

Aromas Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Aromas Elementary School
Street	365 Vega St.
City, State, Zip	Aromas, CA 95004-0216
Phone Number	(831) 726-5100
Principal	Heather Howell
Email Address	hhowell@asjUSD.k12.ca.us
Website	asjUSD.k12.ca.us/o/aromas-school
County-District-School (CDS) Code	35 75259 6049654

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Aromas-San Juan Unified School District
Phone Number	(831) 623-4500
Superintendent	Michele Huntoon
Email Address	mhuntoon@asjUSD.k12.ca.us
Website	www.asjUSD.k12.ca.us

School Description and Mission Statement (School Year 2020-2021)

School Description and Mission Statement– Most Recent Year

School History

Aromas is a small town on the Pajaro River, nestled among the hills, and straddles three counties: Santa Cruz, Monterey, and San Benito. Aromas School was established in 1948 and has been in continuous operation ever since. In 1991, Aromas School became a part of the newly unified Aromas-San Juan Unified School District. This is truly a small community school and an important resource for the residents here. Aromas serves a unique mix of established farming families, people who have come to “get away from it all” and migrant families who work in the surrounding berry and flower fields. This combination of cultures and backgrounds results in a rich and diverse environment for our students.

Profile

Aromas School currently serves 350 students from Preschool through eighth grade. Despite the school closure on March 16th, 2020, due to the COVID-19 pandemic, the teachers' main focus remains on planning rigorous instruction in the Common Core State Standards (CCSS) for each grade level and all subject areas, and the use of assessment data as the basis for discussion on the academic progress of Aromas School students in a virtual learning environment. Teachers and staff use the data to track student achievement and plan strategies and interventions for further progress based on sound educational research. To support teachers, our school day ends early on Mondays to allow for staff collaboration and professional development. CARES funding and partnerships with local businesses has made it possible to purchase Chromebooks for all K-8 students, new computers and Smart Boards for teachers, hot spots, and upgrades to our technology infrastructure. All teaching is being conducted virtually through the Google Classroom platform as well as other online programs and resources designed to engage students and promote their academic progress.

We are committed to working together with members of the school community to ensure that all of our students demonstrate that they have reached their maximum potential in social, emotional, and academic growth throughout each school year. Another focus for the school is to work together as a school community to sustain and further improve a positive and motivational school culture.

Community and District Profile

Aromas School is one of two Pre-Kindergarten through eighth grade schools in the Aromas-San Juan Unified School District. Classes are arranged on a traditional schedule. The Aromas-San Juan Unified School District also includes Anzar High School, a comprehensive high school, serving students in the ninth through twelfth grades. The Aromas School community works together to educate students who will:

- Achieve academically.
- Demonstrate social and emotional resiliency.
- Develop a life-long love of learning.
- Think critically about real-world problems and create and participate in possible solutions.
- Adapt successfully to the changing world around them.
- Honor their own language and culture while developing an appreciation for other languages and cultures.
- Respect themselves, each other, adults, and the environment.
- Live healthy, active lives.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	44
Grade 1	39
Grade 2	36
Grade 3	39
Grade 4	39
Grade 5	41
Grade 6	48
Grade 7	30
Grade 8	47
Total Enrollment	363

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.3
Asian	0.6
Filipino	0.3
Hispanic or Latino	72.7
White	22.3
Two or More Races	3.3
Socioeconomically Disadvantaged	55.9
English Learners	28.7
Students with Disabilities	9.4
Foster Youth	0.6
Homeless	1.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	18	19	17	50
Without Full Credential	1	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2019

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5: Benchmark Educational Company 6-8: Glencoe Literature: California Treasures Courses 1, 2, 3	Yes	0
Mathematics	K-5: Houghton Mifflin Math Expressions 6-8: Pearson EnVision Math	Yes	0
Science	K-2: McGraw Hill 3-5: McGraw Hill Science (California) 6-8: Glencoe (Focus)	Yes	0
History-Social Science	K-3: Houghton Mifflin Social Science 4-5: Harcourt Brace (Reflections) 6-8: Glencoe/McGraw Hill (Discovery)	Yes	0

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

School Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvements - Most Recent Year

School Facilities and Safety

Aromas School strives to maintain a safe, clean and orderly campus that is conducive to learning. The campus was originally constructed in the early 1950s and most classrooms were refurbished in 2004-05. Recent additions include a new gym and parking lot. New kinder and upper-grade play structures were added in the spring of 2011, and fencing around the campus was completed in the spring of 2013. Recent additions in 2014-15 include the construction of two new wings which house nine new classrooms and restrooms for both students and staff. Construction of a new upper-grade playground structure and solar panel installation began in the winter of 2020.

