

# Strathmore Community Day

## School Accountability Report Card

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

#### Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

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

Entity	Contact Information
<b>School Name</b>	Strathmore Community Day
<b>Street</b>	19930 Rd. 230
<b>City, State, Zip</b>	Strathmore, CA 93267
<b>Phone Number</b>	559-568-9293
<b>Principal</b>	Joanie Stone
<b>Email Address</b>	jstone@suesd.k12.ca.us
<b>Website</b>	www.suesd.k12.ca.us
<b>County-District-School (CDS) Code</b>	54721576120646

Entity	Contact Information
<b>District Name</b>	Strathmore Union Elementary School District
<b>Phone Number</b>	(559) 568-1283
<b>Superintendent</b>	Shelly Long, Ed.D
<b>Email Address</b>	slong@suesd.k12.ca.us
<b>Website</b>	http://www.suesd.k12.ca.us

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

Strathmore is an unincorporated community in eastern Tulare County. The community is located near the western slopes of the Sierra Nevada Mountains in the San Joaquin Valley. Strathmore Union Elementary School District is comprised of three schools: one preschool, one elementary school with separate TK to 4th grade and 5th to 8th grade campuses, and one community day school. During the the last two school years and again so far this school year, Strathmore Community Day School had no students enrolled as the District utilized a self-contained classroom on the Middle School Campus to place students who would have otherwise been placed at CDS.

#### Vision and Mission Statement

We believe that education is a process through which staff, students, families and the community work together. United, we will provide students with the knowledge, skills, attitudes, and experiences they need to contribute to and participate in our society. Our mission is to educate students who demonstrate they are:

- Proficient in reading comprehension, communication, computation, reasoning and problem solving in all subject areas
- Capable of problem solving in a variety of real life situations
- Supportive of the role of the fine arts and humanities
- Committed to good health and physical fitness
- Active participants in the democratic process
- Willing to assume responsibility for their actions
- Respectful of the rights and feelings of others
- Proficient in the use of good social skills and proper etiquette
- Respectful of the many cultures that contribute to and make up our world community
- Successful lifelong learners.

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

Grade Level	Number of Students
Kindergarten	

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

Student Group	Percent of Total Enrollment
Homeless	

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	0	0	0	33
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Year and month in which data were collected: 08/2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"><li>• National Geographic Reach For Reading (c) 2016 from Cengage Learning, Grades K-5</li><li>• McGraw Hill StudySync (c) 2016 by McGraw Hill, Grades 6-8</li></ul>	Yes	0
Mathematics	<ul style="list-style-type: none"><li>• Houghton Mifflin Harcourt, Go Math! (c) 2015, Grades K-5</li><li>• Houghton Mifflin Big Ideas Math, Grades 6-8</li></ul>	Yes	0
Science	<ul style="list-style-type: none"><li>• Twig Education, twigScience (c) 2019, Grades K-4</li><li>• Amplify, Amplify Science (c) 2018, Grades 5-8</li></ul>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	<ul style="list-style-type: none"> <li>Studies Weekly (c) 2018, Grades 1–4</li> <li>Pearson California History-Social Science (c) 2019, Grade 5</li> <li>Pearson California American History (c) 2019, Grades 6-8</li> </ul>	Yes	0
Foreign Language	NA		0
Health	NA		0
Visual and Performing Arts	NA		0

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

Strathmore Community Day School was originally constructed in 2002 and is currently comprised of one classroom with a library, computer lab, a recess area and a greenhouse with planters. The facilities are specifically designed and maintained to support an atmosphere that promotes excellence in teaching and learning.

District maintenance staff ensures that the repairs necessary to keep the school in good repair are made and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. Although CDS is not part of the Williams review, the results of the most recent school facilities inspection at the Elementary/Middle school during the Tulare County Williams Settlement review ranked "GOOD" with over 98% compliance. When reviewing the report it is important to note that even the minor cosmetic discrepancies are reported in the inspection process.

The District participated in the State School Deferred Maintenance Program, until SBX34 discontinued the program. The district has elected to retain the designated funds to assist with expenditures for repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, repair of concrete, repair of wall and floor systems. For the last several school years, the district did not allocate any additional funds to the deferred maintenance program as the current level is well established.

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

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

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

**Year and month of the most recent FIT report: 08/2019**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	One restroom at the elementary school site had a faucet that was not working at the time of the inspection. A faucet was ordered to be installed as soon as possible.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	One room at the elementary school site had ceiling tiles that had been water damaged. Although the leak had been repaired, the ceiling tiles had not been replaced. A work order to get these replaced was initiated.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

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

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

### CAASPP Test Results in ELA by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>					
<b>Homeless</b>					

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

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

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

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

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

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

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

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

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

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

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

#### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

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

## C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

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

Parents play an important role at Strathmore Union Elementary School District through active participation and involvement in the School Site Council, English Language Advisory Council (ELAC/DELAC), GATE/DAC, Health Committee, and the Parent Teacher Organization (PTO). Parents volunteer in classrooms and with various other school activities. Some of the many activities that parents are encouraged to participate in are: Community Based Education Tutoring (CBET), Parent Education classes, Migrant Education, Family Nights, Health Fairs and Fundraisers.

