

Clyde Arbuckle Elementary School

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
School Name	Clyde Arbuckle Elementary School
Street	1970 Cinderella Lane
City, State, Zip	San Jose CA, 95116
Phone Number	(408) 928-7100
Principal	Diederich A. Bonemeyer
Email Address	diederich.bonemeyer@arUSD.org
Website	http://www.arUSD.org/Domain/42
County-District-School (CDS) Code	43-69369-6046130

Entity	Contact Information
District Name	Alum Rock Union Elementary School District
Phone Number	(408) 928-6800
Superintendent	Hilaria Bauer, Ph.D.
Email Address	hilaria.bauer@arUSD.org
Website	www.arUSD.org

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

Clyde Arbuckle elementary school is a first through fifth grade elementary school in the Alum Rock School District. We are a professional learning community consisting of caring educators, highly qualified staff, and dedicated volunteer leaders. City Year Corp members work with students during the school day to improve their reading and math skills. They also facilitate an after school program that focuses on academics, enrichment and positive social choices. Additionally, Reading Partners offers tutoring to students to improve their reading skills. We also have community partnerships with Alum Rock Counseling Center to support all our students with their mental health. Our teachers work collaboratively, backwards plan to ensure instruction of the Common Core State Standards, and incorporate Balanced Literacy components. We serve approximately 127 students all of them receiving universal free breakfast and lunch. We have one first grade class, one second grade class, a third grade class, a 3rd/4th grade combo class, and a fifth grade class. We have an RSP teacher who works with 12 students with IEPs. Our school demographics are 86.61% Hispanic/Latino, 12.6% Asian, and .79% Native Hawaiian or Other Pacific Islander. Fifty-five percent of our students are English language learners. Additionally, 100% of our students are socioeconomically disadvantaged.

Vision Statement

At Arbuckle Elementary School our vision is to provide an English-based academic education where students learn the skills needed to succeed in a competitive society. With a focus on balanced literacy and small group instruction, each child learns to be safe, respectful, and responsible, supported by teachers who believe in providing ample experiences to ensure each child develops social and responsible habits of mind.

Mission Statement

The Clyde Arbuckle Elementary school community will create a safe, positive and successful learning environment to instill in students the desire for knowledge and to develop productive citizens.

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

Grade Level	Number of Students
Kindergarten	34
Grade 1	32
Grade 2	41
Grade 3	34
Grade 4	43
Grade 5	39
Total Enrollment	223

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.4
Asian	12.1
Filipino	3.1
Hispanic or Latino	82.5
Native Hawaiian or Pacific Islander	0.4
White	0.4
Socioeconomically Disadvantaged	92.4
English Learners	57.4
Students with Disabilities	20.6
Homeless	1.3

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	13	10	6	433
Without Full Credential	2	3	2	40
Teaching Outside Subject Area of Competence (with full credential)	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: August 2019

The following are the most recent adoptions for Alum Rock Union Elementary School District:

- Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools
- Pearson enVision Mathematics 2015-Elementary / CPM 2015- Middle Schools

- Learning A-Z: Science A-Z Online 2019 -Elementary/Accelerate Learning:STEMscopes 2019-Middle Schools
- Benchmark 2019- Elementary /TCI Curriculum 2018- Middle School

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools	Yes	0
Mathematics	Pearson: enVision Math 2015-Elementary / CPM 2015- Middle Schools	Yes	0
Science	Learning A-Z: Science A-Z online 2019- Elementary/Accelerate Learning:STEMscopes 2019-Middle School	Yes	0
History-Social Science	Benchmark 2019- Elementary /TCI Curriculum 2018- Middle School	Yes	0
Health	Family Life - Planned Parenthood .	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district makes every effort to ensure 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 Office of Public School Construction. The results of this survey are available at the school office and at the district office.

School facilities are upgraded whenever possible to support and maintain a safe, clean and secure campus. Sufficient classroom, office, library, playground, staff space, and restroom facilities are allocated to support stakeholders’ needs and the instructional program. The Alum Rock School District maintenance staff, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, lavatories, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use. There is an ongoing and strenuous reinforcement of bathroom etiquette. Bathrooms are checked after each recess and after school. There are at least one Beautification Day each year. Parents, teachers and sponsors come to the school on a Saturday and plant flowers, clean windows, pick weeds, paint, and/or clean up surrounding streets.

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: November 2019

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Fair	Rm: OP 2 1/2-Carpet has wrinkles and tears. Rm: OP 2 1/2-Water Leak from Ceiling. Rm: C7-Tile cracks on Entrance. Rm: Rm: C12-Missing ceiling tile. Rm: C12-Baseboard off wall. Rm: B5-Tile cracks on entrance. Rm: B8-Missing Ceiling Tile. Rm: B10-Water Stains on Ceiling.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Rm: Boiler Room-Dirt and dust.
Electrical: Electrical	Fair	Rm: C8-Light tubes need to be replaced. Rm: Boiler Room-Outlet need cover. Rm: Boiler Room-Light tubes need to be replaced. Rm: Kitchen-Need light fixtures. Rm: Psychologist Room-Need Light Fixture.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Rm: Play Ground-No water Pressure
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	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)	19	17	41	40	50	50
Mathematics (grades 3-8 and 11)	9	7	33	33	38	39

