

# Ruby Bridges Elementary School

## 2021 School Accountability Report Card



### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Ruby Bridges Elementary School
<b>Street</b>	351 Jack London Ave.
<b>City, State, Zip</b>	Alameda, CA 94501
<b>Phone Number</b>	(510) 748-4006
<b>Principal</b>	Danielle Pharr-Matthews
<b>Email Address</b>	dpharr@alamedaunified.org
<b>School Website</b>	<a href="https://rubybridges-alamedausd-ca.schoolloop.com/">https://rubybridges-alamedausd-ca.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	01611190111765

## 2021-22 District Contact Information

<b>District Name</b>	Alameda Unified School District
<b>Phone Number</b>	(510) 337-7000
<b>Superintendent</b>	Pasquale Scuderi
<b>Email Address</b>	pscuderi@alamedaunified.org
<b>District Website Address</b>	<a href="https://www.alamedaunified.org">https://www.alamedaunified.org</a>

## 2021-22 School Overview

### About Our School

At Ruby Bridges we are committed to every student's potential by teaching to the whole child and holding high expectations.

### Contact

Ruby Bridges Elementary  
351 Jack London Ave.  
Alameda, CA 94501-3901  
Phone: 510-748-4006  
Email: dpharr@alamedaunified.org

### Our Mission

Ruby Bridges aims to develop a dynamic, real-world learning community where all students and adults are valued, respected, and celebrated in a nurturing, global learning environment. Through rigorous, school-wide instruction we help students not only acquire the skills for college & career readiness but also learn to value themselves, and take pride in their accomplishments. All students will develop academic and interpersonal knowledge necessary to provide them with optimal success in lifelong learning through a diversified curriculum.

### School Vision

Ruby Bridges Elementary is deeply committed to every student's success and focuses on teaching to the whole-child. To reach our vision of high achievement for all students, we will promote a positive school climate that embraces our unique global community, empowers every learner to reach her or his educational potential, and ensures all staff, students, and families feel welcome, safe, and valued. We have high expectations for our preschool through fifth grade students who come from ethnically, culturally, socioeconomically and linguistically diverse backgrounds. Therefore, we are committed to providing our students with the access and vision to become the next generation of scientists, engineers, strategists, planners, innovators, and entrepreneurs. We expose students to real life, authentic lessons and projects that challenge their reasoning skills, while enhancing their interests, talents, and strengths. Throughout the year, we introduce, model, and teach life skills, such as empathy, cooperation, perseverance, and self-reflection to help students internalize what it means to treat others the way you want to be treated and to support their ability to solve complex problems.

STEAM -We are in our fifth year of the STEAM Education Innovation Plan, and the fourth year of our Wellness Center designed to support the well-being of the whole child. The STEAM Education Innovative Program started at Ruby Bridges in August 2017. Over the course of four years, Ruby Bridges staff and community researched ways to improve the educational experience and academic success of the student body. Our goal is to have all staff continue to implement the STEAM training they received during the 2017-20 school years, and bring STEAM into their classrooms. The STEAM lessons will help us develop student centered, integrated, real-life learning experiences that are intrinsically motivating and engaging to all students.

The mission of this program is to:

- Provide all learners, regardless of their ability, economic, ethnic, or linguistic background, frequent opportunities to demonstrate learning and strengths through the five, integrated strands of STEAM.
- Develop a dynamic, real-world learning community where all students and adults are valued, respected, and celebrated in a nurturing, global learning environment.
- Through rigorous, school-wide STEAM instruction, we help students not only acquire the skills for college & career readiness but also learn to value themselves, and take pride in their accomplishments.
- All students will develop academic and interpersonal knowledge necessary to provide them with optimal success in lifelong learning through a diversified curriculum.

### RUBY BRIDGES SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) GOALS:

Goal 1: We will improve teacher collaboration and planning so that 90% of students attending school are engaged in learning, and participating in student discourse.

By end of year 100% of TK-5 teachers will implement strategies for student engagement and student discourse into collaboration and lesson planning.

Goal 2: We will improve instruction for our EL and Focal Scholars (CCEIS) so that 70% of identified students show growth in Star reading and math by end of year.

By end of year 70% of our ELs and focal students will improve on the Star growth percentile rate in ELA and math.

Goal 3: We will improve implementation of SEL so that 75% of students feel connected to the classroom teacher and engaged in learning.

By end of year 100% of classrooms will implement daily SEL practices.