The campus has 22 classrooms, one gym, one library, two computer labs with 35 computers each, a staff lounge, and two playgrounds. Modernization projects have included replacing relocatable classrooms with permanent classroom buildings, replacing the portable restrooms, and adding new technology in classrooms.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or at the district office.

All school facilities were checked by Maintenance and Operations on December 15, 2020.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 10/24/2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	46	N/A	39	N/A	50	N/A
Mathematics (grades 3-8 and 11)	43	N/A	30	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	32	N/A	23	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Opportunities for Parental Involvement – Most Recent Year

Aromas School continues to encourage parents to be actively involved in the education of their children through the school closure due to the COVID-19 pandemic, both through classwork and homework assistance and participating in parent organizations at the school. Parents and community members both have shown tremendous support of the educational programs at Aromas School. The Home and School Club meets on a monthly basis, and is an important resource for improving the quality of education at the school. This group organizes fundraisers and school-wide celebrations. Our school also has an English Language Advisory Committee (ELAC) which works to support the education of our English Language Learners.

Our Aromas School Site Council meetings are open for parents and community members who want to be involved with academics, school budget planning, and updating our School Plan for Student Achievement. Members of the School Site Council are elected, but all parents are welcome to attend meetings and provide input.

Parents can also volunteer in the classroom or give a presentation on any area of expertise that they might contribute to the school. Other opportunities for parent involvement include fundraisers, assemblies/performances, and Spirit Days. They donate classroom supplies as needed, and virtually attend our Trimester Awards assemblies, Student of the Month celebrations and the Middle School Honor Roll recognitions which occur once every trimester. When on-site activity resumes, parents will again participate in classroom celebrations, dances, campus beautification projects, Field Days, field trips, and middle school sporting events.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.1	2.7	2.9	4.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.1	2.9	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

School Safety Plan (School Year 2020-2021)

School Safety Plan – Most Recent Year

The faculty and staff at Aromas School are proud of our facilities, which provide a safe, clean environment for students, staff, visitors, and volunteers while supporting teaching and learning. When students are on site, our fencing and gate system allows parents and visitors to enter school only through the front office between 8:15 and 2:45 p.m. All visitors must sign in at the main office and receive proper authorization which must be displayed at all times while on campus. During the school closure due to the COVID-19 pandemic, safety protocols outlined by local and State health agencies have been implemented and are rigorously followed. Also due to the COVID-19 pandemic, all facilities underwent a thorough deep-cleaning and sanitization process, and our staff continues to follow this process on a daily basis for all facilities that are currently in use.

A scheduled maintenance program is administered by the Aromas-San Juan Unified School District facilities manager to ensure that all classrooms and facilities are well maintained and sanitized. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. When students are on site, all classrooms are vacuumed each day and restrooms are thoroughly cleaned daily. Safety drills are conducted on a regular basis: earthquake drills are conducted once a year, lock-down drills are conducted twice a year, and fire drills are conducted each month. The School Site Safety Plan is updated each fall by our Leadership Team. All classrooms have a red emergency backpack. All students have an emergency card on file that contains information, including emergency phone contacts, medical allergies, and other information that would be vital in an unexpected situation.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21		2		21	1	1	1	22			
1	21		1		20	2			19	2		
2	24		2		19	2			18			2
3	20	2			24		2		19	2		
4	25		2		22		2		20	2		
5	15	2			23		2		21	1	1	
6	29		2		16	2			24		2	
Other**	21		1						21		1	

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

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

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)	

