Alice N. Stroud 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	Alice N. Stroud Elementary School
Street	815 Franzine Road
City, State, Zip	Modesto, CA 95357
Phone Number	(209) 491-0754
Principal	David Cline
Email Address	dcline@empire.k12.ca.us
School Website	https://anes.empire.k12.ca.us/
County-District-School (CDS) Code	50-71076-6111892

2023-24 District Contact Information

District Name	Empire Union Elementary School District
Phone Number	(209) 521-2800
Superintendent	C. W. Smith
Email Address	cwsmith@empire.k12.ca.us
District Website	www.empire.k12.ca.us

2023-24 School Description and Mission Statement

Principal's Comment

As a part of the Empire Union School District, Stroud Elementary is a place dedicated to each of the children in our community. We are devoted to our whole community and dedicated to our ideals for providing the finest elementary education in the Central Valley. Stroud seeks to provide each child with a rigorous academic education, a safe learning environment, and the knowledge, skills, and attitudes necessary for success.

We believe and are committed to embracing and celebrating the diversity in our community, valuing our cultural richness, multiple perspectives, and the varied contributions we all make to advance student achievement. Valuing the use of technology as a tool to improve and support classroom instruction and school operations. Ensuring all students have equal access to strong core academic programs and social-emotional support. Supporting teamwork which is essential to meeting our vision of high achievement for all students. Working collaboratively towards supporting the success of every student.

We are Stroud STARS and seek to ensure every student shines brightly now and into the future.

Mr. David Cline
Principal
Alice N. Stroud Elementary

Contact
Alice N. Stroud Elementary
815 Frazine Rd.
Modesto, CA 95357-0255

Phone: 209-491-0754
E-mail: dcline@empire.k12.ca.us

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	76
Grade 1	50
Grade 2	66
Grade 3	51
Grade 4	63
Grade 5	62
Grade 6	65
Total Enrollment	433

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51%
Male	49%
Asian	3%
Black or African American	2.1%
Filipino	0.5%
Hispanic or Latino	73%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	1.6%
White	17.8%
English Learners	25.4%
Foster Youth	0.5%
Homeless	3.2%
Migrant	1.2%
Socioeconomically Disadvantaged	73%
Students with Disabilities	9.5%

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)	18.90	93.17	117.50	87.85	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.00	2.99	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.40	1.97	5.40	4.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	1.00	4.91	6.80	5.10	18854.30	6.86
Total Teaching Positions	20.30	100.00	133.80	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)	19.40	92.41	114.20	85.66	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.60	6.45	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.60	2.85	3.70	2.80	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	1.00	4.74	6.70	5.08	15831.90	5.67
Total Teaching Positions	21.00	100.00	133.30	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	0.40	0.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.40	0.60

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	0.00
Total Out-of-Field Teachers	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.

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	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.1	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	October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Sufficient Board adopted (2016) McGraw Hill Reading Language Arts textbooks, Wonders are available to all TK-5th grade students. Sufficient Board adopted (2017) McGraw Hill	Yes	0%

	Reading Language Arts textbooks, Study Sync is available to all 6th-grade students.		
Mathematics	Sufficient Board adopted (2015) McGraw Hill My Math textbooks/materials are available to all TK-5th grade students and Houghton Mifflin Harcourt GO Math! (Adopted 2015) textbooks for all grade 6 students.	Yes	0%
Science	Science TK-4 Mystery Science and Studies Weekly Science are used in combination with teacher-created materials to address the Next Generation Science Standards. Adoption Pending. Science 5-6 HMH Discovery Science Program. Adopted (2018). NGSS-aligned Zingy Learning was added as a supplemental science tool for the 23-24 school year.	Yes	0%
History-Social Science	TK-6 Studies Weekly Adopted 2018	Yes	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

