

Phillip M. Stokoe Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Phillip M. Stokoe Elementary School
Street	4501 Ambs Dr., Riverside CA
City, State, Zip	Riverside, CA 92505
Phone Number	(951) 358-1640
Principal	Francine Ramirez
Email Address	francine.ramirez@alvordschools.org
School Website	www.alvordschools.org/stokoe
County-District-School (CDS) Code	33-66977-0113597

2022-23 District Contact Information

District Name	Alvord Unified School District
Phone Number	(951) 509-5000
Superintendent	Allan J. Mucerino, Ed.D.
Email Address	superintendent@alvordschools.org
District Website Address	www.alvordschools.org

2022-23 School Overview

Stokoe Elementary School is located in the western region of Riverside and serves students in the grades Preschool-5th following a traditional calendar.

Stokoe Elementary School's student body includes includes Head Start Preschool and a full continuum of specialized educational services for students with autism and other learning disabilities. Stokoe staff is focused on bringing the highest quality instruction to meet each students' individual needs so that they can realize their unlimited potential.

As part of this high quality instruction, we have many supplemental programs that make our campus unique. We have developed a STEAM program where all students participate in interactive learning STEAM activities. We are in our fifth year of AVID implementation which is teaching students organization, time management planning and communication skills to support college readiness. Stokoe uses the Character Strong curriculum and promotes the following character traits: respect, responsibility, cooperation, creativity, empathy, gratitude, honesty and perseverance. We proudly display community and district exhibits to promote visual arts in our Museum. In addition, all of our staff and students have worked hard to build a healthy school environment through physical activity and healthy choices.

Stokoe Elementary is committed to Alvord Unified School District's vision, mission, and core values:

Vision Statement

Create safe learning environments that meet our student's academic, social and emotional needs with the goal of helping every Alvord student find their own version of success in life.

Mission Statement

To strengthen our community by providing safe and nurturing schools that educate and celebrate the entire child. We meet our students' social and emotional needs and prepare them for college, career and a lifetime of personal growth.

Core Values

*Every Student, By Name

*Accountable

2022-23 School Overview

- *Family Environment
- *Safe & Secure
- *Accepting
- *Collaborative
- *Innovative

School Profile

Stokoe Elementary School had a total enrollment of 618 students during the 2021-2022 school year with the following ethnicities and subgroups represented.

- African American - 6.6%
- American Indian or Alaska Native - 0.8%
- Asian - 1.5%
- Filipino - 1.5%
- Hispanic or Latino - 81.1%
- Pacific islander - 0.6%
- White - 6.5%
- Two or More Races - 1.5%

- English Learners - 27.3%
- Foster Youth - 0.8%
- Homeless Youth - 5.3%
- Students with Disabilities - 14.6%
- Socioeconomically Disadvantaged - 87.5%

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	112
Grade 1	87
Grade 2	105
Grade 3	100
Grade 4	111
Grade 5	103
Total Enrollment	618

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.8
Male	48.2
American Indian or Alaska Native	0.8
Asian	1.5
Black or African American	6.6
Filipino	1.5
Hispanic or Latino	81.1
Native Hawaiian or Pacific Islander	0.6
Two or More Races	1.5
White	6.5
English Learners	27.3
Foster Youth	0.8
Homeless	5.3
Migrant	0.0
Socioeconomically Disadvantaged	87.5
Students with Disabilities	14.6

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)	25.70	86.15	714.20	90.39	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.00	0.51	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	7.80	1.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	12.70	1.61	12115.80	4.41
Unknown	4.10	13.88	51.20	6.49	18854.30	6.86
Total Teaching Positions	29.80	100.00	790.10	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

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

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

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

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

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

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

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

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

2021-22 Class Assignments

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

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

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

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

On September 15, 2022, Alvord Unified School District's Board of Education held a public hearing to comply with requirements of Education Code Section 60019. Information provided at the public hearing detailed (1) the extent to which standards-aligned textbooks and instructional materials were provided to all students, including English learners; (2) the definition of "sufficient textbooks or instructional materials" means each student has a textbook or materials, or both, to use in class and to take home and does not mean the district is required to have two sets of textbooks for each student; (3) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, English language arts & English language development, history-social science, and science; (4) sufficient textbooks and instructional materials were provided to each student enrolled in foreign language and health classes; and (5) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12. During this hearing, the governing board determined that Alvord Unified School District provided each student with sufficient textbooks and instructional materials aligned to the California academic content standards consistent with the cycles and content of the California curriculum frameworks.

