Alpaugh Elementary School

2025-2026 School Accountability Report Card (Published During the 2026-2027 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.

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

2026-27 School Contact Information

School Name	Alpaugh Elementary School
Street	5313 Road 39/PO Box 9
City, State, Zip	Alpaugh, CA 93201-0009
Phone Number	(559) 949-8413
Principal	Blake White
Email Address	blakewhite@alpaughusd.org
School Website	https://www.alpaughusd.org
Grade Span	
County-District-School (CDS) Code	54718036053847

2026-27 District Contact Information

District Name	Alpaugh Unified School District
Phone Number	(559) 949-8413
Superintendent	Troy Hayes
Email Address	thayes@alpaughusd.org
District Website	https://www.alpaughusd.org

2026-27 School Description and Mission Statement

Alpaugh Elementary School is a student-centered learning community committed to recognizing, valuing, and nurturing the unique strengths of every child. At the core of our mission is the belief that all students possess unlimited potential. Our instructional approach is intentionally designed to help students discover, develop, and maximize their abilities, ensuring they are well prepared to transition successfully into high school as responsible, productive, and engaged citizens in an ever-changing 21st-century world.

We believe in educating the whole child. Through rigorous and supportive academic programs, we address each student's cognitive, physical, social, and emotional needs while honoring the diverse backgrounds they bring to our school community.

2026-27 School Description and Mission Statement

Student voice is a vital component of our instructional practices, and we actively promote student engagement, dialogue, and ownership of learning as key drivers of success.

Achieving these goals is made possible by a dedicated staff committed to continuous personal and professional growth. Our educators embrace lifelong learning and collaboration to better meet the evolving needs of our students. We value strong partnerships with families and the broader community and rely on research-based instructional practices, meaningful assessments, and innovative technology to enhance teaching and learning. Together, we remain steadfast in our commitment to developing confident, well-rounded, and empowered students prepared to thrive academically and beyond.

About this School

2025-26 Student Enrollment by Grade Level

Grade Level	Number of Students

2025-26 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
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/Incomplete/NA						
Total Teaching Positions						

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.

2023-24 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/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on 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.

2024-25 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/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on 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	2022-23	2023-24	2024-25
Permits and Waivers	1	2	
Misassignments	0	0	
Vacant Positions	0	0	
Total Teachers Without Credentials and Misassignments	1	2	

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

Indicator	2022-23	2023-24	2024-25
Credentialed Teachers Authorized on a Permit or Waiver	0	0	
Local Assignment Options	0	0.2	
Total Out-of-Field Teachers	0	0.2	

Class Assignments

Indicator	2022-23	2023-24	2024-25
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.5	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.

2026-27 Quality, Currency, Availability of Textbooks and Other Instructional Materials

This detailed section provides an in-depth overview of the textbooks and instructional materials currently being utilized at our school. It specifically focuses on three key aspects:

1. Current state of Textbooks and Instructional Materials: Here, we evaluate whether the textbooks and instructional materials in use align with the most recent adoption standards. This means assessing if these materials are up-to-date, reflecting the latest educational practices, research, and technological advancements. The aim is to ensure that our educational resources are not only current but also relevant and effective in delivering the curriculum.

2. Availability and Sufficiency of Resources: This part of the section addresses the crucial question of whether we have an adequate supply of textbooks and instructional materials for each and every student enrolled in our school. It is important that each student has unimpeded access to their own set of materials to facilitate uninterrupted learning. We examine our inventory and distribution processes to guarantee that there is a sufficient quantity of textbooks and materials, ensuring that every student has the resources they need for their courses.

3. Use of Supplemental and Non-Adopted Materials: In addition to the standard adopted textbooks and materials, this segment explores the school's incorporation of supplementary curriculum resources or non-adopted textbooks and instructional materials. This includes an overview of any additional educational content that is used to enhance the learning experience, provide diverse perspectives, or cater to specific educational needs that the standard adopted materials may not fully address. We detail the types of supplemental resources used, the rationale behind their selection, and how they integrate with the main curriculum to enrich the students' educational experience.

This comprehensive evaluation is aimed at providing a transparent and thorough understanding of the instructional resources available at our school. It highlights our commitment to maintaining high educational standards by ensuring that our teaching materials are current, accessible, and effectively supplemented to meet the diverse learning needs of our students.

Year and month in which the data were collected	August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders McGraw-Hill	0%
Mathematics	Illustrative Math	0%
Science	McGraw-Hill	0%
History-Social Science	McGraw-Hill	0%
Foreign Language	McGraw-Hill/Houghton Mifflin	0%
Health	N/A	

Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

Alpaugh Elementary School takes great efforts to ensure a safe, clean, and functional physical environment for students, staff, and volunteers. Sufficient space is provided for students and staff to support teaching and learning. This includes space provided by classrooms, playgrounds, and staff workrooms. To assist our school in this effort, the district uses a facility survey instrument to evaluate the facility's condition. The results of this survey are available at the district office. Additional information about the condition of the school's facilities may be obtained by speaking with the school superintendent/principal.

