

American Union Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 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 |

2023-24 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 | www.washingtonunified.org |

2023-24 School Description and Mission Statement

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' future 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

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 42 |
| Grade 1 | 29 |
| Grade 2 | 33 |
| Grade 3 | 24 |
| Grade 4 | 20 |
| Grade 5 | 29 |
| Grade 6 | 40 |
| Grade 7 | 47 |
| Grade 8 | 28 |
| Total Enrollment | 292 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Female | 54.5% |
| Male | 45.5% |
| Asian | 4.5% |
| Hispanic or Latino | 79.5% |
| Two or More Races | 0.3% |
| White | 15.4% |
| English Learners | 29.5% |
| Homeless | 1.4% |
| Migrant | 6.2% |
| Socioeconomically Disadvantaged | 76% |
| Students with Disabilities | 9.9% |

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 |

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) | 16.20 | 80.75 | 118.10 | 76.48 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.00 | 0.66 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.00 | 9.92 | 12.60 | 8.22 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.70 | 3.52 | 6.90 | 4.51 | 11953.10 | 4.28 |
| Unknown | 1.10 | 5.75 | 15.60 | 10.12 | 15831.90 | 5.67 |
| Total Teaching Positions | 20.10 | 100.00 | 154.40 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 | 0.00 |
| Misassignments | 0.00 | 2.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 2.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 | 0.00 |
| Local Assignment Options | 0.00 | 0.70 |
| Total Out-of-Field Teachers | 0.00 | 0.70 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 | 16 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 15.1 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | | September 2023 | |
|---|--|-----------------------------|--|
| 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) | Yes | 0.0 |
| | EngageNY (6-8) | | |

| | | | |
|---|--|-----|-----|
| Mathematics | Grades K-8 Eureka Math | Yes | 0.0 |
| Science | Grades K-5 Harcourt Grades 6- TWIG, 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 | 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

12/7/2023

| 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.

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 37 | 34 | 31 | 30 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 26 | 30 | 14 | 17 | 33 | 34 |

2022-23 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 | 179 | 179 | 100.00 | 0.00 | 33.52 |
| Female | 105 | 105 | 100.00 | 0.00 | 33.33 |
| Male | 74 | 74 | 100.00 | 0.00 | 33.78 |
| 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 | 143 | 143 | 100.00 | 0.00 | 29.37 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | 30 | 30 | 100.00 | 0.00 | 50.00 |
| English Learners | 48 | 48 | 100.00 | 0.00 | 12.50 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 141 | 141 | 100.00 | 0.00 | 29.79 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 16 | 16 | 100.00 | 0.00 | 0.00 |

2022-23 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 | 179 | 179 | 100.00 | 0.00 | 30.17 |
| Female | 105 | 105 | 100.00 | 0.00 | 25.71 |
| Male | 74 | 74 | 100.00 | 0.00 | 36.49 |
| 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 | 143 | 143 | 100.00 | 0.00 | 27.27 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | 30 | 30 | 100.00 | 0.00 | 43.33 |
| English Learners | 48 | 48 | 100.00 | 0.00 | 8.33 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 141 | 141 | 100.00 | 0.00 | 29.08 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 16 | 16 | 100.00 | 0.00 | 0.00 |

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 20.00 | 7.27 | 17.99 | 21.76 | 29.47 | 30.29 |

2022-23 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 | 55 | 55 | 100.00 | 0.00 | 7.27 |
| Female | 28 | 28 | 100.00 | 0.00 | 10.71 |
| Male | 27 | 27 | 100.00 | 0.00 | 3.70 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 47 | 47 | 100.00 | 0.00 | 6.38 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 13 | 13 | 100.00 | 0.00 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 48 | 48 | 100.00 | 0.00 | 8.33 |
| 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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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 | 96.3 | 96.3 | 100 | 96.3 | 100 |
| Grade 7 | 100 | 100 | 100 | 100 | 100 |

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.

2023-24 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.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 306 | 302 | 77 | 25.5 |
| Female | 167 | 165 | 47 | 28.5 |
| Male | 139 | 137 | 30 | 21.9 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 2 | 2 | 0 | 0.0 |
| Asian | 14 | 14 | 5 | 35.7 |
| Black or African American | 0 | 0 | 0 | 0.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 242 | 239 | 63 | 26.4 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 1 | 1 | 1 | 100.0 |
| White | 46 | 45 | 8 | 17.8 |
| English Learners | 95 | 93 | 33 | 35.5 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 10 | 10 | 7 | 70.0 |
| Socioeconomically Disadvantaged | 242 | 240 | 70 | 29.2 |
| Students Receiving Migrant Education Services | 22 | 20 | 4 | 20.0 |
| Students with Disabilities | 37 | 37 | 12 | 32.4 |

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.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 3.76 | 2.94 | 0.36 | 5.56 | 5.03 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 2.94 | 0 |
| Female | 0 | 0 |
| Male | 6.47 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 2.48 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 6.52 | 0 |
| English Learners | 3.16 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 2.89 | 0 |
| Students Receiving Migrant Education Services | 4.55 | 0 |
| Students with Disabilities | 5.41 | 0 |

2023-24 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 8, 2023 and on August 17, 2023 with students. The American Union Safety plan was reviewed and approved by the School Site Council on September 28, 2023. The safety plan will be reviewed and approved by the WUSD Board of Trustees at the February 2024 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.

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 | | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 1 | 1 | 0 |
| 1 | 15 | 2 | 0 | 0 |
| 2 | 16 | 2 | 0 | 0 |
| 3 | 24 | 0 | 1 | 0 |
| 4 | 20 | 1 | 0 | 0 |
| 5 | 15 | 2 | 0 | 0 |
| 6 | 20 | 8 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 |

2022-23 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 | 292 |

2022-23 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) | 1 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 2 |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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 | \$11,858 | \$3,424 | \$8,434 | \$71,741 |
| District | N/A | N/A | \$6,648 | \$82,838 |
| Percent Difference - School Site and District | N/A | N/A | 23.7 | -14.4 |
| State | N/A | N/A | \$7,607 | \$81,984 |
| Percent Difference - School Site and State | N/A | N/A | 10.3 | -13.3 |

Fiscal Year 2022-23 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 | \$48,746 | \$50,875 |
| Mid-Range Teacher Salary | \$69,972 | \$79,761 |
| Highest Teacher Salary | \$97,852 | \$103,045 |
| Average Principal Salary (Elementary) | \$125,582 | \$128,154 |
| Average Principal Salary (Middle) | \$110,949 | \$131,774 |
| Average Principal Salary (High) | \$128,666 | \$142,676 |
| Superintendent Salary | \$191,760 | \$211,462 |
| Percent of Budget for Teacher Salaries | 26.62% | 30.11% |
| Percent of Budget for Administrative Salaries | 5.52% | 5.49% |

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

Professional Development

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 seven days of optional professional development offered each winter and 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. Four 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 | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 12.5 | 12.5 | 12.5 |