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

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
	For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
	For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 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.

2022-23 School Overview

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.

RUBY BRIDGES SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) GOALS:
Goal 1: Relational--SEL
By May 2023 increase self-efficacy, self-regulation, and growth mindset for our students in 17/21 classrooms (80%).

Goal 2: Academic
By May 2023 all students will show growth on ELA/math assessments- STAR, SBAC, EGSI

Goal 3 (AUSD 4*): Family Engagement
By May 2023 100% of families will participate or volunteer to support two school events (conferences, literacy night, STEAM night, awards ceremonies, growth celebrations, focal scholar assemblies)

For 2022-2023 Ruby Bridges will continue to implement the adopted English Language Arts program, Center for the Collaborative Classroom, improve implementation of the Eureka Squared mathematics program, and utilize the English language development team (including support from the instructional coach) 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, modeling, and supporting lessons (Science/FOSS). 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	72
Grade 2	68
Grade 3	90
Grade 4	61
Grade 5	64
Total Enrollment	445

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.9
Male	48.1
American Indian or Alaska Native	1.3
Asian	21.1
Black or African American	17.8
Filipino	7.9
Hispanic or Latino	17.8
Native Hawaiian or Pacific Islander	1.8
Two or More Races	12.4
White	16.0
English Learners	20.4
Foster Youth	0.0
Homeless	1.6
Migrant	0.0
Socioeconomically Disadvantaged	51.0
Students with Disabilities	15.1

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.20	83.50	448.70	83.21	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.76	9.40	1.75	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	4.47	48.90	9.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	4.47	17.80	3.32	12115.80	4.41
Unknown	1.00	3.76	14.20	2.64	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.20	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.10	

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	
Local Assignment Options	0.20	
Total Out-of-Field Teachers	1.10	

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.80	

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

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

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

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
Reading/Language Arts	Collaborative Literacy Suite, Center for the Collaborative Classroom (CCC), 2016 Includes Being a Reader, Being a Writer, and Making Meaning programs	Yes	0
Mathematics	Eureka Math (2013) - Grades K-5 - Josey-Bass/Common Core Inc,/Great Minds	Yes	0
Science	Full Option Science System (FOSS) Adopted in 2007 and updated in 2014	Yes	0
History-Social Science	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
Foreign Language	N/A	Yes	0
Health	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 an intrusion alarm system.

Year and month of the most recent FIT report	9/1/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	503:00:00 402: One light is out, ceiling tiles have leak stains 403: one light is out

School Facility Conditions and Planned Improvements

			405: three lights are out 406: five lights are out, ceiling tiles have leak stains 407: three lights are out, ceiling tiles have leak stains 408: one light is out 505: One light is out, ceiling tiles have leak stains Media Center: 5 lights are out, 3 missing outlet covers
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		400 Girls Restroom: One sink is loose 500 Girls Restroom: Faucet on sink is loose, one faucet is not working
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs		X	301: ceiling tiles have leak stains 304: ceiling tiles have leak stains 308: ceiling tiles have leak stains 401: ceiling tiles have leak stains 402: One light is out, ceiling tiles have leak stains 406: five lights are out, ceiling tiles have leak stains 407: three lights are out, ceiling tiles have leak stains 501: ceiling tiles have leak stains 504: ceiling tiles have leak stains 505: One light is out, ceiling tiles have leak stains 506: ceiling tiles have leak stains 507: one ceiling tile is missing Admin Office: ceiling tiles have leak stains K2: one ceiling tile with leak stain K3: two ceiling tiles with leak stains K4: three ceiling tiles have leak stains
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Play Stucture: Rubber surface has three holes

