SARC
School Accountability Report Card 2018-19
Published in 2019-20

Ruby Drive Elementary School

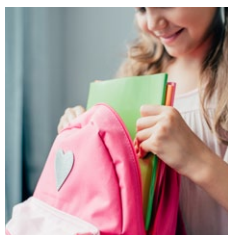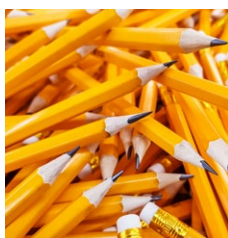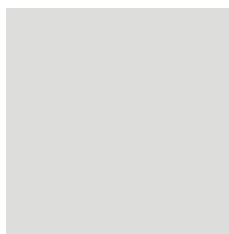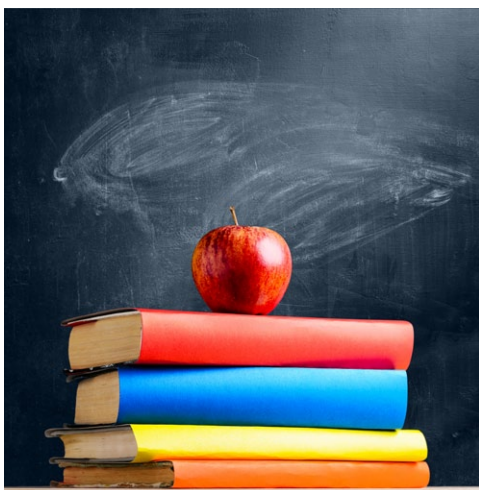*Ruby PRIDE Be Kind Be Safe Be Smart*

Grades PK-6
CDS Code 30-66647-6030084

Diana McKibben
Principal
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601 Ruby Drive
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www.rubydrive.org
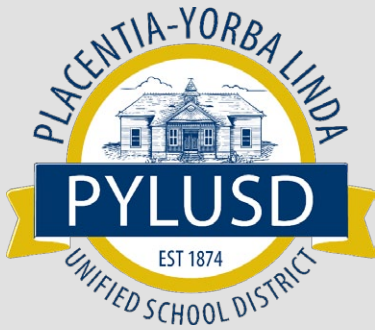
Para español, visita www.pylusd.org

Placentia-Yorba Linda Unified School District

District Mission Statement

We inspire all students through rigorous and relevant educational experiences that empower them to become responsible, ethical, and contributing citizens.

District Vision Statement

We are committed to being a dynamic and supportive learning community that prepares each and every student for success now and in the future.

Governing Board

Carrie Buck, President

Eric Padget, Vice President

Judi Carmona, Clerk

Karin Freeman, Trustee

Carol Downey, Trustee

PYLUSD: Where ...
Collaboration
Communication
Critical Thinking
Creativity
Digital Citizenship
Discovery
Excellence
Innovation
Teamwork
The Future
Happens!

Superintendent's Message

Dear PYLUSD Families,

On behalf of our Board of Education, I want to wish you and your family an exciting and successful start to the 2019-20 school year in the Placentia-Yorba Linda Unified School District (PYLUSD). I would like to take a moment to share a few updates regarding our district's strategic plan, known as The PYLUSD Advantage, and our ongoing efforts surrounding the plan's focus areas.

The PYLUSD Advantage serves as a compass to our decision-making and ensures that our students will have the advantage of an outstanding education. It is more than just a document, but rather a road map that outlines the reason we exist, the direction that drives us, what we stand for and so much more.

Earlier this year, a group of dedicated stakeholders including parents, students, community members, business and civic leaders, and our outstanding staff joined together to revise The PYLUSD Advantage that spanned from 2013 through 2018. This process required great attention to detail as the group carefully considered recent stakeholder survey data collected from PYLUSD families, students and employees. It involved many hours of commitment in order to build upon the plan's historic success. Now a finished product, the newly updated Advantage will be utilized from 2019 through 2024. It will continue to shape the future of our school district and can be viewed online anytime at www.pylusd.org/advantage.

The PYLUSD Advantage identifies five focus areas developed to direct the actions of our district. They are essential to the academic growth of our students and the sustained excellence of our organization. Our five focus areas are academic achievement, effective instruction and leadership, engaged community, safe and respectful environment, and optimized resources.

