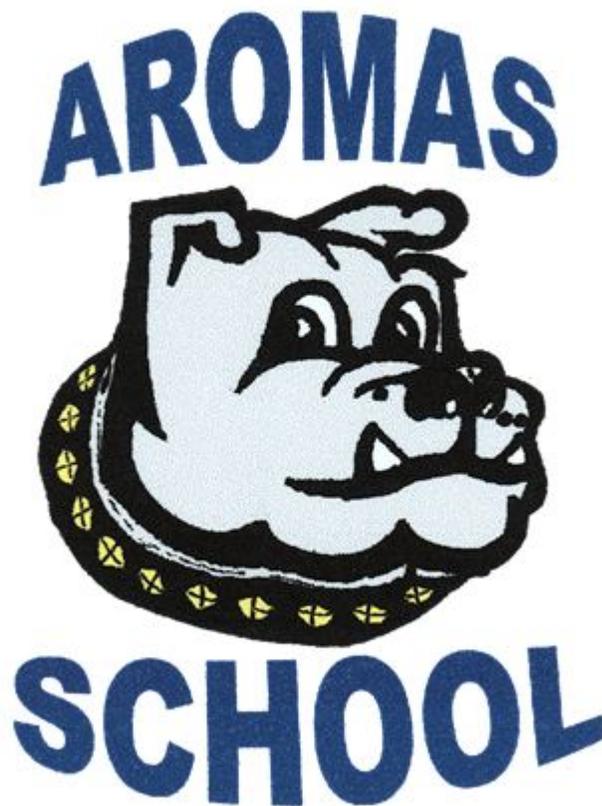


# Aromas Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

<b>School Name</b>	Aromas Elementary School
<b>Street</b>	365 Vega Street
<b>City, State, Zip</b>	Aromas, CA 95004-0216
<b>Phone Number</b>	(831) 726-5100
<b>Principal</b>	Heather Howell
<b>Email Address</b>	hhowell@asjUSD.k12.ca.us
<b>School Website</b>	<a href="https://www.asjUSD.k12.ca.us/o/aromas-school">https://www.asjUSD.k12.ca.us/o/aromas-school</a>
<b>County-District-School (CDS) Code</b>	35 75259 6049654

## 2021-22 District Contact Information

<b>District Name</b>	Aromas-San Juan Unified School District
<b>Phone Number</b>	(831) 623-4500
<b>Superintendent</b>	Michele Huntoon
<b>Email Address</b>	mhuntoon@asjUSD.k12.ca.us
<b>District Website Address</b>	<a href="http://www.asjUSD.k12.ca.us">www.asjUSD.k12.ca.us</a>

## 2021-22 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

## 2021-22 School Overview

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, 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 360 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 used 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 staff collaborates with our grade-level peers at San Juan School once a month to analyze data, share best practices and improve instruction and with Anzar High School teachers each trimester to articulate expectations.

Coronavirus Aid, Relief and Economic Security (CARES) funding, Elementary and Secondary Schools Emergency Relief (ESSER) funding, and partnerships with local businesses made it possible to purchase Chromebooks for all K-8 students (1:1), new computers and Smart Boards for teachers, hot spots, and upgrades to our technology infrastructure.

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 once again 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 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], Accelerated Reader, and Footsteps2Brilliance). Through ESSER funding, our teachers are able to provide after-school, small-group interventions in English-Language Arts (ELA) and math for students in need of academic assistance.

We continue to implement our Multi-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

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	46
Grade 1	40
Grade 2	35
Grade 3	32
Grade 4	33
Grade 5	41
Grade 6	43
Grade 7	46
Grade 8	27
Total Enrollment	343

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
Asian	0.3
Hispanic or Latino	69.7
Two or More Races	3.2
White	21.3
English Learners	28.3
Homeless	1.5
Socioeconomically Disadvantaged	47.2
Students with Disabilities	9.9

## 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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	19

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

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 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
<b>Reading/Language Arts</b>	K-5: Benchmark Educational Company 6-8: Glencoe Literature: California Treasures Courses 1, 2, 3	Yes	0
<b>Mathematics</b>	K-5: Houghton Mifflin Math Expressions 6-8: Pearson enVision Math	Yes	0
<b>Science</b>	K-2: McGraw Hill 3-5: McGraw Hill Science (California) 6-8: Glencoe (Focus)	Yes	0
<b>History-Social Science</b>	K-3: Houghton Mifflin Social Science 4-5: Harcourt Brace (Reflections) 6-8: Glencoe/McGraw Hill (Discovery)	Yes	0
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## 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 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 and the local Fire Department on December 14, 2021.