#### State Priority: School Climate

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

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

#### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.2			3.6	3.8	4.0	3.6	3.5	3.5
Expulsions	0.0			0.2	0.0	0.2	0.1	0.1	0.1



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

This Comprehensive School Safety Plan for Strathmore Union Elementary School District is written in compliance with California Education Code, Title V Education, and Section 560, which requires all public schools to have a written disaster preparedness plan. This plan is reviewed annually, with the current plan approved by the school board on August 12, 2019. Included in the plan are routine and emergency disaster response procedures. Employees of Strathmore Union Elementary School District become familiar with this plan so that they can carry out their responsibilities in an emergency. In addition to routine and emergency disaster procedures, the Comprehensive School Safety Plan provides information on other safety related policies and procedures including things like discipline, dress code, and school environment.

An integral part of this plan is the Classroom Emergency Kit in each classroom and School Crisis Response Bug-Out Bags located in the office of each site. These kits are readily accessible to teachers and staff and can be used should a serious emergency occur. Included in these bags are copies of the Comprehensive School Safety Plan, the Suicide Prevention Plan, and the AED Plan. Also included are emergency supplies appropriate for use by a classroom or school site. These kits are updated annually and as needed throughout the school year. Because no students are currently housed at the Community Day School, one of these bags has not been deployed there. Should students be placed at CDS, a bag with appropriate safety items would be located in the classroom.

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

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
Mathematics												
Social Science												

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
Academic Counselors*	.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$0	\$0	\$0	\$0
District	N/A	N/A	\$10,294.00	\$76,278.00
Percent Difference - School Site and District	N/A	N/A	no calculation	no calculation
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	31.3	16.1

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

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

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

Strathmore Union Elementary School District spent an average of \$11,932 to educate each student based on the 2018-19 audited actual. The table shows the comparison of a school's per pupil funding with other schools in the state.

In addition to general state funding, Strathmore Union Elementary School District received state and federal categorical funding for the following programs:

Class Size Reduction  
 School to Home Transportation  
 Mandated Costs  
 Lottery  
 Title I, Part A  
 Title II  
 Title III, LEP  
 Title IV, Part A  
 Low-performing Students Block Grant (AB1808)  
 Classified Employee Prof Dev Block Grant  
 Medi-Cal Billing  
 Education Protection Account  
 Pro Youth Heart

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,043	\$45,252
Mid-Range Teacher Salary	\$72,585	\$65,210
Highest Teacher Salary	\$96,400	\$84,472
Average Principal Salary (Elementary)	\$121,710	\$107,614
Average Principal Salary (Middle)	\$131,068	\$112,242
Average Principal Salary (High)	\$0	\$

Category	District Amount	State Average For Districts In Same Category
<b>Superintendent Salary</b>	\$165,897	\$124,686
<b>Percent of Budget for Teacher Salaries</b>	32%	31%
<b>Percent of Budget for Administrative Salaries</b>	9%	7%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	5

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and all teachers are evaluated at least once every other year, or as otherwise determined by contractual agreement. Evaluations are conducted by the principals, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes: engaging and supporting all students in learning, understanding and organizing subject matter for student learning, assessing student learning, creating and maintaining effective environments for student learning, planning instruction and designing learning experiences for all students, and developing as a professional educator.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year.

Strathmore Elementary School District offered four staff development days per year in the last four school years and has contracted with the teachers to add one more staff development day this year. Topics included training on curriculum being used in the classroom, the use of technology (including programs such as Aeries, Edusoft, LEXIA, and the use of devices in the classroom), Kagan Strategies and Leader in Me principles. In addition to training on staff development days, teachers were observed in their classrooms using Kagan strategies by a qualified Kagan coach twice during each of the last three years and, in addition to training, have had Leader in Me coaching this year.

In 2017-2018, SUESD introduced The Leader In Me to all staff members and has incorporated it in the District at all levels. Teachers and staff have attended multiple days of training in each school year since then, and will continue to receive training throughout this school year and beyond. This will include at least one day of coaching by Leader in Me staff to help our teachers better incorporate Leader in Me principles in their classrooms.

Strathmore Union Elementary School District recruits and employs the most qualified credentialed teachers whenever possible. Teachers with less than a full credential receive expert mentoring from experienced teachers to help them develop skills needed to be successful in our classrooms.