisors supervise playground activity. Administrators and yard duty supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, administrators, teachers, and classified personnel monitor student behavior to ensure a safe and orderly departure.

Alvin Elementary School is a closed campus. During school hours, all visitors sign in at the school's office with a valid state issued identification card to be scanned through the Raptor security system and wear the printed identification sticker while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Alvin Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in December 2024.

Classroom Environment

Discipline & Climate for Learning

Alvin Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline is employed in the classroom for those students experiencing difficulty following school rules, and proactive measures are utilized for those demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	21-22	22-23	23-24
	School		
% Students Suspended	0.1	0.6	0.1
% Students Expelled	0.0	0.0	0.0
	District		
% Students Suspended	3.8	4.0	4.3
% Students Expelled	0.0	0.0	0.0
	State		
% Students Suspended	3.2	3.6	3.3
% Students Expelled	0.1	0.1	0.1

Suspensions and Expulsions by Student Group (2023-24)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.1	0.0
Female	0.0	0.0
Male	0.2	0.0
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African-Amer.	0.0	0.0
Filipino	0.0	0.0
Hisp. or Latino	0.1	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.0	0.0
English Learners	0.0	0.0
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0
Students with Disabilities	0.0	0.0

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

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
	2021-22			
	Avg. Class	Number of Classes		
Grade	Size	1-20	21-32	33+
K	23.0	2	10	
1	28.0		10	
2	26.0		10	
3	26.0		10	
4	28.0		10	
5	32.0		6	
6	32.0		10	
Other**	23.0		1	
	2022-23			
	Avg. Class	Number of Classes		
Grade	Size	1-20	21-32	33+
K	20.0	2	5	
1	26.0		5	
2	28.0		5	
3	27.0		5	
4	26.0		5	
5	26.0		5	
6	30.0		4	
	2023-24			
	Avg. Class	Number of Classes		
Grade	Size	1-20	21-32	33+
K	21.0	1	4	
1	22.0		10	
2	27.0		10	
3	28.0		10	
4	22.0		10	
5	33.0			
6	32.0		10	
Other**	21.0	1	1	

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

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

Pupil Engagement

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Alvin Elementary School for the 2023-24 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism By Student Group (2023-24)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1057	1021	100	9.8
Female	516	495	51	10.3
Male	541	526	49	9.3
Amer. Indian or Alaska Native	--	--	--	0.0
Asian	--	--	--	0.0
Black or African-Amer.	--	--	--	0.0
Filipino	--	--	--	0.0
Hisp. or Latino	1029	997	100	10.0
Native Hawaiian or Pacific Islander	--	--	--	0.0
Two or More Races	--	--	--	0.0
White	12	12	0	0.0
English Learners	792	764	58	7.6
Foster Youth	--	--	--	0.0
Homeless	264	255	24	9.4
Students Receiving Migrant Ed. Services	196	188	16	8.5
Socioeconomically Disadvantaged	1038	1004	98	9.8
Students with Disabilities	121	119	15	12.6

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

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Alvin Elementary School revolve around the California State Content Standards and Frameworks. During the 2023-24 school year, Alvin Elementary School held staff development training devoted to:

- Professional Learning Communities (PLCs)
- Collaboration by Grade Level
- ELD Instruction
- Technology Training
- Mathematics
- Advancement Via Individual Determination (AVID)
- Positive Behavioral Interventions & Supports (PBIS)
- Common Formative Assessments

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Alvin Elementary School supports ongoing professional growth throughout the year on early release days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2022-23, 2023-24, and 2024-25 school years, Alvin Elementary School's teachers had the opportunity to attend the following events hosted by the Santa Maria-Bonita School District:

2022-23 Training Topics:
- Goalbook Training
- English Language Development
- Practice Guidance to Gifted Children
- CRT & The Brain Strategies
- How to Maximize Classroom Technology for Student Engagement
- Maximize Math Instruction with Restructured GoMath!
- Support Structured Discourse in a Science Classroom
- Designing the 21st Century Classroom
- Engagement Strategies for Amplify Science Reading & Writing Tasks
- School City Reports & Assessments
- AVID - Introducing Students to Focused Notes
- RIGOR Literacy and Language Interventions
- STEAM Language Routines: Develop Language through Math & Science Content
- Developing Positive Math Mindsets
- Routines for Chromebook Use
- Scaffolds and Differentiation within the ELA Curriculum