#### 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

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

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

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

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

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

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

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	226	204	90.27	9.73	43.63
Female	109	101	92.66	7.34	48.51
Male	117	103	88.03	11.97	38.83
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	167	155	92.81	7.19	41.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	11	84.62	15.38	63.64
White	46	38	82.61	17.39	47.37
English Learners	71	64	90.14	9.86	14.06
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	101	92	91.09	8.91	33.7
Students Receiving Migrant Education Services	27	24	88.89	11.11	33.33
Students with Disabilities	26	22	84.62	15.38	13.64

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	226	208	92.04	7.96	24.15
Female	109	102	93.58	6.42	22.55
Male	117	106	90.60	9.40	25.71
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	167	158	94.61	5.39	22.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	12	92.31	7.69	50.00
White	46	38	82.61	17.39	23.68
English Learners	71	68	95.77	4.23	10.29
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	101	96	95.05	4.95	18.75
Students Receiving Migrant Education Services	27	26	96.30	3.70	23.08
Students with Disabilities	26	22	84.62	15.38	4.76

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

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

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

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

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

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

## CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	24.59	N/A	19.80	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	68	61	89.71	10.29	24.59
<b>Female</b>	33	30	90.91	9.09	30.00
<b>Male</b>	35	31	88.57	11.43	19.35
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	52	47	90.38	9.62	23.40
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	12	10	83.33	16.67	--
<b>English Learners</b>	18	14	77.78	22.22	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	32	31	96.88	3.12	19.35
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

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

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

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

## C. Engagement

### State Priority: Parental Involvement

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

#### 2021-22 Opportunities for Parental Involvement

##### 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 first 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.

Once pandemic restrictions are lifted, 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.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	360	351	16	4.6
Female	176	172	9	5.2
Male	184	179	7	3.9
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	257	255	14	5.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	11	9	0	0.0
White	81	77	2	2.6
English Learners	119	118	6	5.1
Foster Youth	0	0	0	0.0
Homeless	6	6	2	33.3
Socioeconomically Disadvantaged	171	170	10	5.9
Students Receiving Migrant Education Services	46	46	2	4.3
Students with Disabilities	36	35	1	2.9

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	2.70	0.00	3.99	0.09	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.81	2.34	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 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 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.

Aromas School posts location-specific student behavior expectations and enforces a school-wide discipline plan. Parents and students receive the discipline plan each year in the student handbook. 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, and safe 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.

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

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	1	
1	20	2		
2	19	2		
3	24		2	
4	22		2	
5	23		2	
6	16	2		

## 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	

## 2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.6563
Psychologist	0.3333
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

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

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,091.50	\$7,080.21	\$1,011.29	\$79,373.77
District	N/A	N/A	\$7,753.97	\$76,064
Percent Difference - School Site and District	N/A	N/A	-153.9	4.3
State			\$8,444	\$71,544
Percent Difference - School Site and State	N/A	N/A	-157.2	10.4

## 2020-21 Types of Services Funded

Types of Services Funded (Fiscal Year 2020-21)

Aromas School receives state and federal categorical resources from Title I and Title III 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://www.cde.ca.gov/ds/fd/ed/>.

## 2019-20 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$48,727	\$45,813
<b>Mid-Range Teacher Salary</b>	\$71,893	\$70,720
<b>Highest Teacher Salary</b>	\$102,166	\$93,973
<b>Average Principal Salary (Elementary)</b>	\$113,558	\$111,613
<b>Average Principal Salary (Middle)</b>	\$0	\$119,477
<b>Average Principal Salary (High)</b>	\$125,159	\$120,270
<b>Superintendent Salary</b>	\$151,500	\$150,704
<b>Percent of Budget for Teacher Salaries</b>	30%	29%
<b>Percent of Budget for Administrative Salaries</b>	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 conducts ongoing staff professional development (PD) in the Lexia suite of products (Core 5, Power Up, English). Professional development in the past three years has included Spatial-Temporal Math (ST Math), Reflex Math, Accelerated Reader, Guided Language Acquisition Design (BeGLAD), 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.

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 (STAR360 assessments, BPST, and formative and summative curriculum assessments). 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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	4

## Aromas-San Juan Unified School District 2020-21 Local Accountability Report Card (LARC) Addendum

# Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

## 2021-22 District Contact Information

<b>District Name</b>	Aromas-San Juan Unified School District
<b>Phone Number</b>	(831) 623-4500
<b>Superintendent</b>	Michele Huntoon
<b>Email Address</b>	<a href="mailto:mhuntoon@asjUSD.k12.ca.us">mhuntoon@asjUSD.k12.ca.us</a>
<b>District Website Address</b>	<a href="http://www.asjUSD.k12.ca.us">www.asjUSD.k12.ca.us</a>

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	529	480	90.74	9.26	37.84
<b>Female</b>	251	235	93.63	6.37	44.78
<b>Male</b>	278	245	88.13	11.87	31.28
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	344	322	93.60	6.40	35.96
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	30	23	76.67	23.33	39.13
<b>White</b>	143	125	87.41	12.59	40.65
<b>English Learners</b>	194	179	92.27	7.73	14.86
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	18	18	100.00	0.00	22.22
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	289	267	92.39	7.61	29.39
<b>Students Receiving Migrant Education Services</b>	70	65	92.86	7.14	28.57
<b>Students with Disabilities</b>	78	62	79.49	20.51	9.68

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	529	476	89.98	10.02	19.45
<b>Female</b>	251	232	92.43	7.57	16.88
<b>Male</b>	278	244	87.77	12.23	21.90
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	344	318	92.44	7.56	17.72
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	30	26	86.67	13.33	34.62
<b>White</b>	143	123	86.01		19.67
<b>English Learners</b>	194	182	93.81	6.19	8.84
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	18	18	100.00	0.00	0.00
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	289	266	92.04	7.96	13.26
<b>Students Receiving Migrant Education Services</b>	70	66	94.29	5.71	16.67
<b>Students with Disabilities</b>	78	61	78.21	21.79	5.00

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

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

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

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

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

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

