

# Ruby Bridges Elementary School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

## 2024-25 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>	Juan Flores
<b>Email Address</b>	jflores@alamedaunified.org
<b>School Website</b>	<a href="https://rubybridges.alamedaunified.org/">https://rubybridges.alamedaunified.org/</a>
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	01 61119 0111765

## 2024-25 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</b>	<a href="https://www.alamedaunified.org">https://www.alamedaunified.org</a>

## 2024-25 School Description and Mission Statement

Each and every child is compassionate, confident, and feels successful, academically prepared, and able to make meaningful, positive impact in their lives, the lives of others, and the world around them. Alameda Unified School District is committed to upholding our community’s core values of equity and excellence for every student by providing inclusive and safe conditions for learning that challenge and support every student to be culturally competent and prepared for college, career, and community participation.

About Our School

## 2024-25 School Description and Mission Statement

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

### 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 continue to implement our STEAM Education Innovation Plan, and the access to 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.

# About this School

## 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	101
Grade 1	59
Grade 2	69
Grade 3	52
Grade 4	68
Grade 5	85
<b>Total Enrollment</b>	<b>434</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47
Male	53
American Indian or Alaska Native	0.7
Asian	21
Black or African American	21.7
Filipino	5.1
Hispanic or Latino	20.7
Native Hawaiian or Pacific Islander	0.7
Two or More Races	12
White	15.2
English Learners	18.7
Foster Youth	0.2
Homeless	2.5
Socioeconomically Disadvantaged	68.4
Students with Disabilities	16.1

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.20	83.50	448.70	83.21	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	3.76	9.40	1.75	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.10	4.47	48.90	9.07	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.10	4.47	17.80	3.32	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	1.00	3.76	14.20	2.64	18854.30	6.86
<b>Total Teaching Positions</b>	26.60	100.00	539.20	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.60	85.01	432.20	83.39	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	3.75	9.90	1.93	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	7.49	37.10	7.17	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	3.75	12.80	2.48	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	26.00	5.03	15831.90	5.67
<b>Total Teaching Positions</b>	26.60	100.00	518.40	100.00	279044.80	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.

## 2022-23 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>	15.00	65.87	398.80	82.08	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	8.20	1.69	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.80	16.63	29.80	6.14	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.00	8.73	15.50	3.20	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	2.00	8.73	33.40	6.89	14303.80	5.15
<b>Total Teaching Positions</b>	22.90	100.00	485.80	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.20	1.00	2
<b>Misassignments</b>	1.00	1.00	1
<b>Vacant Positions</b>	0.00	0.00	0.8
<b>Total Teachers Without Credentials and</b>	1.10	2.00	3.8

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.00	1.00	2
<b>Local Assignment Options</b>	0.20	0.00	0
<b>Total Out-of-Field Teachers</b>	1.10	1.00	2

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	5	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)	3.80	0	4.1

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: January 2024

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 (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0
<b>Mathematics</b>	Eureka Math (2013) - Grades K-5 - Josey-Bass/Common Core Inc./Great Minds (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0
<b>Science</b>	Full Option Science System (FOSS) Adopted in 2007 and updated in 2014	Yes	0
<b>History-Social Science</b>	Elementary Social Studies, InquirED, Digital (2023) (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0
<b>Foreign Language</b>	N/A		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
<b>Visual and Performing Arts</b>	We use the VAPA standards to guide our arts programming.	No	0

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

## 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 an intrusion alarm system.

Year and month of the most recent FIT report

8/1/2024

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			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		407: Electrical outlet cover needs to be replaced. 408: Electrical outlet cover needs to be replaced. 508: Lights are not working. Admin Office: Nurse 1 light is out Multiple Purpose: Wheelchair lift permit expired. NFPA 25 expired.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			300 Girls Restroom: One toilet seat is loose. 307: Toilet has a leak. 400 Boys Restroom: Toilet seat is loose 504: Faucet with no pressure. NFPA 25 expired. Media Center: Paper on ceiling. One toilet is running.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			301: Unapproved furniture, fire hazards. 403: NFPA 25 expired. 504: Faucet with no pressure. NFPA 25 expired. Multiple Purpose: Wheelchair lift permit expired. NFPA 25 expired.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			501: Window has sign of leaks.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

