

# Stratford 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

<b>School Name</b>	Stratford Elementary School
<b>Street</b>	20227 1st Street
<b>City, State, Zip</b>	Stratford, CA 93266
<b>Phone Number</b>	(559) 925-2605, ext 2555
<b>Principal</b>	Christina Gonzales
<b>Email Address</b>	cgonzale@central.k12.ca.us
<b>School Website</b>	<a href="http://stratford.central.k12.ca.us">http://stratford.central.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	16-63883-6010326

## 2023-24 District Contact Information

<b>District Name</b>	Central Union School District
<b>Phone Number</b>	(559)924-3405
<b>Superintendent</b>	Thomas Addington
<b>Email Address</b>	taddingt@central.k12.ca.us
<b>District Website</b>	central.k12.ca.us

## 2023-24 School Description and Mission Statement

Our mission at Stratford Elementary School is to provide a positive learning environment for the benefit of all students. We strive to ensure that each child feels personally connected to the school, attains high levels of academic achievement, and develops high standards of personal character. With these qualities, our children will undoubtedly grow to be productive members of the local community and society as a whole.

Established in 1921, Stratford Elementary School is one of four schools in the Central Union Elementary School District. Stratford School is located in the town of Stratford, six miles south of Lemoore. Many of our students' parents, grandparents, and even great-grandparents attended Stratford Elementary School. This close-knit community is grounded in customs and traditions passed on from generation to generation.

Stratford Elementary School's administrative and teaching staff encourage and appreciate parental and community support. Our goal is to prepare all students to function as informed, productive citizens, to achieve success in the work environment, and to realize personal fulfillment. In order to meet this goal, students must attain high levels of academic achievement. By working together with our parents and community, we can ensure that our students maximize and enjoy the learning opportunities at school, while developing the skills necessary to make them successful, lifelong learners.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	33
Grade 1	27
Grade 2	28
Grade 3	30
Grade 4	33
Grade 5	36
Grade 6	47
Grade 7	28
Grade 8	33
Total Enrollment	295

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.1%
Male	53.9%
American Indian or Alaska Native	3.7%
Asian	0.3%
Black or African American	1.7%
Filipino	0.3%
Hispanic or Latino	87.8%
Native Hawaiian or Pacific Islander	1%
Two or More Races	2%
White	3.1%
English Learners	35.9%
Foster Youth	1%
Homeless	2.4%
Migrant	7.1%
Socioeconomically Disadvantaged	86.8%
Students with Disabilities	5.1%

## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.00	93.40	79.00	89.87	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	1.14	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.00	1.14	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.90	6.60	1.90	2.26	12115.80	4.41
<b>Unknown</b>	0.00	0.00	4.90	5.58	18854.30	6.86
<b>Total Teaching Positions</b>	14.90	100.00	87.90	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.60	100.00	84.10	89.86	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	4.00	4.27	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.10	2.31	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1.00	1.07	11953.10	4.28
<b>Unknown</b>	0.00	0.00	2.30	2.49	15831.90	5.67
<b>Total Teaching Positions</b>	15.60	100.00	93.60	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	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

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	0.90	0.00
<b>Total Out-of-Field Teachers</b>	0.90	0.00

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.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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

The state aligns textbooks, frameworks, and instructional materials to meet the California State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The District follows the State Board of Education's adoption cycle for core content materials. District textbook review and adoption activities occur the year following the state's adoption. The District's Curriculum Selection Committee, comprised of teacher representatives, narrow the potential selections, followed by review and recommendation from all teaching staff. All textbooks are adopted from the most recent state-approved list. All textbooks are consistent with the content and cycles of the curriculum frameworks, adopted by the SBE. Every student has access to their own textbooks and instructional materials.

On September 11, 2023, the Central Union School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students, including English Learners, in the District. The Board of Trustees adopted Resolution #O-09-11-2023 which certifies, as required by Education Code section 60119, that (1) each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum.

