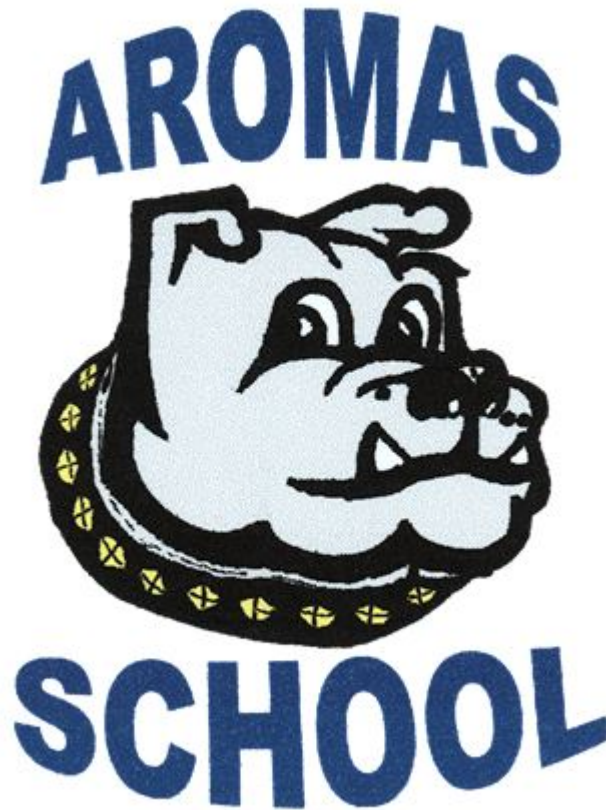# Aromas Elementary School
## 2021-2022 School Accountability Report Card
## (Published During the 2022-2023 School Year)



## 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 | Aromas Elementary School |
|---|---|
| Street | 365 Vega Street |
| City, State, Zip | Aromas, CA 95004-0216 |
| Phone Number | (831) 726-5100 |
| Principal | Heather Howell |
| Email Address | hhowell@asjusd.org |
| School Website | https://www.asjusd.k12.ca.us/o/aromas-school |
| County-District-School (CDS) Code | 35 75259 6049654 |

## 2022-23 District Contact Information

| District Name | Aromas-San Juan Unified School District |
|---|---|
| Phone Number | (831) 623-4500 |
| Superintendent | Barbara Dill-Varga, Interim Superintendent |
| Email Address | bdillvarga@asjusd.org |
| District Website Address | www.asjusd.org |

## 2022-23 School Overview

School Description and Mission Statement– Most Recent Year

School History and District Profile

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

## 2022-23 School Overview

became a part of the newly unified Aromas-San Juan Unified School District, which also includes San Juan School (PreK-8) and Anzar High School (Grades 9-12). 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.

School Profile

Aromas School serves approximately 400 students from preschool through eighth grade. Our teachers' main focus remains on planning rigorous instruction in the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) for each grade level and all subject areas, and the use of STAR360 formative and summative assessment data as the basis for discussion on the academic progress of Aromas School students. 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 Wednesdays to allow for staff collaboration, data analysis and professional development.

Aromas School is 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. Students work to achieve mastery of rich, diverse, culturally responsive, and age-appropriate curriculum resources and learning experiences. Students are guided in thinking analytically and critically, applying their knowledge, and communicate fluently, both orally and in writing, to express their thoughts coherently and efficiently. Students are also instructed in digital citizenship and how to use various technology tools creatively and effectively. Middle school students are able to participate in after-school sports through the San Benito Athletic League, which includes flag football, soccer, basketball, volleyball, track and field, and a pep squad. We also offer an All Scholars After School program which provides after-school services for Aromas School students every day from 2:45-6:00 p.m.

Students use remediation and supplemental technology programs throughout the school day to help them successfully progress through their grade-level curriculum (examples: ST Math, Reflex Math, Lexia Core 5 [TK-5], Lexia Power Up [6-12], Lexia English [English Language Learners], and Accelerated Reader. Through ESSER funding, our teachers are able to provide after-school, small-group interventions in English-Language Arts (ELA), math and English Language Development (ELD) for students in need of academic assistance.

We continue to implement our Mulit-Tiered System of Supports (MTSS) approach so that all students' needs in social-emotional wellness and academic resiliency are identified and addressed. Counseling services continue to be provided through Proposition 47 Grant funding as well as the Harmony-at-Home's Community Counseling program. Aromas School also continues its focus to sustain and further improve its positive and motivational school culture, which includes implementation of the Positive Behavior Interventions and Supports (PBIS) program.

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.