### Statewide Assessments

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

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

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

### College and Career Ready

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

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	38	40	63	64	46	47
<b>Mathematics</b> (grades 3-8 and 11)	36	37	54	54	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	207	201	97.10	2.90	39.80
Female	116	113	97.41	2.59	45.13
Male	91	88	96.70	3.30	32.95
American Indian or Alaska Native	--	--	--	--	--
Asian	49	49	100.00	0.00	40.82
Black or African American	36	35	97.22	2.78	34.29
Filipino	12	12	100.00	0.00	83.33
Hispanic or Latino	48	44	91.67	8.33	22.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	34	97.14	2.86	47.06
White	21	21	100.00	0.00	47.62
English Learners	38	36	94.74	5.26	16.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	15	15	100.00	0.00	20.00
Socioeconomically Disadvantaged	153	147	96.08	3.92	31.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	31	96.88	3.12	9.68

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	207	202	97.58	2.42	36.63
<b>Female</b>	116	113	97.41	2.59	36.28
<b>Male</b>	91	89	97.80	2.20	37.08
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	49	49	100.00	0.00	48.98
<b>Black or African American</b>	36	34	94.44	5.56	17.65
<b>Filipino</b>	12	12	100.00	0.00	66.67
<b>Hispanic or Latino</b>	48	46	95.83	4.17	26.09
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	35	34	97.14	2.86	41.18
<b>White</b>	21	21	100.00	0.00	42.86
<b>English Learners</b>	38	37	97.37	2.63	24.32
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	15	15	100.00	0.00	20.00
<b>Socioeconomically Disadvantaged</b>	153	148	96.73	3.27	29.73
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	32	31	96.88	3.12	12.90

## CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	20.97	31.25	51.49	53.22	30.29	30.73

## 2023-24 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
<b>All Students</b>	86	85	98.84	1.16	31.76
<b>Female</b>	45	44	97.78	2.22	29.55
<b>Male</b>	41	41	100.00	0.00	34.15
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	18	18	100.00	0.00	38.89
<b>Black or African American</b>	16	15	93.75	6.25	13.33
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	19	19	100.00	0.00	31.58
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	13	13	100.00	0.00	30.77
<b>White</b>	11	11	100.00	0.00	27.27
<b>English Learners</b>	11	11	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	63	62	98.41	1.59	22.58
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	14	100.00	0.00	28.57

## 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.

#### 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	95.3%	95.3%	95.3%	95.3%	95.3%

## 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.

#### 2024-25 Opportunities for Parental Involvement

AUSD Schools greatly benefit from supportive parents, guardians and community members who get involved in a variety of activities. We believe in partnering with our families to create the best school for our students. Families have many opportunities to partner with the school based on parents' schedules and interests. We also partner with our local Community Based Organization and especially our school's Parent Teacher Association (PTA).

We encourage participation in all aspects of the school's program. Here are activities that parents, guardians and community members can engage in throughout the year:

- Volunteering as a Room Parent
- Field Trip Chaperones
- Volunteer Noon Supervision
- PTA afterschool events

All parent input in decision-making is welcome through the following committees at a school site:

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)

Parent input at a district level can happen at, but not limited to:

- District English Language Advisory Committee (DELAC)
- Equity Round Tables
- Alameda Mosaic
- Alcance/Latino Achievement Round Table
- Asian and Pacific Islander Round Table
- LGBTQ Round Table

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	496	473	146	30.9
Female	236	225	60	26.7
Male	260	248	86	34.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	107	102	20	19.6
Black or African American	104	101	39	38.6
Filipino	25	25	10	40.0
Hispanic or Latino	110	102	42	41.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	61	56	15	26.8
White	70	68	13	19.1
English Learners	103	99	34	34.3
Foster Youth	--	--	--	--
Homeless	16	14	13	92.9
Socioeconomically Disadvantaged	341	330	123	37.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	86	86	33	38.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.16	1.01	3.63	1.76	2.71	2.42	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.01	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.63	0.00
Female	1.69	0.00
Male	5.38	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.67	0.00
Black or African American	2.88	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.64	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.56	0.00
White	2.86	0.00
English Learners	4.85	0.00
Foster Youth	0.00	0.00
Homeless	6.25	0.00
Socioeconomically Disadvantaged	4.99	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.81	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

To safeguard the well-being of students and staff, a Comprehensive School Safety Plan has been developed and yearly approved by School Site Council and the Board of Education. Each year the school sets goals for the school to continually improve in three areas: School Climate (students, parents, and programs), Emergency Preparedness (disasters and crisis),



## 2024-25 School Safety Plan

and School Environment (facilities and campus). The plan addresses various safety issues, including creating procedures that detect and prevent social-emotional barriers/challenges, ensuring appropriate campus supervision, maintaining disaster kits, and monitoring emergency procedures. The plan is reviewed with all staff members at the beginning of each school year. Safety drills are held on a regular basis; fire drills are held monthly, earthquake drills are held two times a year, and intruder/lockdown drills are held at least once a year. Staff members also receive disaster training yearly.