2023-24 Training Topics:
- TK / Literacy
- Haggerty for TK - Implementation Strategies (TK-2)
- Creating Inclusive Classroom for Student's Success (TK)
- i-Ready
- Math Training
- Tier I & Tier II Training
- LETRS Training
- Benchmark Phonics Intervention
- Handwriting Without Tears
- Migrant Education
- TWIG Science
- Response to Intervention (RtI)
- English Language Development (ELD)
- Technology Training

2024-25 Training Topics:
- Building a Meaningful Community
- Classroom Management and Routines (TK)
- Benchmark Advance
- i-Ready
- Amplify Science
- English Language Development (ELD) Supports
- ELA Scaffolds & Differentiation
- Second Step Curriculum
- StudySync Curriculum
- Handwriting Without Tears
- Cultivating an Inclusive Culture in Your Classroom
- Twig Science
- Classroom Collaborative Planning
- Formal Assessments: Digital Platforms
- Strategies for Dynamic Learning
- Inquiry Cycle - Data Driven Teaching & Analysis

Alvin Elementary School offers support to new and veteran teachers through peer coaching and mentoring.

Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2022-23	2023-24	2024-25
2	2	2

Instructional Materials

All textbooks used in the core curriculum at Alvin Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's eight-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 11, 2024, the Santa Maria-Bonita School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution 24-04 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2024-25 school year, Santa Maria-Bonita School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2017	Benchmark Education, *Benchmark Advance*	0 %
2017	McGraw Hill, *Study Sync*	0 %
History-Social Science		
2019	SAVVAS, *MyWorld*	0 %
Mathematics		
2023	Curriculum Associates, *iReady*	0 %
2023	MidSchoolMath, *MidSchoolMath*	0 %
Science		
2020	Amplify Education, Inc., *Amplify*	0 %
2020	Twig Education, *Twig Science, CA Edition*	0 %

Specialized Instruction

All curriculum and instruction are being aligned to the California State Standards approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

For students whose primary language is not English and who have limited English proficiency, Alvin Elementary School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English learners are clustered in the classroom by language fluency level to receive differentiated instruction from a classroom teacher. Instruction focuses on reinforcement of class lessons, reading intervention, and targeted support in areas of need. All students receive English Language Development instruction as a supplement to their regular language arts instruction. ELD instruction is provided through a team-teaching approach. For designated time periods, students regroup based on language fluency to receive targeted instruction at their proficiency level. Alvin Elementary School's teachers utilize Benchmark for grades K-5 and Study Sync for grade 6, both state approved textbook adoptions. Alvin Elementary School monitors progress of English Learners on a regular basis and adjusts instruction to meet the current individual learning levels. English learners are assessed annually using the ELPAC exam (English Language Proficiency Assessment for California); results are used to evaluate student progress, intervention programs, and teaching strategies.

Alvin Elementary School's special education program is staffed by one Resource Specialist Program Teacher and one Resource Specialist Program aide. Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class, with small group and individualized instruction in the resource room. The IEP team, one Resource Teacher and one aide, meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as

necessary. Alvin Elementary School takes advantage of the district's participation in the Santa Barbara Special Education Local Plan Area, which provides a pool of professional resources and expertise in the field of special education.

Alvin Elementary School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using district benchmark assessments and end-of-unit exams, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Study Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- After School Program (ASP)
- Migrant Extended Learning Program
- Lunch Time Math and/or English Language Arts Intervention
- English Language Development (ELD) Coach
- Tutor.com (online tutoring program)
- Instructional Coach

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on district benchmark assessments, daily classwork, homework, and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

Professional Staff

Counseling & Support Staff

Alvin Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Alvin Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2023-24

	No. of Staff	FTE
Academic Counselor	0	0
Outreach Mentors	2	1.5
Community Liaison	1	1.0
Computer Lab Technician	1	1.0
Counselor	1	1.0
Family Outreach Advocate	1	0.2
Health Assistant	1	1.0
Library Media Clerk	1	1.0
Marriage & Family Therapist	1	0.2
Nurse	1	0.2
Psychologist	1	0.5
Speech Therapist	1	0.8