Stroud Elementary takes pride in its physical environment. The school partners with the district to make appropriate site improvements and upgrades in alignment with a 5-year maintenance plan. Major facility repairs are scheduled with the district to ensure all facilities are up-to-date and meet all safety codes. The physical site houses students in grades TK-6 with additional space for two special education programs hosted by the Stanislaus County Office of Education. The site includes 20 student classrooms and space for program services and supports including Resource, Speech, Reading Intervention, Music, Library Services, Kitchen/Cafeteria, Multi-purpose Room, Counseling, PBIS, and before and after school programs (ASES and Latchkey). During the summer of 2023, EUSD completed the interior painting of all buildings on the Stroud campus. Additionally, the entire blacktop/play area on the West side of the campus was replaced. This included removal of the old asphalt, repair/replacement of main plumbing lines, installational of new base and new asphalt surfacing, and new paint/striping of the play area. The Kindergarten play area was also repainted. EUSD also replaced 9 HVAC systems on the campus during the summer. Planned improvements for Summer 2024 include new carpet/flooring materials in classrooms 3, 4, 7, and 9. Other projects on the EUSD 5-year facility plan will be addressed throughout the year and during scheduled breaks.

Year and month of the most recent FIT report	September 21, 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			

School Facility Conditions and Planned Improvements

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)	32	31	31	32	47	46
Mathematics (grades 3-8 and 11)	29	25	19	21	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	239	236	98.74	1.26	30.51
Female	126	124	98.41	1.59	32.26
Male	113	112	99.12	0.88	28.57
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	187	186	99.47	0.53	25.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	40	38	95.00	5.00	50.00
English Learners	65	64	98.46	1.54	9.38
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	179	178	99.44	0.56	25.84
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	19	95.00	5.00	5.26

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	238	234	98.32	1.68	24.79
Female	126	124	98.41	1.59	22.58
Male	112	110	98.21	1.79	27.27
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	187	185	98.93	1.07	20.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	39	37	94.87	5.13	48.65
English Learners	65	63	96.92	3.08	6.35
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	178	176	98.88	1.12	18.18
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	19	95.00	5.00	5.26

CAASPP Test Results in Science for All Students

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

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)	45.31	12.90	20.41	18.80	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	62	62	100.00	0.00	12.90
Female	37	37	100.00	0.00	10.81
Male	25	25	100.00	0.00	16.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	46	46	100.00	0.00	8.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	24	24	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	52	100.00	0.00	5.77
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	97.8%	97.8%	97.8%	97.8%	97.8%
Grade 7	97.3%	96.9%	96.6%	95.9%	96.9%

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

Parental involvement is a key component of the Stroud community. Families continue to be an integral part of the planning process and are included wherever possible. Stroud's goal is to ensure that all educational and community partners have a voice. The Stroud Booster Club, English Language Advisory Committee, and School Site Council serve as forums to generate ideas and to seek ways to improve. Stroud has nurtured an intricate network of community connections through which the school broadens the depth, range, and scope of our student's learning experiences. Regular communication is provided to families through programs such as ParentSquare, Facebook, Twitter, and U.S. Postal Mail.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	467	455	178	39.1
Female	238	229	90	39.3
Male	229	226	88	38.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	15	15	3	20.0
Black or African American	11	11	4	36.4
Filipino	2	2	0	0.0
Hispanic or Latino	337	327	126	38.5
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	8	8	3	37.5
White	90	88	41	46.6
English Learners	122	119	38	31.9
Foster Youth	4	3	1	33.3
Homeless	22	19	13	68.4
Socioeconomically Disadvantaged	361	351	145	41.3
Students Receiving Migrant Education Services	7	7	3	42.9
Students with Disabilities	54	49	25	51.0

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	0.21	2.92	1.07	0.23	3.70	5.38	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.06	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.07	0
Female	0	0
Male	2.18	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	1.19	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.11	0
English Learners	0.82	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.83	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.7	0