Year and month in which the data were collected

Sept 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Wonders - Macmillan/McGraw Hill (TK-5th) - 2016 Collections - Houghton Mifflin (6th-8th) - 2016	Yes	0
<b>Mathematics</b>	My Math - McGraw Hill (TK-5th) - 2014 Course 1, 2, & 3 - McGraw Hill (6th - 8th)	Yes	0
<b>Science</b>	Inspire Science- McGraw Hill (TK-5th) - 2020 Amplify Science - UC Berkeley-Lawrence Hall of Science (6th-8th) - 2020	Yes	0
<b>History-Social Science</b>	My World - Pearson (TK-5th) - 2018 World History - National Geographic (6th-7th) - 2018 US History - National Geographic (8th) - 2018	Yes	0
<b>Health</b>	Embedded in science curriculum		

## School Facility Conditions and Planned Improvements

Stratford School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff.

### Campus Maintenance

Site custodial staff and the District's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept very clean, safe and functioning for students, staff, visitors and community organizations that frequently use the campus facilities. One full-time day custodian and a team of evening custodians are assigned to the school and work closely with the principal for routine maintenance, daily custodial duties, and special events. The evening team of custodians is responsible for daily cleaning of both Central School and Stratford School. The principal and day custodian communicate daily regarding school facilities and maintenance issues.

The custodian inspects facilities every day for safety hazards or other conditions that need attention prior to students and staff entering school grounds. During the school day, all staff members survey grounds as a part of their daily routines to keep facilities safe and secure. The custodian performs routine room-by-room inspections to identify conditions that require correction. Any graffiti or signs of vandalism are removed prior to students' arrival to campus.

### Upcoming projects -

During the summer of 2023, the site received improvements to the gym floor, and a new partition wall was installed between the gym and cafeteria. Looking ahead, the site will add an HVAC unit to the gymnasium area during the winter.

### Year and month of the most recent FIT report

August 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	24	28	47	48	47	46
<b>Mathematics</b> (grades 3-8 and 11)	17	20	40	40	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
<b>All Students</b>	204	204	100.00	0.00	28.43
<b>Female</b>	94	94	100.00	0.00	25.53
<b>Male</b>	110	110	100.00	0.00	30.91
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	178	178	100.00	0.00	28.09
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	63	63	100.00	0.00	11.11
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	175	175	100.00	0.00	28.00
<b>Students Receiving Migrant Education Services</b>	19	19	100.00	0.00	36.84
<b>Students with Disabilities</b>	15	15	100.00	0.00	13.33

## 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
<b>All Students</b>	204	204	100.00	0.00	20.10
<b>Female</b>	94	94	100.00	0.00	15.96
<b>Male</b>	110	110	100.00	0.00	23.64
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	178	178	100.00	0.00	19.10
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	63	63	100.00	0.00	9.52
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	175	175	100.00	0.00	20.00
<b>Students Receiving Migrant Education Services</b>	19	19	100.00	0.00	15.79
<b>Students with Disabilities</b>	15	15	100.00	0.00	13.33

## 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)	7.69	10.45	30.59	34.18	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	67	67	100.00	0.00	10.45
Female	24	24	100.00	0.00	4.17
Male	43	43	100.00	0.00	13.95
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	53	53	100.00	0.00	7.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	14	14	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	60	60	100.00	0.00	11.67
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	100	100	100	100	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

At Stratford Elementary School, parents are encouraged to become active members of the school's learning community and to assist in developing independent, self-reliant, lifelong learners. Parents are encouraged to participate in the School Site Council, District Advisory Council, English Learner Advisory Committee, and Parent Teacher Club.

##### School Site Council

Stratford School has established a School Site Council in accordance with funding requirements. This governing body is comprised of elected parents and school staff members. Council members are responsible for providing input into the development of the school plan.

##### Community Involvement

Partnerships are important to Stratford School, and we are fortunate to have partnerships with the Kings County Sheriff's Department and the Stratford Volunteer Fire Department. Deputy Wisecarver is on duty in the Stratford area, and he reports to the school two days per week to visit with students and show support for the school.