For 2020-21 Ruby Bridges will continue to implement the adopted English language arts program, Center for the Collaborative Classroom, improve implementation of the Eureka mathematics program, and utilize the English language development coaches to facilitate designated ELD instruction to our English learners. In addition, we will continue implementation of STEAM units. Our STEAM coordinator will continue to assist teachers by creating and modeling lessons. Social Emotional needs of students and families will continue to be a priority. We will use COST (Coordination of Services Team) and our Intervention Lead to support SEL needs.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	77
Grade 2	97
Grade 3	61
Grade 4	64
Grade 5	60
Total Enrollment	455

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.9
Male	45.1
American Indian or Alaska Native	1.3
Asian	22.9
Black or African American	15.2
Filipino	8.6
Hispanic or Latino	16.9
Native Hawaiian or Pacific Islander	1.8
Two or More Races	12.1
White	17.4
English Learners	21.8
Foster Youth	0.9
Homeless	1.5
Socioeconomically Disadvantaged	56
Students with Disabilities	16.3

## 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

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

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.2	83.5	448.7	83.2	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	1.0	3.8	9.4	1.8	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.1	4.5	48.9	9.1	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.1	4.5	17.8	3.3	12115.8	4.4
<b>Unknown</b>	1.0	3.8	14.2	2.6	18854.3	6.9
<b>Total Teaching Positions</b>	26.6	100.0	539.2	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.2
<b>Misassignments</b>	1.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	1.1

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	1.0
Local Assignment Options	0.2
Total Out-of-Field Teachers	1.1

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.8

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		October 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Collaborative Literacy Suite, Center for the Collaborative Classroom (CCC), 2016 Includes Being a Reader, Being a Writer, and Making Meaning programs	Yes	0
<b>Mathematics</b>	Eureka Math (2013) - Grades K-5 - Josey-Bass/Common Core Inc./Great Minds	Yes	0
<b>Science</b>	Full Option Science System (FOSS) Adopted in 2007 and updated in 2014	Yes	0
<b>History-Social Science</b>	Pearson/Scott Foresman (2003) K-5 Series including Our Community, Our California, Our Nation We are currently in the process of adopting new materials for our K-5 Social Studies/History program.	Yes	0
<b>Foreign Language</b>	N/A	Yes	0
<b>Health</b>	Family Life Grade 5 (2006) Toolbox Social Emotional Learning Program (2019) Physical Education District crafted program based on California State Standards We are currently in the process of adopting new materials for our K-5 Health Program.	Yes	0

**Visual and Performing Arts**

We use the VAPA standards to guide our arts programming.

No

0

## School Facility Conditions and Planned Improvements

The Ruby Bridges Elementary School was built in 2006 on a 7.0 acres site. The building area is 50,697 sf. In 2019 the school underwent a modernization project to add a restroom in the multiple purpose building and modernized two classrooms. All buildings have a new intrusion alarm system.

Year and month of the most recent FIT report

11/5/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Multipurpose Room: Multipurpose and outdoor tables need a thorough wipe down. Restrooms need a deep cleaning.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X		KD2: Ants reoccurrence KD3: Ants reoccurrence KD4: Ants reoccurrence Multipurpose Room: Multipurpose and outdoor tables need a thorough wipe down. Restrooms need a deep cleaning.
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Multipurpose Room: Multipurpose and outdoor tables need a thorough wipe down. Restrooms need a deep cleaning.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Admin Office: Fire alarm activations, panel may need replacement. PC3: Restroom smoke detector triggers fire activation twice.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### 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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	186	NT	NT	NT	NT
Female	99	NT	NT	NT	NT
Male	87	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	40	NT	NT	NT	NT
Black or African American	36	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	33	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	26	NT	NT	NT	NT
White	35	NT	NT	NT	NT
English Learners	48	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	13	NT	NT	NT	NT
Socioeconomically Disadvantaged	128	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	186	NT	NT	NT	NT
Female	99	NT	NT	NT	NT
Male	87	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	40	NT	NT	NT	NT
Black or African American	36	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	33	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	26	NT	NT	NT	NT
White	35	NT	NT	NT	NT
English Learners	48	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	13	NT	NT	NT	NT
Socioeconomically Disadvantaged	128	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	184	163	88.6%	11.4%	35.6%
Female	98	90	91.8%	8.2%	38.9%
Male	86	73	84.9%	15.1%	31.5%
American Indian or Alaska Native	3				
Asian	36	33	91.7%	8.3%	39.4%
Black or African American	34	30	88.2%	11.8%	30.0%
Filipino	10				
Hispanic or Latino	33	28	84.8%	15.2%	42.9%