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	121	114	94.21	5.79	16.67
Male	62	57	91.94	8.06	10.53
Female	59	57	96.61	3.39	22.81
Black or African American					
American Indian or Alaska Native					
Asian	11	9	81.82	18.18	55.56
Filipino	--	--	--	--	--
Hispanic or Latino	106	101	95.28	4.72	13.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	115	109	94.78	5.22	15.60
English Learners	99	92	92.93	7.07	14.13
Students with Disabilities	19	19	100.00	0.00	0.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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
All Students	121	118	97.52	2.48	6.78
Male	62	59	95.16	4.84	6.78
Female	59	59	100.00	0.00	6.78
Black or African American					
American Indian or Alaska Native					
Asian	11	10	90.91	9.09	50.00
Filipino	--	--	--	--	--
Hispanic or Latino	106	104	98.11	1.89	2.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	115	112	97.39	2.61	5.36
English Learners	99	96	96.97	3.03	6.25
Students with Disabilities	19	19	100.00	0.00	0.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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	33.3	7.7	

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)

Parent involvement is essential to effective schooling. Arbuckle Elementary actively promotes a strong, comprehensive parent involvement policy. Not only does Arbuckle Elementary promote two-way communication about school programs and student progress, but it also involves parents in instructional and support roles at school. In addition to preparing parents to actively participate in school decision-making and developing their leadership skills in governance and advocacy, Arbuckle Elementary also provides parents with strategies and techniques to assist their children with learning activities at home. Additionally, to ensure parents receive the health and social services that are necessary to live healthy lives and to promote student achievement, Arbuckle Elementary provides parents with the skills and resources to access community support services. Parent training is provided by Arbuckle Elementary teachers and administrator on topics which address academic achievement and accountability. Parents of targeted students are provided workshops to help them support student learning in the home. Community agencies provide counseling and family support to students and parents.

Parents are invited to volunteer in classrooms and different school activities throughout the year. Their service hours are recorded and parents are recognized at a ceremony at the end of the year.

For additional information, please contact the school principal, Diederich A. Bonemeyer, or our PTO president Maria Perez, at 408-928-7100.

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	0.6	1.6	2.0	2.8	3.8	2.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

At Arbuckle Elementary, a school of academic excellence, we strive to find and use the best practices, strategies and approaches to bring about optimal learning opportunities within a safe and caring school environment. We take student safety seriously. Training is provided in health and safety and emergency procedures, Lock down, shelter in place, first aid and communication. We have monthly fire drills two mock earthquake drills yearly where teachers are aware of their responsibilities. Lock down and Shelter in place drills take place once a year. A school-wide behavior system is in place. The Positive Behavior Intervention and Supports (PBIS) curriculum supports and reinforces positive behavior and violence reduction. Additionally, the school's focus on scholarly conduct helps students behave in a positive and consistent manner.

Arbuckle Elementary has a very detailed, comprehensive school safety plan that outlines protocols, systems, and procedures in the event of any and all emergencies. The plan also contains the yearly safety goals as determined by the students, staff, and parents. The school safety plan is developed and reviewed on a yearly basis by the Arbuckle Elementary School Site Council before it is presented to the Alum Rock Union Elementary School District Board of Trustees for annual approval. Safety alerts are shared with all staff as needed throughout the school year.

The Arbuckle Elementary Safety Plan contains a comprehensive, enforceable, and continuous behavior policy, set of rules and regulations, dress code policy, set of protocols for safety/emergency drills, tardy policy, attendance policy, referral policy, nondiscriminatory policy on student rights and responsibilities, campus security policy, harassment policy, conflict management policy, Internet safety policy, and intervention and referral system policy.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	13	4			13	2	2		17	1	1	
1	22		2		24		1		16	1	1	
2	24		2		15	3			20	1		
3	18	1	2		20	1	2		18	1	2	
4	32		1		25		1		26		1	
5	31		1	1	29		2		28		2	
Other**	9	1										

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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)	.5

*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	14,015.32	3,805.89	10,209.42	82,311.00
District	N/A	N/A	\$1,148.34	
Percent Difference - School Site and District	N/A	N/A	159.6	-7.8
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	30.5	-0.4

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)

Arbuckle Elementary provides the following categorically funded services to ensure under-performing students meet standards:

- Title I funds provide a Home Community Liaison position to support attendance and communication by phone or home visits. Quarterly Award Assemblies give our exceptional students recognition, photo opportunity and rewards are provided to recognize student achievement, effort, and positive attitude.
- Grade Level Collaborations are held throughout the year. During this time teachers meet to learn more about and plan instruction that is aligned to CCSS and Balanced Literacy (Interactive Read Alouds, Guided Reading, Shared Reading, etc.).
- Additionally, teachers identify at-risk or low-performing students and provide in-class and/or before and/or after school interventions. Pull out tutoring, and after school intervention programs across the grade levels provide tutoring, academic support, and recreational enrichment activities are provided by the Little Heroes Coach, City Year, and Reading Partners.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57,473	\$45,741
Mid-Range Teacher Salary	\$89,476	\$81,840
Highest Teacher Salary	\$106,470	\$102,065
Average Principal Salary (Elementary)	\$119,374	\$129,221
Average Principal Salary (Middle)	\$131,610	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$212,178	\$224,581
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	5%

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
Number of school days dedicated to Staff Development and Continuous Improvement			

Continuous professional development is a common practice for all Arbuckle Elementary staff members. Teachers receive extensive training in the Benchmark Advance Language Arts Program. Teachers also receive training in ELD instruction and enVision Math training. As a school we are continuously seeking professional development that will better help us meet the needs of all students. All teachers are engaged in grade level collaboration and training to develop their skills in all curricular areas.