Focus Area 1.0: Academic Achievement is the core of our district's mission and vision. In PYLUSD, students are provided an array of enrichment opportunities to expand their educational experience. New this school year, five PYLUSD elementary schools will be participating in our full-day kindergarten pilot program. This includes Brookhaven, Glenknoll, Morse, Topaz and Woodsboro elementary schools. Our full-day program will be grounded in developmental research to ensure all participating students receive strong academic foundational instruction as well as additional time to participate in enriched visual and performing arts activities. Through the gift of additional time, students will have the opportunity to interact with other students during purposeful play, physical education, computer lab, library, music and movement, hands-on science and many other extended lessons. With the anticipated success of the pilot, PYLUSD hopes to expand the full-day kindergarten program districtwide for the 2020-21 school year.

Focus Area 2.0: Effective Instruction and Leadership ensures our district attracts, trains, and retains employees and strategic leaders who embrace our vision and values. Relative to this focus area for the 2019-20 school year, PYLUSD will provide an in-person training to school and district management staff on the important and challenging topic of bullying and harassment. Our commitment in this sensitive area of adolescence is recognized as essential to student success in PYLUSD. In addition, our district continues to be intentional about creating "belonging spaces" for all students on our campuses. We believe that when PYLUSD employees invest in students' name, face and story, they create a positive learning environment geared towards academic success and overall wellness.

Focus Area 3.0: Engaged Community encourages positive relationships among our students, staff, and parents as well as educational, business and community partners. PYLUSD looks forward to another school year of collaboration with two of our longstanding partners -- the Placentia-Yorba Linda Unified Council (PYLUC) of Parent Teacher Association (PTAs) and Parent Teacher Student Association (PTSAs) and the REACH Foundation. The award-winning PYLUC assists our individual school PTAs/PTSAs by modeling good parliamentary procedures and advocating on behalf of PYLUSD schools. The REACH Foundation is an all-volunteer, education-focused, 501 (c)(3) non-profit organization established to provide our students with resources to expand their knowledge in the areas of arts, athletics and academics. I encourage you to continue your valuable connections with your school's PTA/PTSA and the REACH Foundation in whatever way you may be able to this school year.

Focus Area 4.0: Safe and Respectful Environment will continue to serve as one of our primary objectives this school year. PYLUSD fosters a culture that promotes the emotional health, safety and well-being of students, staff and parents. We will continue to offer a long list of student wellness and mental health supports including our in-house board-certified behavior analyst and crisis counselor, as well as our registered behavior technicians, wellness specialists, psychologists and more. These individuals will provide counseling, guidance, and behavioral support to students both in and out of the classroom. Last school year, we implemented an electronic visitor management system at all PYLUSD school sites. The system, known as School Access Management or SAM, enhances school security by reading the drivers' license or other approved form of identification of campus visitors while comparing it to California Megan's Law and similar databases nationwide. SAM will continue to serve as a great support in helping protect our campuses, students and staff this school year. Furthermore, PYLUSD has entered into an agreement with Interquest Detection Canines, Inc. to provide trained detection canines to conduct random inspections of all high school campuses in our district throughout the 2019-20 year. These canines (Golden and Labrador Retrievers) are trained to detect the presence of illicit drugs, alcohol and gunpowder-based items. Lastly, every PYLUSD school site was scheduled to conduct an emergency lockdown drill with students and staff on campus before September 20. Our goal in conducting these drills is to reassure students, staff and families that we are prepared to respond to all safety-related concerns on our campuses.

Superintendent's Message, *Continued from page 2*

Focus Area 5.0: Optimized Resources ensures that all fiscal and capital resources are used to maximize educational opportunities in PYLUSD. New fencing systems continue to be installed at many of our schools to help maintain the flow and safety of our students during the school day, and to add an extra layer of support in securing our campus facilities. Summer also afforded essential time to enhance our learning environments with upgraded roofing, refreshed paint, brighter lights and much more. A special thanks to our maintenance and facilities department for their continued hard work in this area.

