

# American Union Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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, 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 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).

#### **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.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	American Union Elementary School
<b>Street</b>	2801 West Adams Ave.
<b>City, State, Zip</b>	Fresno, CA 93706-9601
<b>Phone Number</b>	(559) 495-5650
<b>Principal</b>	Timothy Butts, Jr.
<b>Email Address</b>	timothy.butts@wusd.ws
<b>Website</b>	aus.washingtonunified.org
<b>County-District-School (CDS) Code</b>	10 76778 6005748

Entity	Contact Information
<b>District Name</b>	Washington Unified School District
<b>Phone Number</b>	(559) 495-5600
<b>Superintendent</b>	Randy R. Morris
<b>Email Address</b>	randy.morris@wusd.ws
<b>Website</b>	www.washingtonunified.org

### School Description and Mission Statement (School Year 2019-20)

American Union serves a diverse population in pre-school through grade 8. It is located in a rural community south of Fresno and Southwest of Easton. With an average enrollment of 340 students, the school is able to provide a family-like atmosphere. Teacher dedication and parent involvement focus on students' futures through college readiness programs that are contributing factors to the school's academic success.

Our mission is to create life long learners in a safe and positive learning environment while striving for mastery of academic skills for all students. Our vision is for each member of the AU community to Be Their Best: Believe, Empower, Succeed, Together. We Believe by promoting a growth mindset for all staff and students. We Empower through promoting teacher efficacy using data and PLCs, We measure success by high academic achievement for all subgroups of students and we believe that through strong partnerships with parents and community, we are better Together.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	37
Grade 1	39
Grade 2	46
Grade 3	45
Grade 4	32
Grade 5	44
Grade 6	42
Grade 7	30
Grade 8	51
<b>Total Enrollment</b>	<b>366</b>

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.9
Asian	4.9
Hispanic or Latino	74
White	18.3
Socioeconomically Disadvantaged	76.2
English Learners	35
Students with Disabilities	6.6
Foster Youth	0.3
Homeless	0.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	20	19	18	129
Without Full Credential	1	1	2	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic REACH (K-5) Grades 6-8 Holt EngageNY (6-8)	Yes	0.0
Mathematics	Grades K-8 Eureka Math	Yes	0.0
Science	Grades K-5 Harcourt Grades 6-8 Holt	Yes	0.0
History-Social Science	Grades 6-8 McGraw Hill, Impact California Social Studies	Yes	0.0

### School Facility Conditions and Planned Improvements (Most Recent Year)

American Union Elementary School was originally constructed in 1950 and currently has 20 permanent classrooms, four portable classrooms, a cafeteria/multi-purpose room, a library, three playgrounds areas, and one bus barn. A recent construction project was completed that added a wing to the school with three classrooms. Current facilities provide adequate space for the current enrollment.

#### Cleaning Process:

The district staff works to ensure that the cleaning of the school is maintained to provide for a clean and safe learning environment. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

#### Maintenance and Repair:

District maintenance staff ensures that the repairs and work orders necessary to keep the school in good repair are completed in a timely manner. The work order process is used to ensure efficient service and highest priority to emergency repairs to roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. Results from the most recent facilities inspection are illustrated below .

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 12/19/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	To be Scheduled for Repair: Room 52: Carpet starting to show wear
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	To be Scheduled for Repair: Drinking Fountain non-operable (Outside Rm. 20) Drinking fountain leak (Outside Rm. 12)
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	To be Scheduled for Repair: Rms. 1-6: New roof needed Rms. 7-12: Roof needs replacing Rms 13-16, Library: Roof needs replacing
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	To be Scheduled for Repair: Rooms 3-4-6 broken/cracked window Rooms 13-14-15 broken/cracked window Room 28: Rear window dual pane-one pane is broken Elementary Playground: slide one of ladder climber is broken plastic, more wood-chips needed
<b>Overall Rating</b>	Good	

## 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	42	43	36	36	50	50
Mathematics (grades 3-8 and 11)	35	41	21	25	38	39

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

Note: 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

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	244	242	99.18	0.82	42.56
Male	115	114	99.13	0.87	39.47
Female	129	128	99.22	0.78	45.31
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	175	174	99.43	0.57	39.08
Native Hawaiian or Pacific Islander					
White	50	50	100.00	0.00	54.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>	181	180	99.45	0.55	38.89
<b>English Learners</b>	104	104	100.00	0.00	33.65
<b>Students with Disabilities</b>	23	23	100.00	0.00	26.09
<b>Students Receiving Migrant Education Services</b>	18	18	100.00	0.00	38.89
<b>Foster Youth</b>					
<b>Homeless</b>					

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 less, 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 Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	244	242	99.18	0.82	40.91
<b>Male</b>	115	114	99.13	0.87	39.47
<b>Female</b>	129	128	99.22	0.78	42.19
<b>Black or African American</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>					
<b>Asian</b>	--	--	--	--	--
<b>Filipino</b>					
<b>Hispanic or Latino</b>	175	174	99.43	0.57	37.93
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	50	50	100.00	0.00	54.00
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>	181	180	99.45	0.55	35.00
<b>English Learners</b>	104	104	100.00	0.00	25.96
<b>Students with Disabilities</b>	23	23	100.00	0.00	26.09
<b>Students Receiving Migrant Education Services</b>	18	18	100.00	0.00	44.44

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

Note: 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.