##### School Communications

All school-to-home communication is provided in both English and Spanish. Parents are kept informed of school activities, events and announcements on a regular basis. Parent Square, an Internet-based messaging system, is used to quickly forward important messages from school staff to each student's home. Important information can be found on the school's website and marquee, in newsletters, and inside the school office. When necessary, flyers are sent home with students, and very important announcements are mailed to students' homes.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	328	316	19	6.0
Female	149	144	7	4.9
Male	179	172	12	7.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	11	11	1	9.1
Asian	2	1	0	0.0
Black or African American	5	5	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	289	278	18	6.5
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	6	6	0	0.0
White	11	11	0	0.0
English Learners	116	113	2	1.8
Foster Youth	10	9	0	0.0
Homeless	7	7	2	28.6
Socioeconomically Disadvantaged	288	277	16	5.8
Students Receiving Migrant Education Services	23	23	0	0.0
Students with Disabilities	22	21	1	4.8

### 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	1.29	1.52	0.30	3.50	3.08	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.22	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.52	0
Female	0	0
Male	2.79	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	1.04	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	9.09	0
English Learners	1.72	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.74	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Stratford Elementary School in collaboration with local agencies and District administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bullying prevention policy. The most current school site safety plan is reviewed annually, and any changes or modifications are presented to the School Board by March. Annually, the plan is also reviewed, discussed and shared with School Site Council (SSC), English Learner Advisory Council (ELAC), local law enforcement agencies, student leadership, and school staff.

Components of the safety plan are regularly reviewed at weekly plant meetings, instructional aide trainings, and teacher meetings. In addition, exercises or drills (i.e. monthly fire drills, lockdown/intruder on campus drills, earthquake drills, medical lockdown, missing child protocols, etc.) are reviewed and practiced monthly during the school year with students and staff.

## 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	10	3	1	
1	17	1	1	
2	12	2	1	
3	12	3		
4	20	2		
5	30		1	
6	25	1	1	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	10	3		
1	15	2		
2	14	2		
3	16	1	1	
4	21	1	2	
5	22	2	1	1
6	10	5	2	
Other	5	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
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## 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	0



## 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)	
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	\$ 15526	\$ 2448	\$ 13075	\$99665
District	N/A	N/A	\$12666	
Percent Difference - School Site and District	N/A	N/A	-200.0	2.1
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-200.0	12.1

## Fiscal Year 2022-23 Types of Services Funded

In addition to general state funding, Central Union School District receives state and federal categorical funding for special programs. For the 2022-23 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

- American Indian Early Childhood Education
- California Clean Energy Jobs Act
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- Medi-cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- STRS on Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title I, II, III

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and enrichment programs include:

- Winter Program and Spring Festival
- ASES (After School Education & Safety)
- Athletic Programs

The school's athletic programs promote individual and team-oriented achievement through school-sponsored teams. Practices for competitive sports programs take place before school, during lunch, and after school.

- Volleyball - Grades 6-8
- Track - Boys and Girls Grades 5-8
- Basketball - Boys and Girls Grades 6-8
- Flag Football - Grades 6-8

## 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
<b>Beginning Teacher Salary</b>		\$54,046
<b>Mid-Range Teacher Salary</b>		\$84,515
<b>Highest Teacher Salary</b>		\$110,867
<b>Average Principal Salary (Elementary)</b>		\$136,841
<b>Average Principal Salary (Middle)</b>		\$141,477
<b>Average Principal Salary (High)</b>		\$137,985
<b>Superintendent Salary</b>		\$217,473
<b>Percent of Budget for Teacher Salaries</b>	34.43%	32.43%
<b>Percent of Budget for Administrative Salaries</b>	5.52%	5.62%

## Professional Development

Central Union School District combines efforts to provide training and curriculum development based on the California Standards which are aligned to the content of the curriculum frameworks for grades transitional kindergarten through eight. Teachers within the District align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

CUSD Vision focuses on “empowering every student to excel to their highest potential.” We seek “to be an exemplary learning community,” as stated in our mission. With this in mind, the District’s Professional Development Plan continues to focus on the Professional Learning Communities (PLC). Grade Level Teams have worked to identify Essential Standards Districtwide to ensure that all students are achieving.

The Multi-Tiered System of Support (MTSS) framework is leveraged to focus on the academic, social-Emotional and behavioral needs of students. District counselors and psychologists continue to provide certificated staff with Best Practices for Building Relationships including strategies to address any barriers. Incorporating social emotional learning (SEL) strategies from Dr. Hood, PD provided during the 2021-2022 school year.

Central Union School District Professional development (PD) focused on literacy and developing skilled readers.

Dr. Nancy Akhavan and her team provided various PD opportunities for all teachers, and all administrators.