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

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	37	N/A	65	N/A	47
Mathematics (grades 3-8 and 11)	N/A	29	N/A	53	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	212	203	95.75	4.25	36.95
Female	114	107	93.86	6.14	36.45
Male	98	96	97.96	2.04	37.50
American Indian or Alaska Native	--	--	--	--	--
Asian	44	41	93.18	6.82	46.34
Black or African American	36	34	94.44	5.56	23.53
Filipino	17	17	100.00	0.00	47.06
Hispanic or Latino	32	31	96.88	3.12	35.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	36	97.30	2.70	36.11
White	36	35	97.22	2.78	37.14
English Learners	46	41	89.13	10.87	19.51
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	20	20	100.00	0.00	45.00
Socioeconomically Disadvantaged	120	114	95.00	5.00	28.07
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	23	22	95.65	4.35	22.73

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	212	205	96.70	3.30	29.27
Female	114	108	94.74	5.26	25.00
Male	98	97	98.98	1.02	34.02
American Indian or Alaska Native	--	--	--	--	--
Asian	44	42	95.45	4.55	40.48
Black or African American	36	34	94.44	5.56	2.94
Filipino	17	17	100.00	0.00	41.18
Hispanic or Latino	32	31	96.88	3.12	29.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	36	97.30	2.70	33.33
White	36	36	100.00	0.00	38.89
English Learners	46	43	93.48	6.52	6.98
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	20	20	100.00	0.00	40.00
Socioeconomically Disadvantaged	120	116	96.67	3.33	23.28
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	23	22	95.65	4.35	13.64

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	13.33	NT	50.32	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	62	60	96.77	3.23	13.33
Female	36	34	94.44	5.56	11.76
Male	26	26	100	0	15.38
American Indian or Alaska Native	--	--	--	--	--
Asian	12	10	83.33	16.67	--
Black or African American	12	12	100	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	13	100	0	23.08
English Learners	15	14	93.33	6.67	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	37	36	97.3	2.7	11.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.4%	98.4%	98.4%	98.4%	98.4%

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

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 22/23
https://docs.google.com/document/d/1ZlxxSz8gJVOsL8hjDW9zsIpgE1C_NxXCEO-QKlLPvSY/edit?usp=sharing

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	519	473	217	45.9
Female	269	245	102	41.6
Male	250	228	115	50.4
American Indian or Alaska Native	6	6	4	66.7
Asian	113	100	42	42.0
Black or African American	93	82	45	54.9
Filipino	36	36	8	22.2
Hispanic or Latino	97	89	52	58.4
Native Hawaiian or Pacific Islander	9	9	4	44.4
Two or More Races	59	57	25	43.9
White	86	74	27	36.5
English Learners	113	102	45	44.1
Foster Youth	2	2	1	50.0
Homeless	10	8	7	87.5
Socioeconomically Disadvantaged	289	271	153	56.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	83	76	47	61.8

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.16	0.09	1.76	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.16	0.00
Female	2.23	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	5.38	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	1.69	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	1.38	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 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 drills, Fire drills, Earthquake drills, and Active Shooter drills. Ruby Bridges follows AUSD protocols and guidance in case of active shooters and our safety guidance through 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.

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	
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
Other	6	4		

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		

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14,548.09	$5,764.41	$8,783.68	$74,456.51
District	N/A	N/A	$8,294.39	$88,572
Percent Difference - School Site and District	N/A	N/A	5.7	-17.3
State	N/A	N/A	$6,594	$83,102
Percent Difference - School Site and State	N/A	N/A	28.5	-11.0

2021-22 Types of Services Funded

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

2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$58,975	$52,478
Mid-Range Teacher Salary	$82,694	$80,810
Highest Teacher Salary	$107,969	$101,276
Average Principal Salary (Elementary)	$132,773	$127,080
Average Principal Salary (Middle)	$148,389	$134,264
Average Principal Salary (High)	$150,371	$147,200
Superintendent Salary	$240,000	$242,351
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

RB teachers 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, the first of each month is designated for teacher collaboration. 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. 4.) Building teacher capacity for instruction through collaboration 5.) Implementation of STEAM; 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4