As you can see, it has been another busy summer here in PYLUSD! Before we begin, I encourage you to follow the district on Facebook, Instagram and Twitter to stay up-to-date on all of our exciting happenings. We often showcase the many accomplishments achieved by each and every one of our outstanding schools. Lastly, I thank you for your continued support as we work to always be the very best for our students, families, employees and community.

Happy new school year, PYLUSD ... It is sure to be our best year yet!

Sincerely,

Gregory S. Plutko, Ed.D.

Superintendent of Schools

Placentia-Yorba Linda Unified School District

gplutko@pylusd.org

Principal's Message

Truly a neighborhood school, Ruby Drive Elementary School is an integral part of the community that it serves. For generations, Ruby has been preparing students for real-world success. Many students are the third generation of their families to attend Ruby Drive. With this history comes the responsibility to continue the heritage and build on it. The teachers and staff are committed to the success of all students. We use many intervention and enrichment activities to provide for each student's unique needs, such as the Response to Intervention (RTI) model with the use of support staff to allow students an opportunity to work at their levels. This includes their language levels through the work of the 6 hour/4 days per week English language development (ELD) staff member. After-school programs provide homework and academic-skills support for various groups of students. Safety of all students is built around the core principles of our Positive Behavioral Interventions and Supports (PBIS) model, supported by the Orange County Department of Education. Ruby Pride promotes student responsibility for the individual and others. The arts enrich our program with Meet the Masters, a sixth-grade Shakespeare play, a kindergarten holiday production, and musical and dance performances. We celebrate academic success through trimester awards assemblies, where student achievement and attendance is shared with family and friends. The well-trained and dedicated staff will continue training in and implementing new cutting-edge instructional programs incorporating the use of our rich supply of computers (desktop and laptop) as we prepare students for success in the 21st century. The recently completed landscaping and upgrades to the facilities have created a beautiful campus that promotes pride and a stunning learning environment. The school year ahead is full of promise through our commitment to student excellence as we challenge our students to be responsible, ethical and engaged citizens. Ruby Drive has won the Gold Ribbon Award and a Title I Academic Achievement Award. Ruby is a California AVID Showcase School (2018) and a recipient of the Bronze Award from the Alliance for a Healthier Generation recognizing Ruby Drive as one of America's Healthiest Schools (2019). In spring, 2019, Ruby Drive hosted an AVID Showcase attended by administrators and educators from Orange County.

Parental Involvement

Ruby Drive has an active English Learner Advisory Committee (ELAC), School Site Council (SSC) and volunteer program to encourage parents and community members to be involved on a personal level in the needs and the work of the school.

Ruby Drive Elementary parents are active in a variety of support groups and adult learning opportunities. The school provides parent education courses and English instruction through North Orange County Community College/CBE. The classes are free and free child care is provided. If you would like to learn more about our programs, please visit our campus or call our office at (714) 996-1921 for an appointment. Love and Logic parenting support classes are offered.

School Safety

The plan includes a school discipline plan, which is reviewed with students at the fall rules assemblies. The crisis plan includes a schedule of earthquake, fire and lockdown practice drills that provide an opportunity to review everyone's roles. A duty schedule provides appropriate supervision before, during and after school hours. Ruby Drive takes part in the PBIS education program where students learn how to help develop positive character traits such as respect, diligence and good judgement. Grades 3-6 receive additional training on cyberbullying. The district suspension and expulsion policy is followed with Restorative Justice practices guiding decisions. The school safety plan was last reviewed, updated and discussed with the school faculty in November 2019.

Placentia-Yorba Linda Unified School District Core Values

What We Stand For and Represent

Excellence

We relentlessly pursue excellence in all academic and organizational endeavors.

Collaboration

We actively seek opportunities to serve and work together with all members of our school community to ensure student success.

Integrity

We foster relationships that promote respect, responsibility and honesty to ensure the wellbeing of all.

Innovation

We create a culture that celebrates ingenuity, promotes adaptability and inspires intellectual exploration.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.
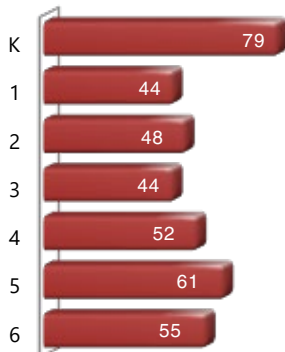

School Mission Statement

Ruby Drive Elementary School holds high expectations for students to become college and career ready in their academics and behavior so that they may be responsible, ethical and engaged members in a global society. We are committed to reaching these expectations through a collaboration of students, parents, staff and administration.