In addition, Alvord Unified School District has sufficient standards-aligned textbooks and instructional materials for all students, including English learners, enrolled in visual and performing arts classes. Developing a long-term textbook adoption plan for textbooks is in process.

School uses the governing board adopted textbooks and instructional materials as detailed in the table:

Year and month in which the data were collected		September 15, 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English Language Arts/English Language Development: McGraw Hill, World of Wonders, TK / Adopted in 2018 McGraw Hill, Wonders and Wonderworks, 1-5 / Adopted in 2018	Yes	0%
Mathematics	McGraw Hill, World of Wonders, TK / Adopted in 2018 Houghton Mifflin, CA Math Expressions Common Core, K-2 / Adopted in 2014 Harcourt, HSP Math, 3-5 / Adopted in 2008	Yes	0%
Science	McGraw Hill, World of Wonders, TK / Adopted in 2018 Scott Foresman, California Science, K-5 / Adopted in 2007	Yes	0%
History-Social Science	McGraw Hill, World of Wonders, TK / Adopted in 2018 Scott Foresman, History-Social Science for California, K-5 / Adopted in 2007	Yes	0%
Health	Harcourt, Harcourt Health / Adopted in 2015	Yes	0%

School Facility Conditions and Planned Improvements

Stokoe Elementary School, built in 2007, is located on 12.82 acreage and its square footage totals 109,093. The school has 30 permanent classrooms, six sets of restrooms, one library, one math & science lab, one multipurpose/cafeteria room, one museum, one music room, one occupational therapy room, one staff lounge, and two staff work rooms. On-going campus improvements and maintenance ensure facilities are up to date and provide adequate space for students and staff.

Alvord Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California OPSC. Results of this survey are available in the school office or at the district. In addition, district maintenance staff makes repairs necessary to keep the school in good repair and working order. A district-wide work order process is used to ensure efficient service and to prioritize repairs.

The school is cleaned on a regular basis with a day custodian and evening custodians who work with site administration to develop a cleaning schedule to maintain a clean and safe environment for all students before, during and after the instructional day.

* All FIT report repairs described in the following table are completed, in progress, or planned for repair.

Year and month of the most recent FIT report

August 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None
Interior: Interior Surfaces		X		Ceiling tile stained/broken (A116, A102, C100, Kitchen, C110, C112, C113, D100, D119, F118, I100, I112, H100, H108, E124)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			A212 - men's RR unkempt, strong odor A213 - women's RR unkempt boys' RR door sticky, strong odor E107 - room unkempt, brown widows present
Electrical			X	can lights loose/out (A108, A101, A212, A213, A200, MPR, J117, F101, F102, F103, F118, G100, D119, H100, E126, E118, E116, E114, B105, B107, B217, B211) light diffusers out/loose (MPR, kitchen, F108) Globe fixtures out (MPR) motion sensor/electrical cover missing (C100, C110, F107, D118, E119)
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Faucet drip/leak/no flow (A109, A208, J117, C100, F104, F105, E126, E124, E116, E105, E109, B217) Toilet loose base (A119, all-gender RR, J117, C106) Faucet high pressure (A207, F104, D113, D114, E110, E111) Stall out-of-order (J118) toilet seat loose (F104, I110)
Safety: Fire Safety, Hazardous Materials	X			Fire sprinkler escutcheon missing (C100) Fire extinguisher missing (H100, H102)
Structural: Structural Damage, Roofs	X			None
External:	X			Door closer cover missing (A123, Workroom/MPR, D104, D105, Kitchen, B217, B211)

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences			Skylight damaged (F117)
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Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	29	N/A	37	N/A	47
Mathematics (grades 3-8 and 11)	N/A	22	N/A	21	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	323	319	98.76	1.24	29.15
Female	172	170	98.84	1.16	25.29
Male	151	149	98.68	1.32	33.56
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	20	19	95.00	5.00	15.79
Filipino	--	--	--	--	--
Hispanic or Latino	268	266	99.25	0.75	27.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	50.00
English Learners	83	83	100.00	0.00	18.07
Foster Youth	--	--	--	--	--
Homeless	14	13	92.86	7.14	30.77
Military	--	--	--	--	--
Socioeconomically Disadvantaged	289	285	98.62	1.38	28.42
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	48	45	93.75	6.25	2.22