Title	Number of FTE* Assigned to School
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,876	\$750	\$6,126	\$73,533
District	N/A	N/A	\$6,888	\$75,551
Percent Difference - School Site and District	N/A	N/A	-11.7	-2.7
State	N/A	N/A	\$7,750	\$68,990
Percent Difference - School Site and State	N/A	N/A	-23.4	6.4

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

Types of Services Funded (Fiscal Year 2019-2020)

Types of Services Funded (Fiscal Year 2019-2020)
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Aromas School receives state and federal categorical resources from Title I and Title III grants. The School Plan for Student Achievement (SPSA) outlines the detailed site goals and expenditures. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ed/>.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,930	\$44,318
Mid-Range Teacher Salary	\$67,766	\$67,053
Highest Teacher Salary	\$96,301	\$90,163
Average Principal Salary (Elementary)	\$113,558	\$106,389
Average Principal Salary (Middle)		\$113,976
Average Principal Salary (High)	\$125,159	\$114,214
Superintendent Salary	\$151,500	\$141,066
Percent of Budget for Teacher Salaries	32.0	29.0
Percent of Budget for Administrative Salaries	9.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	4

Professional Development – Most Recent Three Years

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Teachers and classified staff are encouraged to sign up for professional development classes, workshops, and conferences throughout the year and during the summer. The District provides reimbursement for workshops through its Individual Professional Development Day (IPD) program.

All professional development is aligned with our school vision and helping students achieve academic goals. Collaboration is further ensured due to the decentralization of many school tasks via a committee system. Staff has agreed to voluntarily participate in important areas of curriculum, facilities, and instructional areas to facilitate the dissemination of information and services that will enhance instruction. Besides a School Site Council, committees such as SST, Leadership Team, Student Council, Curriculum and Instruction, and Technology have been created to bring up challenges for resolution as well as to increase communication efficiently.

All teachers were invited to attend a two-day induction BeGLAD (Guided Language Acquisition Design) training module which occurred on June 17-18, 2019. BeGLAD is an instructional model that utilizes well-articulated instructional strategies designed to integrate instruction in English and grade-level content. It is particularly designed for teachers who have a significant number of English Language Learners in their mainstream classrooms. Administrators and teachers also attended a two-day CAASPP Summer Institute (July 31-August 1, 2019) training on administering and hand-scoring of Interim Assessment Blocks to assist teachers in classroom instruction and improve student performance on State assessments.

ASJUSD is part of a multi-County cohort that is training District and school staff on Multi-Tiered System of Supports (MTSS). Several teachers and the principal attended a 3-day training regarding MTSS (July 24-26, 2018) and have attended workshops throughout the 2018-19 school year. As part of MTSS, teachers attended a Trauma-Informed Practices for School training before the current school year started (August 13, 2018). Teachers and administration are also attending Positive Behavior Interventions and Supports (PBIS) training, also in conjunction with MTSS.

During the summer of 2019, six teachers worked in collaboration with District staff and our sister school San Juan to analyze school and State assessment data to develop an implementation plan of shared assessments for grades K-2 and Interim Assessment Blocks (IABs) for grades 3-8 for the 2019-2020 school year.

On August 6-7, 2020, teachers were invited to participate in peer-led professional development designed to support District teachers in the continuing virtual classroom environment. Teachers and administration currently are voluntarily attending technology workshops sponsored by the San Benito County Office of Education (Closing the Distance by Leveraging Technology program), which was designed to help teachers, administrators and parents leverage educational technology for positive student learning outcomes. CARES funding for this school year has made available the opportunity to fund two on-site teacher educational technology positions, which gives the staff the ability to collaborate, develop technology skills, and get technology assistance for software programs being utilized as needed from master teachers.

Teachers are participating in once-monthly cross-collaboration with our sister K-8 school (San Juan School) in order that teachers are given the opportunity to collaborate with their grade-level peers on core academic subjects and student data analysis. Professional development will focus on Common Core State Standards across the curriculum. Middle School teachers cross-collaborate with high school teachers once a trimester to discuss student data in order to inform instruction and develop a smooth matriculation process for students.