To ensure safety of student; Teachers, staff and administrators supervise students on campus from bell to bell. All Our school is a closed campus, and permission is always required to leave school grounds. Any visitors to the campus are required to check in at the school's main office and must always wear the proper identification badge.

## 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.

### 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	21	1	3	
1	23		3	
2	20	2	1	
3	22		4	
4	45		1	1
5	31		2	
Other	8	3		

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	22		3	
2	24		2	
3	25		2	
4	26		3	
5	30		2	
Other	13	3	1	

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	25		2	
1	26		2	
2	22		3	
3	25		2	
4	32		2	
5	27		3	
Other	10	3		

## 2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

## 2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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
<b>School Site</b>	\$19,120.82	\$7,779.57	\$11,341.25	\$88,724.26
<b>District</b>	N/A	N/A	\$10,628.33	\$93,934
<b>Percent Difference - School Site and District</b>	N/A	N/A	6.5	-5.7
<b>State</b>	N/A	N/A	\$10,771	\$94,694
<b>Percent Difference - School Site and State</b>	N/A	N/A	5.2	-6.5

## Fiscal Year 2023-24 Types of Services Funded

AUSD Schools are primarily funded by the Local Control Funding Formula (LCFF). These funds are applied toward the cost of salaries, benefits, energy, supplies, technology, training, and all other aspects of school operations. The Alameda Unified School District also receives federal, special education, and other state funding. Our school utilizes funding to provide:

- Response To Intervention (RTI) Universal Blocking
- 1:1 Devices (1st – 12th)
- Targeted supports for servicing students
- Continuous Staff Development
- Social Emotional Supports for all students
- Coordination of Services (COST)
- Positive Behavior Intervention Systems
- Music and Library at the Elementary level
- Electives at the Secondary level

The school also receives additional support from local community partners including the Parent Teacher Association (PTA), Alameda Educational Foundation, and various organizations, businesses, and community groups.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$63,770	\$58,855
<b>Mid-Range Teacher Salary</b>	\$89,417	\$92,519
<b>Highest Teacher Salary</b>	\$116,748	\$114,665
<b>Average Principal Salary (Elementary)</b>	\$136,238	\$142,791
<b>Average Principal Salary (Middle)</b>	\$164,600	\$151,078
<b>Average Principal Salary (High)</b>	\$163,726	\$167,094
<b>Superintendent Salary</b>	\$293,891	\$281,086
<b>Percent of Budget for Teacher Salaries</b>	31%	31%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

At Ruby Bridges Elementary School, we are committed to doing the learning necessary to ensure equity and antiracist practices are part of our everyday experiences for children and staff. The resulting Professional Development focus in the 2024-2025 school year is on closing the achievement gaps by building upon whole class Culturally and Linguistically Responsive Teaching Practices to include specific targeted interventions and supports.

Over the course of the 2024-25 school year, the staff of Ruby Bridges Elementary School have embarked on a journey to responsiveness in partnership with The Center for Culturally Responsive Teaching and Learning. Four areas where educators are building their skills are in 1) Responsive Classroom Management, 2) Responsive Academic Vocabulary, 3) Responsive Academic Literacy, and 4) Responsive Academic Language. Using the acronym of V.A.B.B. (Validate, Affirm, Build, Bridge), the staff focuses on helping students build their situational appropriateness while recognizing cultural and linguistic behaviors that influence the ways students show up at school. In addition to two full days of in-person training with Dr. Sharroky Hollie, the entire teaching staff is participating in a four-part binder study where high-leverage strategies are taught, reinforced, and practiced. Two cadres of teachers are also fortunate to participate in a three-time observation/feedback cycle. Ultimately, our culturally and linguistically responsive teaching and learning experience is helping us to make both the content and the pedagogy of our classrooms even more culturally responsive without forcing students to give up who they are and has augmented the already quality education happening on our campus.

Ruby Bridges teachers have also participated in back-to-school professional development. During this time, teachers were given resources and planning time to plan for instruction, curriculum refreshers, and review of online resources. In addition, Every Wednesday is designated for teacher collaboration. As a site we are also continuing to focus on 1) Student/family to school relationships; 2) Student engagement and student discourse; 3) Social Emotional Learning and needs of students and families. 4) Building teacher capacity for instruction through collaboration 5) Implementation of Art within out STEAM lab (prop 28) 6) ELPAC progress and resources for our EL students.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4