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	323	311	96.28	3.72	22.26
Female	172	166	96.51	3.49	18.07
Male	151	145	96.03	3.97	27.08
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	20	19	95.00	5.00	15.79
Filipino	--	--	--	--	--
Hispanic or Latino	268	260	97.01	2.99	19.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	20	19	95.00	5.00	31.58
English Learners	83	79	95.18	4.82	11.39
Foster Youth	--	--	--	--	--
Homeless	14	11	78.57	21.43	27.27
Military	--	--	--	--	--
Socioeconomically Disadvantaged	289	277	95.85	4.15	21.38
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	48	42	87.50	12.50	9.52

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	12.84	NT	19.95	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	113	109	96.46	3.54	12.84
Female	56	53	94.64	5.36	11.32
Male	57	56	98.25	1.75	14.29
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	91	89	97.8	2.2	8.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	25	25	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	103	99	96.12	3.88	10.1
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	89.28%	79.60%	79.68%	79.60%	83.52%
Grade 7	92.87%	75.69%	76.14%	75.77%	86.72%
Grade 9	64.12%	62.07%	61.78%	62.07%	72.75%

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Stokoe is committed to fostering and maintaining an active parent involvement program. Since success is a shared responsibility, parents are encouraged to be active participants in their child's education in a variety of ways. Stokoe has a Parent Involvement Policy that outlines all the ways parents can get involved in our school.

Parents are involved through four specific parent groups: Parent Teacher Organization (PTO), Action Teams for Partnership (ATP), English Learners Advisory Committee (ELAC) and School Site Council (SSC). Participation and attendance in these groups provides parents the opportunity to fully understand the workings of the public educational system and programs. As a result of the pandemic, parent involvement opportunities occur in virtual format during distance learning. Parents communicate consistently with classroom teachers and are encouraged to get involved by attending or viewing presentations for Annual Title 1 Meeting, Family Nights, monthly Flag Ceremony, semester awards, parent involvement week and special classroom events. Our ATP committee monitors and develops an annual action plan for parent engagement focused on parent education and student achievement. Parent involvement events may be offered in person or in virtual format.

We collaborate with parents and all partners for the benefit of our students and the future of our community. Communication is timely and parent input is sought, considered and used to guide decisions that will impact policies and programs offered to support student achievement. Regular communication is provided in English and Spanish via personal contact, school marquee, flyers, monthly newsletters, Parent Square, Blackboard Connect, PeachJar (auto email and text message), digital apps (REMIND and Class DoJo), Google Classrooms, and our school website so that parents remain informed of academic learning and other school activities. Parent input is gathered from SSC, ELAC and ATP. Parent workshops are offered throughout the year during ELAC, SSC, parent involvement week and TK/Kinder Camp. Translation is offered during meetings and events. Some parent meetings are recorded and posted on our website to ensure all parents have the opportunity to participate.

Contact any school office staff member at (951) 358-1640 for more information on how to become involved in your child's

2022-23 Opportunities for Parental Involvement

learning environment.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	679	657	254	38.7
Female	351	341	142	41.6
Male	328	316	112	35.4
American Indian or Alaska Native	5	5	5	100.0
Asian	9	9	2	22.2
Black or African American	52	45	19	42.2
Filipino	9	9	1	11.1
Hispanic or Latino	543	531	201	37.9
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	13	13	6	46.2
White	44	41	19	46.3
English Learners	191	188	65	34.6
Foster Youth	14	7	3	42.9
Homeless	42	37	18	48.6
Socioeconomically Disadvantaged	604	583	237	40.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	118	109	43	39.4

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.54	2.31	2.45
Expulsions	0.00	0.13	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.06	0.09	3.37	0.20	3.17
Expulsions	0.00	0.00	0.00	0.10	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.06	0.00
Female	0.57	0.00
Male	3.66	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.77	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.84	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.57	0.00
Foster Youth	7.14	0.00
Homeless	2.38	0.00
Socioeconomically Disadvantaged	2.32	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.85	0.00

2022-23 School Safety Plan

The Stokoe Elementary Comprehensive School Safety Plan was discussed with staff in November 2022. The plan was evaluated and amended by the Safety Committee in November 2022 and approved by the School Site Council in December 2022. This plan, developed in collaboration with the school, local agencies and the district office, fulfills all legal requirements and complies with EC 32280-89 and California Senate Bill 187. A school disaster preparedness plan that deals with a wide variety of emergency situations is included into the School Safety Plan. Earthquake, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; dress code policy; child abuse reporting procedures; routine and emergency disaster procedures; safe movement of students, parents and staff to and from school; maintaining a safe and orderly school environment; sexual harassment policy; safety procedures; suspension, expulsion, and mandatory expulsion policies; teacher notification of dangerous students policy; anti-bullying policy; and school discipline rules and procedures pursuant to EC 35291 and 35291.5. The Stokoe Elementary Comprehensive School Safety Plan will be recommended for Board approval on February 9, 2023.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	5	
1	25		3	
2	25		4	
3	23		4	
4	32		2	
5	32		3	
Other	21	3	3	