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

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

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	27.9	14.0	27.9
7	17.2	37.9	34.5

Note: 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.



## 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 for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

Parents and community members are very supportive of the education program at American Union Elementary School. To provide current and ongoing information to parents, American Union sends a monthly calendar, menu, newsletter and other communications as needed. American Union also does a weekly phone call home to all parents regarding the activities for the upcoming week. Parents are provided with many opportunities to provide input and be involved in their child's education. They are able to participate in advisory committees, such as the School Site Council, Parents Club, Migrant Parent Advisory Council, English Language Advisory Council. Parents are also encouraged to participate school events including Parent-Teacher Conferences and parent education classes, as well as volunteer in classrooms, and participate in fundraisers. American Union Elementary School also benefits from community partnerships from local businesses and organizations.

### 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.7	4.1	2.3	8.2	5.9	6.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

The School Safety plan is reviewed and updated annually to include new information and training necessary to ensure safety of students and staff. Safety goals are developed in conjunction with the School Site Council to reflect the needs of our school. The key elements of the School Site Safety Plan are those required by Ed Code- responding to fire drills, intruder drills, earthquakes, and last minute changes to any drill. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted monthly and earthquake and intruder drills are held at least once a year. A copy of the school safety plan is available at the school office. A campus safety officer is onsite daily monitoring student behavior and facilities. All visitors to American Union Elementary School must sign in at the office and wear identification. Supervision is provided before and after school and during lunch and recess by teachers and support staff. The front of the school is designated for student drop-off; the bus loading zone is located at the west end of school along Adams Avenue. A copy of the Comprehensive School Safety Plan can be obtained in the main office.

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	1	11		26		10	1	19	10		
1	22	1	11		23		10		20	10		
2	15	12			22		10		23		10	
3	20	11	1		20	10		1	23		10	
4	20	4	4		23		10	1	32		5	
5	30	2	5	1	21	10		1	22		10	
6	20	4	8	1	26	1	6		19	2	8	1
Other**	19	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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	1 to 366

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.4
Social Worker	0
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	1.0
Other	1.4

\*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.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,826	\$2,205	\$9,621	\$64,306
District	N/A	N/A	\$10,262	\$67,007.00
Percent Difference - School Site and District	N/A	N/A	-6.4	-7.2
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-1.6	-14.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

WUSD provides programs and services to support and assist students with core instruction, RTI, intervention, Tutoring, Migrant, After School Programs, Special Education, English Language Development, Career and Technical Education, Supplemental Education Services, and Teacher Professional Development through the use of Title I, II, III, 21st Century, Carl Perkins, Lottery, ROP, and LCFF Base, Supplemental, and Concentration funds.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,050	\$46,208
Mid-Range Teacher Salary	\$64,667	\$72,218
Highest Teacher Salary	\$84,842	\$92,742
Average Principal Salary (Elementary)	\$107,171	\$134,864
Average Principal Salary (Middle)	\$112,597	\$118,220
Average Principal Salary (High)	\$121,254	\$127,356
Superintendent Salary	\$180,000	\$186,823
Percent of Budget for Teacher Salaries	29%	33%
Percent of Budget for Administrative Salaries	6%	6%

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

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	9

Professional development at American Union is designed to meet the individual needs of teachers as well as broader school concerns. It is designed to assist staff members in refining existing skills and learning new skills to achieve district and state accountability goals. The professional development program is ongoing and clearly reflects the vision and mission of our school. Our Administration team, grade level leads, and teachers are committed to the ongoing practices of a Professional Learning Community (PLC) Model. Our Teachers analyze assessment data and student work to ensure accurate reflections of student academic growth. This information is in turn utilized to infuse learning strategies, lesson design, and best teaching and student engagement practices to increase levels of student proficiency.

American Union has 2 hours of PLC time per week embedded in the master schedule for teachers. Also required are three days of district and site professional development prior to the start of the school year and four days of optional professional development offered each summer. Teachers are paid for their participation. Topics for these sessions are selected based on greatest areas of needs outlined in the LCAP using data from the dashboard and other local indicators.

Academic Coaching is also offered to teachers at American Union. Two coaches share their time between the four district sites. Areas of coaching focus are: classroom management for new teachers, math and ELA lesson engagement, lesson design, and delivery for all subjects..

Current Professional Development opportunities include ,Kagan Structures, Lesson Design and Delivery with emphasis on student engagement strategies (T4 Learning), Eureka Math, Guided Reading provided by Fresno County Superintendent of Schools, and English Language Development also provided by FCSS. Our teachers also provide each other with numerous teaching strategies and focused professional development in areas such writing skills, creating Constructed Responses for SBAC, and graphic organizers. In addition, academic coaches direct district-wide training on Units of Study, Illuminate, Aeries, Social-Emotional Learning, Instructional Technology, and Professional Learning Community Facilitation.