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Preparation and Placement

The charts below identify the number of teachers at Alvin Elementary School, Santa Maria-Bonita School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Alvin Elementary School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teacher Preparation and Placement Authorization / Assignment (2022-23)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.9	100.0	654.5	89.8	234405.2	84.0
Intern Credential Holders Properly Assigned	0.0	0.0	1.3	0.2	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	35.4	4.9	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	12.1	1.7	11953.1	4.3
Unknown	0.0	0.0	25.8	3.5	15831.9	5.7
Total Teaching Positions	36.9	100.0	729.2	100.0	279044.8	100.0

Teacher Preparation and Placement Authorization / Assignment (2021-22)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.9	100.0	654.5	89.8	234405.2	84.0
Intern Credential Holders Properly Assigned	0.0	0.0	1.3	0.2	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	35.4	4.9	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	12.1	1.7	11953.1	4.3
Unknown	0.0	0.0	25.8	3.5	15831.9	5.7
Total Teaching Positions	36.9	100.0	729.2	100.0	279044.8	100.0

Teacher Preparation and Placement Authorization / Assignment (2020-21)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.8	57.0	666.8	86.2	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	2.0	0.3	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	24.4	3.2	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	7.4	1.0	12115.8	4.4
Unknown	16.4	43.0	72.9	9.4	18854.3	6.9
Total Teaching Positions	38.3	100.0	773.6	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff memeber 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 to based on setting, subject, and grade level. An Authorization is defined as the services that an educator in authorized to provide to students.

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2022-23)	Number
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2021-22)	Number
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2020-21)	Number
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

Credentialed Teachers Assigned Out-of_Field (Considered "out-of-field" under ESSA) / Indicator (2022-23)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assigment Options	0.0
Total Out-of-Field Teachers	0.0

Credentialed Teachers Assigned Out-of_Field (Considered "out-of-field" under ESSA) / Indicator (2021-22)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assigment Options	0.0
Total Out-of-Field Teachers	0.0

Credentialed Teachers Assigned Out-of_Field (Considered "out-of-field" under ESSA) / Indicator (2020-21)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assigment Options	0.0
Total Out-of-Field Teachers	0.0

Class Assignments / Indicator (2022-23)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	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)	0.0

Class Assignments / Indicator (2021-22)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	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)	0.0

Class Assignments / Indicator (2020-21)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	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)	0.0

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

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2022-23 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2022-23		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	$51,083	$58,553
Mid-Range Teacher Salary	$92,511	$93,924
Highest Teacher Salary	$115,456	$119,489
Superintendent Salary	$248,000	$270,432
Average Principal Salaries:		
Elementary School	$141,681	$149,898
Middle School	$145,250	$157,111
High School	N/A	$151,698
Percentage of Budget:		
Teacher Salaries	30.83%	31.93%
Administrative Salaries	4.23%	5.62%

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

Expenditures Per Student

For the 2022-23 school year, Santa Maria-Bonita School District spent an average of $16,323 of total general funds to educate each student (based on 2022-23 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Santa Maria-Bonita School District receives state and federal categorical funding for special programs. For the 2022-23 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- American Rescue Plan - Homeless Children and Youth
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Child Development
- Child Nutrition: Kitchen Infrastructure and Training Funds
- COVID Relief Funding
- Educator Effectiveness
- Education Protection Account
- Expanded Learning Opportunities Program
- Learning Recovery Emergency Block Grant
- Literacy Coaches & Reading Specialists Grant Program
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State Lottery
- Title I
- Title II
- Title III
- Title IV

Expenditures Per Pupil and School Site Teacher Salaries 2022-23					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	$8,225	N/A	N/A	N/A	N/A
Restricted	$706	N/A	N/A	N/A	N/A
Unrestricted	$7,519	$12,327	61.00	$10,771	69.81
Average Teacher Salary	$81,984	$93,989	87.23	$96,325	85.11

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

SARC Data

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 Alvin Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school 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

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.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Maria-Bonita School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in December 2024. Data to prepare the school facilities section were acquired in January 2024.