

American Union Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

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 305 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 2019-2020)

Grade Level	Number of Students
Kindergarten	40
Grade 1	23
Grade 2	36
Grade 3	46
Grade 4	46
Grade 5	30
Grade 6	39
Grade 7	43
Grade 8	32
Total Enrollment	335

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.3
Asian	4.5
Hispanic or Latino	76.4
White	17.6
Socioeconomically Disadvantaged	75.8
English Learners	33.7
Students with Disabilities	9
Homeless	

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	19	18	21	130
Without Full Credential	1	2	2	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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
Foreign Language	N/A		0.0
Health	N/A		0.0
Visual and Performing Arts	N/A		0.0
Science Laboratory Equipment (grades 9-12)	N/A		0.0

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

School Facility Conditions and Planned Improvements

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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 12/21/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	To be Scheduled for Repair: Rm 52: carpet worn
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	To be Scheduled for Repair: Drinking Fountain non-operable (Outside Rm. 20) Drinking fountains have been turned off to help prevent the spread of COVID-19
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	To be Scheduled for Repair: Office and Room 20: Roof in need of repair Rms. 1-6: Roof needs replacement Rms. 7-12: Roof bad shape Rooms 21-24, 28: Roof starting to show wear/tear @ 28 Cafeteria, kitchen: Roof starting to show wear/tear
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	To be Scheduled for Repair: Elementary Playground: one ladder needs replacing plastic crack/broken
Overall Rating	Fair	

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	43	N/A	36	N/A	50	N/A
Mathematics (grades 3-8 and 11)	41	N/A	25	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	20	N/A	14	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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 weekly calendar, menu, weekly 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 AU Virtual Community chats, 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.1	2.3	5.9	6.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	.8	5.6	2.5
Expulsions	0	0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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	26		10	1	19	10			20	10		
1	23		10		20	10			11	10		
2	22		10		23		10		18	10		
3	20	10		1	23		10		23		10	
4	23		10	1	32		5		23		10	
5	21	10		1	22		10		24	1	5	
6	26	1	6		19	2	8	1	15	14		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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	1 to 335

*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 2019-2020)

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
Nurse	1
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	1.0
Other	8.8

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,822	\$2,305	\$9,517	\$62,355.89
District	N/A	N/A	\$10,568	\$67,030
Percent Difference - School Site and District	N/A	N/A	-10.5	-7.2
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	20.5	-19.3

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

Types of Services Funded (Fiscal Year 2019-2020)

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, IV, 21st Century, Carl Perkins, Lottery, ROP, and LCFF Base, Supplemental, and Concentration funds.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,275	\$47,145
Mid-Range Teacher Salary	\$64,990	\$74,952
Highest Teacher Salary	\$85,266	\$96,092
Average Principal Salary (Elementary)	\$109,851	\$116,716
Average Principal Salary (Middle)	\$124,285	\$120,813
Average Principal Salary (High)	\$118,296	\$131,905
Superintendent Salary	\$188,000	\$192,565
Percent of Budget for Teacher Salaries	27.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	10	9	15

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, Guided Reading support, ELD support, 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.