<b>Native Hawaiian or Pacific Islander</b>	3				
<b>Two or More Races</b>	24	22	91.7%	8.3%	36.4%
<b>White</b>	35	31	88.6%	11.4%	38.7%
<b>English Learners</b>	48	44	91.7%	8.3%	11.4%
<b>Homeless</b>	1				
<b>Military</b>	11	10	90.9%	9.1%	40.0%
<b>Socioeconomically Disadvantaged</b>	24	20	83.3%	16.7%	35.0%
<b>Students with Disabilities</b>	29	19	65.5%	34.5%	21.1%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	184	164	89.1%	10.9%	25.0%
<b>Female</b>	98	87	88.8%	11.2%	29.9%
<b>Male</b>	86	77	89.5%	10.5%	19.5%
<b>American Indian or Alaska Native</b>	3				
<b>Asian</b>	36	34	94.4%	5.6%	35.3%
<b>Black or African American</b>	34	31	91.2%	8.8%	12.9%
<b>Filipino</b>	10	10	100.0%	0.0%	30.0%
<b>Hispanic or Latino</b>	33	27	81.8%	18.2%	25.9%
<b>Native Hawaiian or Pacific Islander</b>	3				
<b>Two or More Races</b>	24	23	95.8%	4.2%	30.4%
<b>White</b>	35	31	88.6%	11.4%	25.8%
<b>English Learners</b>	48	46	95.8%	4.2%	8.7%
<b>Homeless</b>	1				
<b>Military</b>	11	10	90.9%	9.1%	20.0%
<b>Socioeconomically Disadvantaged</b>	24	22	91.7%	8.3%	18.2%
<b>Students with Disabilities</b>	29	18	62.1%	37.9%	0.0%

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	59	NT	NT	NT	NT
<b>Female</b>	31	NT	NT	NT	NT
<b>Male</b>	28	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	13	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	17	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	11	NT	NT	NT	NT
<b>English Learners</b>	15	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	43	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

At Ruby Bridges we believe family engagement is an ongoing process and it should increase the active participation, communication, and collaboration between families and school. We also believe school, family and community working together will form meaningful partnerships to promote gains in student achievement. Our goal is to improve and build positive relationships between home and school, which empowers families to become proactive in their children's education.

Family Involvement Policy 21/22

[https://docs.google.com/document/d/1u4iGiE5gx2qo0KSoNnwLkHsYx297L7gU\\_IVDIBimJro/edit?usp=sharing](https://docs.google.com/document/d/1u4iGiE5gx2qo0KSoNnwLkHsYx297L7gU_IVDIBimJro/edit?usp=sharing)

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	483	466	94	20.2
Female	265	256	51	19.9
Male	218	210	43	20.5
American Indian or Alaska Native	6	6	4	66.7
Asian	113	109	13	11.9
Black or African American	73	71	30	42.3
Filipino	39	39	5	12.8
Hispanic or Latino	83	80	18	22.5
Native Hawaiian or Pacific Islander	9	9	1	11.1
Two or More Races	56	55	8	14.5
White	85	79	8	10.1
English Learners	121	121	13	10.7
Foster Youth	4	4	3	75.0
Homeless	8	8	6	75.0
Socioeconomically Disadvantaged	274	266	74	27.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	80	75	21	28.0

### 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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.35	0.00	2.62	0.09	3.47	0.20
Expulsions	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.54	1.63	2.45
Expulsions	0.00	0.02	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2021-22 School Safety Plan

Safety Plan- Ruby Bridges has an at site emergency plan that is reviewed annually. Within this safety plan are designated locations, staff, and resources to support an emergency at Ruby Bridges. Emergency supplies and resources are stored in each classroom area/pod and in the metal storage container located west of the multi-purpose room. Medical supplies and student medications are stored in the health office in the main building. These supplies and equipment are updated and inspected on a yearly basis.

Drills: When at site, monthly drills are scheduled and practiced: Lockdown drill, Fire drill, Earthquake drill. Ruby Bridges also follows AUSD protocols and guidance in case of active shooters and our safety guidance regarding the Covid19 pandemic.