The most recent Facility Inspection Tool provided and exemplary rating for the Alpaugh Elementary School. School Facility Good Repair Status.

Year and month of the most recent FIT report	August 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2024-25	School 2025-26	District 2024-25	District 2025-26	State 2024-25	State 2025-26
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

2025-26 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

Student Groups	Total Enrollment	Percent Tested	Percent Not Tested	Percent Level 1	Percent Level 2	Percent Level 3	Percent Level 4
Statewide							
Schoolwide							
Female							
Male							
American Indian or Alaska Native							
Asian							
Black or African American							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
Two or More Races							
White							
English Learners							
Foster Youth							
Homeless							
Military							
Socioeconomically Disadvantaged							
Students Receiving Migrant Education Services							
Students with Disabilities							

2025-26 CAASPP Test Results in Math by Student Group

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

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

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

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

Student Groups	Total Enrollment	Percent Tested	Percent Not Tested	Percent Level 1	Percent Level 2	Percent Level 3	Percent Level 4
Statewide							
Schoolwide							
Female							
Male							
American Indian or Alaska Native							
Asian							
Black or African American							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
Two or More Races							
White							
English Learners							
Foster Youth							
Homeless							
Military							
Socioeconomically Disadvantaged							
Students Receiving Migrant Education Services							
Students with Disabilities							

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2024-25	School 2025-26	District 2024-25	District 2025-26	State 2024-25	State 2025-26
Science (grades 5, 8 and high school)						

2025-26 CAASPP Test Results in Science by Student Group

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

Student Groups	Total Enrollment	Percent Tested	Percent Not Tested	Percent Level 1	Percent Level 2	Percent Level 3	Percent Level 4
Statewide							
Schoolwide							
Female							
Male							
American Indian or Alaska Native							
Asian							
Black or African American							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
Two or More Races							
White							
English Learners							
Foster Youth							
Homeless							
Military							
Socioeconomically Disadvantaged							
Students Receiving Migrant Education Services							
Students with Disabilities							

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2025-26 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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.

2026-27 Opportunities for Parental Involvement

Alpaugh School District places a strong emphasis on meaningful parent involvement as a vital component of student success. We understand that student growth is best supported through a strong partnership between home and school, and we are committed to fostering open collaboration with families to support the academic, social, and emotional development of every student.

To support this partnership, the district employs a variety of communication and engagement strategies to keep parents informed and actively involved in school life. Parents receive regular updates about school programs, activities, and events through multiple channels, including newsletters, letters, and personal phone calls. In addition, the district utilizes Blackboard's mass communication system and social media platforms such as Facebook to provide timely and accessible information. To meet the needs of our diverse community, automated phone calls and text messages are available in both English and Spanish, ensuring all families receive important information in their preferred language.

Parents are also encouraged to participate in school decision-making through structured committees. The School Site Council meets at least five times per year and provides parents with opportunities to offer input on the School Site Plan and other instructional priorities. Similarly, the English Learner Advisory Committee offers parents of English Learners detailed information about programs and services, while also providing a forum for feedback. Parent voice is especially valued in the development of the Local Control and Accountability Plan (LCAP), where parent input and approval play a critical role in guiding district priorities.

Transparency remains a priority for the district. Key documents, including the School Accountability Report Card and the Parent-Student Handbook, are accessible online in both English and Spanish. Parents are also encouraged to engage with the school community by volunteering in classrooms, supporting field trips, attending Open House and Back-to-School Night, participating in parent-teacher conferences, and taking part in school celebrations and recognition events. Parent feedback is further gathered through online and mail-in surveys, which inform district planning and improvement efforts. In the past year, the district hosted multiple educational partner meetings focused on the development of the LCAP, providing families with meaningful opportunities to contribute to district decision-making.

Overall, Alpaugh School District remains committed to cultivating an inclusive, welcoming, and collaborative school environment. We believe that strong family engagement is essential to student achievement and continuously seek to

2026-27 Opportunities for Parental Involvement

strengthen our communication and outreach efforts so that all parents feel informed, valued, and empowered partners in their children's education.

2025-26 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2023-24	School 2024-25	School 2025-26	District 2023-24	District 2024-25	District 2025-26	State 2023-24	State 2024-25	State 2025-26

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

This table displays expulsions data.

Expulsions								
School 2023-24	School 2024-25	School 2025-26	District 2023-24	District 2024-25	District 2025-26	State 2023-24	State 2024-25	State 2025-26

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

2025-26 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

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

2026-27 School Safety Plan

At the heart of our priorities lies the safety and well-being of our students, a responsibility every staff member at our school deeply shares and actively participates in ensuring. We enforce a stringent visitor policy: all guests must register at the office

2026-27 School Safety Plan

upon arrival and are required to wear a badge that clearly identifies them by name and confirms their status as approved visitors. This is part of our ongoing commitment to maintaining a secure environment for our students. Annually, we undertake a comprehensive review and update of our safety plan. This process involves our staff thoroughly examining the updated safety procedures, contributing suggestions for enhancements and additional safeguards. Each classroom is equipped with an emergency kit designed to provide for the students' needs for several days in the event of an unexpected disaster. Special emphasis is placed on defining and clarifying staff roles during such emergencies.