The PD focused on improving literacy achievement for all students. Instructional strategies supporting a comprehensive reading program leveraging Scarborough’s Reading Rope and the LIT Six: Phonemic Awareness and Word Work, Writing, Language, Read Aloud, Shared Reading, Small group instruction and independent reading, with oral language development at the center of all these six areas. Teachers worked on the Lit Six and literacy. Elementary focused on Phonemic Awareness, Phonics and Small Group Instruction for Differentiation to ensure students grow in reading ability. Middle school worked on effective literacy strategies in ELA and adding literacy strategies to content area work. Math teachers worked on aligning math teaching to focused lessons where students worked on mathematical practices.

Each grade span K-2, 3-5 and 6-8, received tailored PD in teaching to the standards, while differentiating instruction. PD with admin discussed schedules and calibrated expectations.

District-Wide: every site conducted academic classroom walkthroughs, and committed to “look fors” supporting ongoing continuous improvement.

K-2, 3-5, and special education teachers learned about and implemented Lit Six pedagogy in relation to Scarborough’s Reading Rope, using McGraw-Hill Wonders, Board adopted curriculum.

Teachers in grades 6-8 Math reviewed Math strategies, how to teach project based learning in mathematics.

During the non-student day, the AM session focused on Data Driven PLC work using the DuFours rubric to help teachers provide student support based on data, while the PM session focused on Taking Thinking Maps to enhance writing skills.

K-2 teachers committed to Coaching Support in data driven small group instruction.

### English Language Development

A KCOE Consultant provided onsite ELD coaching and training. Professional Learning was differentiated based on need and focused on both Designated and Integrated ELD.

### Reading Mastery (K-2)

Instructional Aides and Classroom Teachers were provided training in implementation of the Reading Mastery program. This professional learning focused on the design, delivery, and documentation of student progress and mastery within Reading Mastery. Participants actively engage in practicing sounds, signals, and scripts.

### New Teachers

New Teachers participated in a New Teacher Kick Off professional learning days. The days included clarity about key initiatives in the District, Multi-Tiered Systems of Support (MTSS) and Professional Learning Communities (PLC). The Cycle of Continuous Improvement (CCI) was provided. Teachers received professional learning on curriculum and Assessments, Overviews of Thinking Maps and Step Up to Writing. Technology professional learning included Instructional Apps, PowerSchool, Illuminate, and more. The days wrapped up with training on Special Education processes and Number Talks.

### iReady

Central Union School District utilizes iReady as the district wide diagnostic tool to measure growth in English Language Arts and Mathematics. iReady is administered three times during the course of the school year in grades kindergarten through

## Professional Development

eighth grade. During the 2022-2023 school year, 4 diagnostic windows were held. All teachers received two sessions of professional learning with an iReady trainer.

Student data is reviewed at the district level with community stakeholders as well as with site leadership. In turn, site leaders lead discussions at their schools with grade level teams to ensure students are receiving small group intervention and embedded time to work on their individual iReady paths during the school day.

Newly credentialed and/or beginning teachers receive training on assessment, individualized support, integration of instructional technology, and advanced content from the California Teacher Induction Program which is the preferred pathway to a California Professional (Clear) Teaching Credential. The Teacher Induction Program is co-administered by the California Department of Education (CDE) and the California Commission on Teacher Credentialing (CCTC). The Teacher Induction Task Force and State Leadership Team provide support and technical assistance to local Teacher Induction Program leaders. The Teacher Induction program provides standards-based, individualized advice and assistance that combines the application of theory learned in the preliminary teacher preparation program with mentor-based support and formative assessment feedback.

As we plan for the future of our District, continuing to build our capacity in the PLC Process so we can ensure all students “excel to their highest potential” and a comprehensive MTSS for academics, social-emotional and behavioral will continue to be a primary focus.

Sites also differentiate for staff based on the needs of their site, providing training through Staff Meetings, Instructional Aides Meetings and additional site professional development including such topics as:

- Math Model & Coaching
- English Language Development
- Collaboration
- Reading Mastery Training
- Academic Walks
- Tech Talks

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- English Language Development
- Collaboration
- Reading Mastery Training
- Academic Walks
- Tech Talks

Professional Development specific to Stratford Elementary School included:

- Designated ELD coaching with the Kings County Office of Education

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	21	9