# About this School

## 2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 47 |
| Grade 1 | 37 |
| Grade 2 | 49 |
| Grade 3 | 46 |
| Grade 4 | 38 |
| Grade 5 | 37 |
| Grade 6 | 36 |
| Grade 7 | 43 |
| Grade 8 | 43 |
| Total Enrollment | 376 |

## 2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 49.9 |
| Male | 50.1 |
| American Indian or Alaska Native | 0.3 |
| Asian | 1.4 |
| Black or African American | 0.3 |
| Filipino | 0.0 |
| Hispanic or Latino | 72.1 |
| Native Hawaiian or Pacific Islander | 0.3 |
| Two or More Races | 0.6 |
| White | 21.2 |
| English Learners | 35.1 |
| Foster Youth | 0.0 |
| Homeless | 1.1 |
| Migrant | 10.3 |
| Socioeconomically Disadvantaged | 44.3 |
| Students with Disabilities | 10.9 |

## 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

## 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) | 15.00 | 100.00 | 37.50 | 80.58 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.80 | 3.97 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 0.80 | 1.78 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 6.30 | 13.62 | 18854.30 | 6.86 |
| Total Teaching Positions | 15.00 | 100.00 | 46.50 | 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 | 0.00 | |
| Misassignments | 0.00 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 0.00 | |

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 | 0.00 | |
| Local Assignment Options | 0.00 | |
| Total Out-of-Field Teachers | 0.00 | |

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<br>(a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | 0.0 |
| No credential, permit or authorization to teach<br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | 0.0 |

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

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.

| | |
|---|---|
| **Year and month in which the data were collected** | August 2021 |

| 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<br>6-8: Glencoe Literature: California Treasures Courses 1, 2, 3 | Yes | 0 |
| Mathematics | K-8 Savvas EnVision Math | Yes | 0 |
| Science | K-8 Savvas Elevate Science | Yes | 0 |
| History-Social Science | K-3: Houghton Mifflin Social Science<br>4-5: Harcourt Brace (Reflections)<br>6-8: Glencoe/McGraw Hill (Discovery) | Yes | 0 |

## 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. Additions include a 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. 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 and is now complete.

The campus has 22 classrooms, one gym, one library, 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 October 17, 2022, and the local Fire Department on February 14, 2022..

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

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:**<br>Interior Surfaces | X | | | |
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | X | | | |

## School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|---|
| **Safety:** Fire Safety, Hazardous Materials | X | | | |
| **Structural:** Structural Damage, Roofs | X | | | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| | X | | |

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
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 | 46 | N/A | 41 | N/A | 47 |
| **Mathematics** (grades 3-8 and 11) | N/A | 32 | N/A | 21 | 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 | 238 | 234 | 98.32 | 1.68 | 46.15 |
| Female | 118 | 116 | 98.31 | 1.69 | 52.59 |
| Male | 120 | 118 | 98.33 | 1.67 | 39.83 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | 172 | 169 | 98.26 | 1.74 | 40.83 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 57 | 56 | 98.25 | 1.75 | 58.93 |
| English Learners | 83 | 82 | 98.80 | 1.20 | 18.29 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 106 | 106 | 100.00 | 0.00 | 39.62 |
| Students Receiving Migrant Education Services | 24 | 24 | 100.00 | 0.00 | 25.00 |
| Students with Disabilities | 28 | 28 | 100.00 | 0.00 | 21.43 |

## 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 | 239 | 234 | 97.91 | 2.09 | 31.62 |
| Female | 118 | 115 | 97.46 | 2.54 | 27.83 |
| Male | 121 | 119 | 98.35 | 1.65 | 35.29 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | 173 | 170 | 98.27 | 1.73 | 28.24 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 57 | 55 | 96.49 | 3.51 | 41.82 |
| English Learners | 84 | 83 | 98.81 | 1.19 | 10.84 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 107 | 106 | 99.07 | 0.93 | 27.36 |
| Students Receiving Migrant Education Services | 24 | 24 | 100.00 | 0.00 | 25.00 |
| Students with Disabilities | 29 | 29 | 100.00 | 0.00 | 13.79 |

## 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) | 24.59 | 36.14 | 19.8 | 27.52 | 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 | 84 | 83 | 98.81 | 1.19 | 36.14 |
| Female | 45 | 44 | 97.78 | 2.22 | 36.36 |
| Male | 39 | 39 | 100 | 0 | 35.9 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 59 | 58 | 98.31 | 1.69 | 41.38 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | 23 | 23 | 100 | 0 | 26.09 |
| English Learners | 27 | 27 | 100 | 0 | 14.81 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 35 | 35 | 100 | 0 | 37.14 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| 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 | 94.9 | 94.9 | 94.9 | 94.9 | 94.9 |
| Grade 7 | 95.8 | 95.8 | 95.8 | 95.8 | 95.8 |
| Grade 9 | n/a | n/a | n/a | n/a | n/a |

## C. Engagement

### State Priority: Parental Involvement

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

## 2022-23 Opportunities for Parental Involvement

Opportunities for Parental Involvement – Most Recent Year

Aromas School continues to encourage parents to be actively involved in the education of their children 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 the second Tuesday of every month, and is an important resource for improving the quality of education at the school.  This group organizes fundraisers and school-wide celebrations and recognitions and supports various school programs.

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 annual Single Plan for Student Achievement (SPSA).  The SPSA delineates school-site goals and the resources available to educate and support our students, including providing intervention for our most at-risk students. School Site Council meetings are currently held on the third Wednesday of every month.  Our school also has an English Language Advisory Committee (ELAC) which works to support the education of our English Language Learners.