Given our location in an isolated rural area, Alpaugh is acutely aware of potential delays in emergency services reaching us. Therefore, our disaster preparedness plans are tailored to address these unique challenges. Regular inspections are conducted to ensure our school complies with all health and fire safety regulations, in accordance with the Williams Act. Despite our relatively new school infrastructure, our staff is dedicated to delivering the highest standard of education under the current conditions. Enhancing our security measures, we have installed a comprehensive camera system across the campus to monitor for criminal activity and ensure day-to-day safety. The district employs a safety coordinator who is well-versed in the latest school safety regulations, methods, and drill procedures. With the advent of distance learning, we have established specific safety protocols to protect staff members working on-site, and we have carefully structured the interactions between parents, the school office, and staff members.

Furthermore, we have recently partnered with local law enforcement through ACTvNet. This collaboration grants law enforcement access to our camera systems in crisis situations, significantly enhancing our crisis response capabilities. As part of this initiative, we have also updated our campus signage to ensure precise location identification during emergencies. Our Safety Plan, which is approved by the Board every March (the most recent approval being in March 2025), is a testament to our commitment to student safety. Additionally, we have partnered with Sandy Hook Promise to provide our students in grades 6-12 with an anonymous reporting system. This system is a critical tool for students to report instances of bullying or any other safety concerns they may have, ensuring a secure and supportive environment for all.

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.

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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

2025-26 Elementary Average Class Size and Class Size Distribution

This table displays the 2025-26 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

2025-26 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	

2025-26 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2024-25 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2024-25 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				
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2025-26 Types of Services Funded

During the academic year of 2024-25, Alpaugh Elementary School strategically allocated funding from the Local Control and Accountability Plan (LCAP) towards its ongoing improvement initiatives, recognizing the necessity of employing the most effective educational practices for the benefit of all students. These LCAP funds were primarily utilized to enhance educational quality in several key areas.

Firstly, a significant portion of the funds was directed towards comprehensive training in Common Core standards, ensuring that the curriculum aligns with these benchmarks and that students develop essential skills effectively. Furthermore, the school invested in reinforcing fundamental skills across various subjects. Additionally, these funds were used to acquire new instructional materials. This investment not only enriched the resources available for teaching but also supported the integration of innovative teaching methods and content. Professional development of teachers was another major area of focus. The school provided intensive training for its educators, aiming to equip them with advanced teaching techniques and knowledge. This endeavor underscores the school's commitment to fostering high-quality instruction and maintaining a standard of excellence in education. Tutoring services, funded through this allocation, played a crucial role in offering personalized learning support to students, thereby ensuring that each student's unique educational needs were met. Alpaugh Elementary School collaborated with the Tulare County Office of Education to evaluate and develop new practices tailored to the specific and unique needs of its students. This partnership was instrumental in enhancing the educational strategies employed at the school.

Part of the LCAP funding was earmarked for supplemental services, which were vital in reinforcing the core curriculum taught in classrooms. These services included the purchase of additional materials aimed at helping students master instructional standards.The school placed a continuous emphasis on instructional and technological advancements, recognizing the importance of keeping pace with the evolving educational landscape. Funding for these initiatives was sourced from various channels, including Title I, LCAP, ESSER funds, and other district funding. These financial resources also enabled the provision of supplementary teachers, further supporting students in acquiring core academic skills. Given the compact nature of the Alpaugh Unified School District, a single budget suffices for the complete fiscal management of all schools within the district. This is in line with state law requirements and the stipulations set by district auditors. The district's schools, which are all located on the same site, share common facilities, administration, and, in some cases, teaching staff, allowing for a streamlined and efficient management of resources and operations.

Fiscal Year 2024-25 Teacher and Administrative Salaries

This table displays the 2024-25 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

This section details the number of days allocated annually for staff development over the past three years. Recently, several teachers participated in state-required training pertinent to the textbooks currently in use. Additionally, the district schedules a half-day each week dedicated to teacher collaboration, allowing time for staff training, data analysis, and instructional enhancement.

Teachers have the opportunity to attend off-site training sessions relevant to their specific grade levels or yearly objectives. These sessions often focus on Continuous Improvement as well as strategies from 'The Thinking Classroom'. To support the integration of technology in the classroom, the district offers continuous training in various programs, responding to the needs and requests of the staff. Additionally, the district has adopted a Continuous Improvement approach for its Professional Learning Communities (PLC). With a growth mindset perspective, teachers are encouraged to shift their instructional strategies to promote increased student dialogue across all subject areas.

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

Subject	2024-25	2025-26	2026-27
Number of school days dedicated to Staff Development and Continuous Improvement	30	30	