2023-24 School Safety Plan

Stroud has a safe and secure environment with staff assigned to monitor students before, during, and after school. Visitors check in at the school office using the Raptor visitor management system and are given an identification badge to wear while they are on campus. There is video monitoring 24 hours per day for the entire campus. Regularly scheduled safety/crisis and evacuation drills instruct students and staff on how to proceed in the event of an emergency. Stroud's Safety Handbook is regularly referred to as a reference for staff/students practices. The district discipline manual provides for consistent rules and consequences in regard to student behavior. Stroud's schoolwide emphasis on personal responsibility, frequent parent contact, and counseling services help to maintain an orderly environment for all students. The entire facility is accessible to all students and visitors, including those with disabilities. Students in need of one-on-one assistance are provided with the necessary support through a documented IEP process. Stroud has a Safety Committee composed of teachers and classified staff and site inspections are completed three times per year. The Safety Committee's written findings are forwarded to the District Safety Committee. Repair orders are issued and safety issues are brought into compliance when necessary. Stroud's Comprehensive Safety Plan is updated annually. Tobacco and Drug use prevention programs are presented to all students during Red Ribbon Week activities. Stroud is officially recognized as a Drug-Free Zone and signs are posted around the perimeter of the school conveying this message. The Empire Union School District has a zero-tolerance policy for drugs.

Plan was Board approved on February 2, 2023. The comprehensive site safety plan was updated in July 2023. Safety training was provided on August 2, 2023. The updated plan will be go to the Board for approval on February 8, 2024.

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	17	4		
1	24		2	
2	24		3	
3	25		2	
4	31		2	
5	29		2	
6	29		2	
Other	15	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	19	4		
1	25		2	
2	24		2	
3	22		3	
4	30		2	
5	31		2	
6	17	2	2	
Other	6	3		

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	19	3	1	0
1	25	0	2	0
2	22	1	2	0
3	25	0	2	0
4	31	0	2	0
5	29	0	2	0
6	32	0	2	0
Other	6	2	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	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	1

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	16732.96	7512.45	9220.51	84626.55
District	N/A	N/A	9220.51	$83,345
Percent Difference - School Site and District	N/A	N/A	0.0	3.8
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	33.2	0.0

Fiscal Year 2022-23 Types of Services Funded

Stroud Elementary is committed to meeting the needs of individual students through a school-based coordinated program. Through structured RTI, targeted intervention is provided for students, and second language students are supported through the services of the EL Site Coordinators and Stroud's Bilingual Paraprofessional. Stroud employs a credentialed, supplemental teacher who is dedicated to reading intervention services. These literacy needs are supported by two, full-time literacy paraprofessionals. The ASES/ELOP program (SSMILE) offers families after-school support which includes both intervention and enrichment sessions for students. Additionally, through district services, Stroud offers before-school care through a Latchkey program. Meeting the social and emotional needs of students is critical to their overall success in life. Stroud utilizes the Character Strong program schoolwide. In addition, Stroud employs a full-time school counselor and full-time student services assistant (SSA). Stroud also partners with community wrap-around services for students and families including working with the Center for Human Services and having a Family Support Specialist and Mental Health Counselor available to work with families/students.

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	$53,789	$54,046
Mid-Range Teacher Salary	$85,480	$84,515
Highest Teacher Salary	$109,857	$110,867
Average Principal Salary (Elementary)	$120,876	$136,841
Average Principal Salary (Middle)	$133,405	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$206,947	$217,473
Percent of Budget for Teacher Salaries	30.54%	32.43%
Percent of Budget for Administrative Salaries	4.54%	5.62%

Professional Development

Professional development is critical to the ongoing growth and success of all staff. Empire Union School District in collaboration with Stanislaus County Office of Education provide a variety of professional development opportunities districtwide and to individual staff members. An additional partnership with California Education Partners provides guidance and support specifically with TK-3 mathematical coherence that has conjointly encompassed work with mathematical practices in grades 4-6. District and site leadership participate in the design of staff development opportunities throughout the year. Optional summer professional development is provided in the areas of literacy, numeracy, instructional strategies, curriculum, and social/emotional learning to reinforce the district's five year plans to increase student achievement. Throughout the school year three instructional coaches work alongside teachers in the classroom focusing on numeracy and literacy lesson design and delivery in order to strengthen implementation and professional growth. Furthermore, Stroud dedicates about four hours per month of staff meeting time to professional development.

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	41	36	19