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	6	3	
1	12	5	3	
2	11	6	2	
3	9	10	1	
4	12	5	3	
5	13	7	1	1
Other	11	5		

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	15	27	18	
1	16	15	21	
2	20	8	28	
3	19	8	28	
4	21	16	14	
5	26	7	21	

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	618

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	3.5
Resource Specialist (non-teaching)	
Other	4.3

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,456	\$2,314	\$7,141	\$97,364
District	N/A	N/A	\$7,536	\$100,596
Percent Difference - School Site and District	N/A	N/A	-5.4	-3.3
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	8.0	9.7

2021-22 Types of Services Funded

In addition to local, state, and federal funds for special education and the base educational program, Stokoe Elementary received the following supplemental state and federal funds in 2021-22:

*State Local Control Funding Formula Supplemental & Concentration Grants to increase or improve services for low income students, English learners, and foster youth.

*Federal Title I funds to provide school-wide supplemental services to support at-risk students identified as not meeting the rigorous state academic standards.

Specific services and actions are described in the Stokoe Elementary School Plan for Student Achievement and/or the District's Local Control and Accountability Plan.

2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,735	\$54,370
Mid-Range Teacher Salary	\$83,750	\$82,681
Highest Teacher Salary	\$119,163	\$106,610
Average Principal Salary (Elementary)	\$136,585	\$135,283
Average Principal Salary (Middle)	\$147,026	\$141,244
Average Principal Salary (High)	\$152,293	\$152,955
Superintendent Salary	\$284,184	\$264,367
Percent of Budget for Teacher Salaries	37%	33%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

All staff members participate in professional development offered by the school. In addition, many staff members participate in additional trainings appropriate for individual needs or for specific programs sponsored by the district through departments. Site professional development and grade level/subject collaboration days are held on Tuesdays during early release or throughout the year on full release days. These collaborations focus on the cycle of inquiry and plan for first, best instruction after a review of standards and students results on formative and summative assessments. District professional development includes release days and after school workshops. When appropriate to meet the needs of students, staff attends conferences. District academic coaches, literacy teachers, numeracy teachers and teacher leaders support certificated and paraprofessional staff by providing workshop opportunities, individual mentoring, and in-class coaching. New teachers are supported by the Teacher Induction Program that includes coaching and mentoring. Classified paraprofessionals and support staff attend job-related training provided by the site and district.

During 2021-2022, Stokoe Elementary School's professional development focused on instructional strategies for analysis of student achievement reports (SPSA goals, iReady, SBAC, SVMI and formative assessments); iReady administration, report analysis and classroom use; instructional strategies for early literacy including reading/writing strategies; MTSS, including differentiated instruction, progress monitoring and intervention strategies; Number Sense Routines (including Problem Types, Number Talks, Number Strings, 3 Reads); AVID strategies; Cognitively Guided Instruction to improve conceptual understanding and number sense in mathematics; use of re-engagement lessons to support rigor and application of math concepts; effective use of district developed Math Coherence Guide, math frameworks and math progressions documents; Designated English Language Development; oral language production strategies; social emotional and positive behavior supports; annual required trainings, including mandated reported, suicide protocols, sexual harassment, AED, disaster plan and emergency procedures; and topics related to administration of state assessments (ELPAC, SBAC).

Alvord Unified School District provided professional development for teachers and support staff in 2021-22 on various topics, including but not limited to: state mandated assessments (SBAC, ELPAC, CAST), special education assessments, interim assessments, formative assessments (PELI, DIBELS), Aeries/CALPADS data management for specific school staff, instructional strategies for English learners, interventions with Wonderworks, behavior supports, mandated special education forms/plans, crisis response, student success teams, and Aeries gradebook.

The annual number of school days dedicated to staff development and/or collaboration are attended by either all staff, grade level teams, or subject level teachers:

2020-21: 5 days were planned. However, in an effort to maximize synchronous learning opportunities as a result of the pandemic, professional learning occurred outside of school day instead of full day release.

2021-22: 5 days were planned. However post pandemic conditions created staffing shortages for substitutes which impacted full day release for collaboration/articulation. Professional learning occurred outside of the school day and during early release days.

2022-23: 4 days are planned. Professional learning may occur during early release days, outside of the school day or in full day release pending substitute availability.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	4