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 attend our Trimester Awards assemblies, Student of the Month celebrations and the Middle School Honor Roll recognitions which occur once every trimester.

## 2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 379 | 374 | 88 | 23.5 |
| Female | 189 | 186 | 41 | 22.0 |
| Male | 190 | 188 | 47 | 25.0 |
| American Indian or Alaska Native | 2 | 1 | 1 | 100.0 |
| Asian | 5 | 5 | 0 | 0.0 |
| Black or African American | 1 | 1 | 1 | 100.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 269 | 266 | 54 | 20.3 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 1 | 100.0 |
| Two or More Races | 2 | 2 | 1 | 50.0 |
| White | 85 | 84 | 27 | 32.1 |
| English Learners | 139 | 138 | 24 | 17.4 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 4 | 4 | 1 | 25.0 |
| Socioeconomically Disadvantaged | 179 | 176 | 46 | 26.1 |
| Students Receiving Migrant Education Services | 38 | 38 | 8 | 21.1 |
| Students with Disabilities | 45 | 44 | 10 | 22.7 |

## 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 | 0.81 | 2.34 | 2.45 |
| Expulsions | 0.00 | 0.00 | 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 | 2.11 | 0.09 | 3.99 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.09 | 0.00 | 0.07 |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 2.11 | 0.00 |
| Female | 1.59 | 0.00 |
| Male | 2.63 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 2.23 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 2.35 | 0.00 |
| English Learners | 2.88 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 2.79 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 4.44 | 0.00 |

## 2022-23 School Safety Plan

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. COVID-19 safety and sanitation protocols outlined by local and State health agencies continue to be implemented daily and are rigorously followed for 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, per the District Safety Plan and CDE expectations. The School Site Safety Plan is updated each Spring by our Leadership Team. The CSSP was approved by the ASJUSD Board of Trustees on February 15, 2023. 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.

Aromas School posts location-specific student behavior expectations and enforces a school-wide discipline plan. Parents and students are required to sign a form indicating that they have received and read the information contained in the handbook. We have a shared yard duty supervision plan among teachers, the administrator, and staff to help supervise student safety. Aromas School students join in the Pledge of Allegiance each day during morning announcements, which also includes recognitions of student achievement and behavior reminders to be respectful, responsible, safe, and kind at all times and to make good choices.

## 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 | 22 | | 1 | |
| 1 | 19 | 2 | | |
| 2 | 18 | 2 | | |
| 3 | 19 | 2 | | |
| 4 | 20 | 2 | | |
| 5 | 21 | 1 | 1 | |
| 6 | 24 | | 2 | |
| Other | 21 | | 1 | |

## 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 | 23 | | 2 | |
| 1 | 20 | 2 | | |
| 2 | 18 | 2 | | |
| 3 | 25 | | 1 | |
| 4 | 22 | | 1 | |
| 5 | 26 | | 1 | |
| 6 | 23 | 1 | | 1 |
| Other | 16 | 2 | 1 | |

## 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 | 19 | 2 | | |
| 1 | 38 | | 1 | 1 |
| 2 | 17 | 1 | 1 | |
| 3 | 18 | 1 | 1 | |
| 4 | 15 | 1 | 1 | |
| 5 | 18 | 1 | 1 | |
| 6 | 21 | 5 | 5 | |

## 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 | 2.0 |

## 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 | $8,091.50 | $7,080.21 | $1,011.29 | $79,373.77 |
| District | N/A | N/A | $7,753.97 | $77,212 |
| Percent Difference - School Site and District | N/A | N/A | -153.9 | 2.8 |
| State | N/A | N/A | $6,594 | $73,001 |
| Percent Difference - School Site and State | N/A | N/A | -146.8 | 8.4 |

## 2021-22 Types of Services Funded

Types of Services Funded (Fiscal Year 2020-21)

Aromas School receives state and federal categorical resources from Title I, Title II, Title III, TItle IV, and Title V grants. The Single 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://ww.cde.ca.gov/ds/fd/ed/.

## 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** | $49,214 | $46,419 |
| **Mid-Range Teacher Salary** | $72,612 | $69,902 |
| **Highest Teacher Salary** | $103,188 | $97,912 |
| **Average Principal Salary (Elementary)** | $125,364 | $111,731 |
| **Average Principal Salary (Middle)** | | $122,012 |
| **Average Principal Salary (High)** | $114,159 | $122,212 |
| **Superintendent Salary** | $160,711 | $150,971 |
| **Percent of Budget for Teacher Salaries** | 28% | 29% |
| **Percent of Budget for Administrative Salaries** | 8% | 6% |

## Professional Development

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.

The District has conducted staff professional development (PD) in the Lexia suite of products (Core 5, Power Up, English). Professional development in the past three years has included AVID, Spatial-Temporal Math (ST Math), Reflex Math, Accelerated Reader, Interim Assessment Blocks (IABs) for grades 3-8, Google Classroom, Zoom, Hapara, and the Aeries Student Information System (SIS).

In August of 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 voluntarily attended 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. ESSER funding for this school year has made available the opportunity to continue 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.

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 |