

American Union Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	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
School Website	aues.washingtonunified.org
County-District-School (CDS) Code	10 76778 6005748

2022-23 District Contact Information

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

2022-23 School Overview

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 315 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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	39
Grade 1	34
Grade 2	29
Grade 3	21
Grade 4	35
Grade 5	37
Grade 6	48
Grade 7	30
Grade 8	35
Total Enrollment	308

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.9
Male	46.1
American Indian or Alaska Native	0.0
Asian	2.9
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	78.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.0
White	15.6
English Learners	33.8
Foster Youth	0.0
Homeless	2.6
Migrant	7.1
Socioeconomically Disadvantaged	72.1
Students with Disabilities	8.8

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.90	83.31	117.70	80.36	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	11.12	5.00	3.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	9.80	6.73	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.90	3.35	12115.80	4.41
Unknown	1.00	5.56	8.90	6.12	18854.30	6.86
Total Teaching Positions	17.90	100.00	146.40	100.00	274759.10	100.00

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

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

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

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

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

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

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

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15.10	

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

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

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

Year and month in which the data were collected

September 2022

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) EngageNY (6-8)	Yes	0.0
Mathematics	Grades K-8 Eureka Math	Yes	0.0
Science	Grades K-5 Harcourt Grades 6- Stemsopes, Grades 7-8- Amplify	Yes	0.0
History-Social Science	Grades K-5- Scott Foresman-Pearson and Scholastic. 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

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.

Year and month of the most recent FIT report

12/01/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior:	X			

School Facility Conditions and Planned Improvements

Interior Surfaces				
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			

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	37	N/A	31	N/A	47
Mathematics (grades 3-8 and 11)	N/A	26	N/A	14	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	202	201	99.50	0.50	36.82
Female	112	111	99.11	0.89	41.44
Male	90	90	100.00	0.00	31.11
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	168	167	99.40	0.60	34.13
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	26	26	100.00	0.00	50.00
English Learners	70	69	98.57	1.43	18.84
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	153	152	99.35	0.65	36.18
Students Receiving Migrant Education Services	18	18	100.00	0.00	38.89
Students with Disabilities	19	19	100.00	0.00	0.00

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	202	201	99.50	0.50	26.37
Female	112	111	99.11	0.89	19.82
Male	90	90	100.00	0.00	34.44
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	168	167	99.40	0.60	24.55
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	26	26	100.00	0.00	42.31
English Learners	70	69	98.57	1.43	10.14
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	153	152	99.35	0.65	19.74
Students Receiving Migrant Education Services	18	18	100.00	0.00	33.33
Students with Disabilities	19	19	100.00	0.00	5.26

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	25.32	20	15.95	17.99	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	70	98.59	1.41	20
Female	43	42	97.67	2.33	7.14
Male	28	28	100	0	39.29
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	63	62	98.41	1.59	16.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	27	26	96.3	3.7	3.85
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	56	55	98.21	1.79	18.18
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.

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97%	97%	97%	97%	97%
Grade 7	92%	88%	88%	92%	92%
Grade 9	NA	NA	NA	NA	NA

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Parents and community members are very supportive of the educational program at American Union Elementary School. To provide current and ongoing information to parents, American Union sends a weekly calendar, menu, monthly newsletter and other communications as needed. American Union also produces a Parent Square message to all parents/guardians 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, and English Language Advisory Council. Parents are also encouraged to participate in school events including AU 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 with local businesses and organizations.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	319	316	167	52.8
Female	171	170	89	52.4
Male	148	146	78	53.4
American Indian or Alaska Native	0	0	0	0.0
Asian	12	12	6	50.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	252	249	138	55.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	3	100.0
White	47	47	20	42.6
English Learners	111	109	68	62.4
Foster Youth	0	0	0	0.0
Homeless	8	8	2	25.0
Socioeconomically Disadvantaged	239	236	133	56.4
Students Receiving Migrant Education Services	26	26	18	69.2
Students with Disabilities	34	33	21	63.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.59	4.03	2.45
Expulsions	0.00	0.00	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	3.76	0.36	5.56	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.76	0.00
Female	1.17	0.00
Male	6.76	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.57	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.26	0.00
English Learners	6.31	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.02	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.82	0.00

2022-23 School Safety Plan

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 twice 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. The American Union Safety plan was reviewed by staff on August 10, 2022 and on August 22, 2022 with students. The American Union Safety plan was reviewed and approved by the School Site Council on November 2, 2022. The safety plan will be reviewed and approved by the WUSD Board of Trustees in the December 2022 meeting.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	10		
1	11	10		
2	18	10		
3	23		10	
4	23		10	
5	24	1	5	
6	15	14		1

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21		2	
1	14	2		
2	21		1	
3	16	2		
4	20	1	1	
5	21	1	1	
6	27		1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2		
1	17	2		
2	12	2		
3	20	1		
4	17	2		
5	12	3		
6	16	4	8	
Other	13	1		

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,813	\$2,085	\$7,728	\$62,355
District	N/A	N/A	\$11,416	\$68,492
Percent Difference - School Site and District	N/A	N/A	-38.5	-9.4
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	15.8	-23.8

2021-22 Types of Services Funded

WUSD provides programs and services to support and assist students with Core Instruction, Early Literacy, 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.

2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,000	\$48,503
Mid-Range Teacher Salary	\$67,281	\$74,912
Highest Teacher Salary	\$88,271	\$100,321
Average Principal Salary (Elementary)	\$125,582	\$122,160
Average Principal Salary (Middle)	\$110,949	\$127,632
Average Principal Salary (High)	\$128,666	\$137,578
Superintendent Salary	\$191,760	\$198,665
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

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 lead PLC facilitators, and teachers are committed to the ongoing practices of a Professional Learning Community (PLC) Model. Our administrators and grade level PLC facilitators have all been trained by Steve Ventura on the implementation of Achievement Teams. Administrators, PLC facilitators, and 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 five 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 (Kagan), Eureka Math, Early Literacy/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.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	15	14	15