## 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.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	20	2	4	
1	23		3	
2	24		3	
3	25		3	
4	31		2	
5	22	1	3	
6				

## 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	4	1	
1	24		4	
2	23		3	
3	20	2	1	
4	31		2	1
5	27		2	
6				
Other	10	2		

## 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	9	9	1	
1	7	8	2	
2	12	5	3	
3	12	3	2	
4	15	2	2	
5	14	4	1	1
6				
Other	6	4		

## 2020-21 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	

## 2020-21 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)	0
Library Media Teacher (Librarian)	.92
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	2
Other	2.6

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$15,645.80	\$6,310.36	\$9,335.44	\$77,518.47
District	N/A	N/A	\$8,307.20	\$78,844
Percent Difference - School Site and District	N/A	N/A	11.7	-1.7
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	10.0	-4.4

## 2020-21 Types of Services Funded

Intervention Lead  
 Title 1 Coach and teacher  
 Student Support Provider  
 ELD Paraprofessional  
 STEAM Coordinator

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$53,006	\$51,029
<b>Mid-Range Teacher Salary</b>	\$74,339	\$78,583
<b>Highest Teacher Salary</b>	\$97,088	\$99,506
<b>Average Principal Salary (Elementary)</b>	\$128,153	\$124,576
<b>Average Principal Salary (Middle)</b>	\$124,728	\$131,395
<b>Average Principal Salary (High)</b>	\$141,835	\$144,697
<b>Superintendent Salary</b>	\$230,000	\$240,194
<b>Percent of Budget for Teacher Salaries</b>	35%	34%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## Professional Development

RB teachers were a part of August 2020 Learning Conference. During this conference, teachers were given resources and planning time to plan for virtual learning using online resources. In addition, each 2nd/4th Wednesday 20/21 is designated for teacher collaboration and/or Professional Development. As a site we are focused on 1.) Student/family to school relationships; 2.) Student engagement and student discourse; 3.) Social Emotional Learning and needs of students and families during virtual learning; 4.) Building teacher capacity for instruction through collaboration 5.) Implementation of STEAM; 6) ELPAC progress and resources for our EL students. These focus areas were determined by teacher input, virtual learning needs, our innovation plan, and assessment/walkthrough data.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4

# Alameda Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Alameda Unified School District
<b>Phone Number</b>	(510) 337-7000
<b>Superintendent</b>	Pasquale Scuderi
<b>Email Address</b>	pscuderi@alamedaunified.org
<b>District Website Address</b>	<a href="https://www.alamedaunified.org">https://www.alamedaunified.org</a>

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	4634	3	0.06	99.94	--
<b>Female</b>	2272	1	0.04	99.96	--
<b>Male</b>	2360	2	0.08	99.92	--
<b>American Indian or Alaska Native</b>	13	0	--	100.00	--
<b>Asian</b>	1258	0	0.00	100.00	--
<b>Black or African American</b>	264	0	0.00	100.00	--
<b>Filipino</b>	203	0	0.00	100.00	--
<b>Hispanic or Latino</b>	748	1	0.13	99.87	--
<b>Native Hawaiian or Pacific Islander</b>	23	0	0.00	100.00	--
<b>Two or More Races</b>	800	0	0.00	100.00	--
<b>White</b>	1325	2	0.15	99.85	--
<b>English Learners</b>	449	0	0.00	100.00	--
<b>Foster Youth</b>	14	0	0.00	100.00	--
<b>Homeless</b>	62	0	0.00	100.00	--
<b>Military</b>	82	0	0.00	100.00	--
<b>Socioeconomically Disadvantaged</b>	1250	1	0.08	99.92	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	616	3	0.49	99.51	--

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4634	3	0.06	99.94	--
Female	2272	1	0.04	99.96	--
Male	2360	2	0.08	99.92	--
American Indian or Alaska Native	13	0	--	100.00	--
Asian	1258	0	0.00	100.00	--
Black or African American	264	0	0.00	100.00	--
Filipino	203	0	0.00	100.00	--
Hispanic or Latino	748	1	0.13	99.87	--
Native Hawaiian or Pacific Islander	23	0	0.00	100.00	--
Two or More Races	800	0	0.00	100.00	--
White	1325	2	0.15		--
English Learners	449	0	0.00	100.00	--
Foster Youth	14	0	0.00	100.00	--
Homeless	62	0	0.00	100.00	--
Military	82	0	0.00	100.00	--
Socioeconomically Disadvantaged	1250	1	0.08	99.92	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	616	3	0.49	99.51	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.