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade

Grade	Enrollment
K	79
1	44
2	48
3	44
4	52
5	61
6	55

Enrollment by Student Group

The total enrollment at the school was 383 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2018-19 School Year

Hispanic or Latino 92.7%
Native Hawaiian or Pacific Islander 0.3%
White 4.7%
Black or African-American 1.0%
Asian 1.0%
Filipino 0.3%
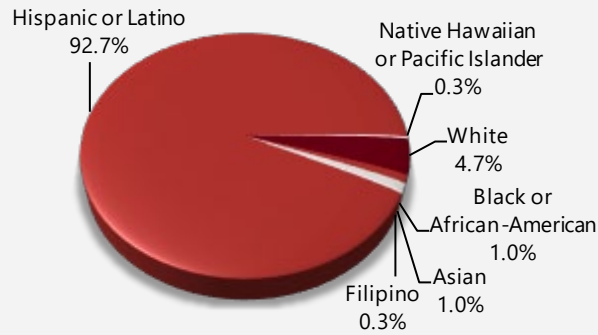
	2018-19 School Year
Socioeconomically disadvantaged	90.30%
English learners	43.10%
Students with disabilities	18.50%
Foster youth	0.50%
Homeless	35.50%

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Ruby Drive ES	16-17	17-18	18-19
Suspension rates	0.7%	0.2%	1.7%
Expulsion rates	0.0%	0.0%	0.0%

PYLUSD	16-17	17-18	18-19
Suspension rates	2.6%	2.8%	2.0%
Expulsion rates	0.1%	0.1%	0.1%

California	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.
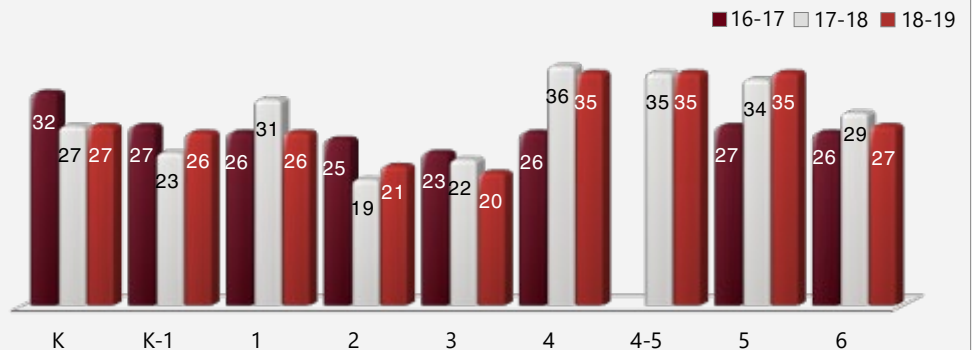
Average Class Size — Three-Year Data

Legend: ■ 16-17 □ 17-18 ■ 18-19

Grade	16-17	17-18	18-19
K	32	27	27
K-1	27	23	26
1	26	31	26
2	25	19	21
3	23	22	20
4	26	36	35
4-5	35	35	27
5	34	35	27
6	26	29	27

Number of Classrooms by Size — Three-Year Data

Grade	2016-17			2017-18			2018-19		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		1			1			1	
K-1		1			1			1	
1		1			1			1	
2		2			2			2	
3		2			2			2	
4		2				1			1
4-5						1			1
5		2				1			1
6		2			2			2	

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Ruby Drive ES		PYLUSD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Ruby Drive ES		PYLUSD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	42%	49%	68%	68%	50%	51%
Mathematics	33%	35%	59%	59%	38%	40%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

| California Physical Fitness Test	2018-19 School Year
Percentage of Students Meeting Fitness Standards	Ruby Drive ES
	Grade 5
Four of six standards	22.6%
Five of six standards	19.4%
Six of six standards	16.1%

California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.
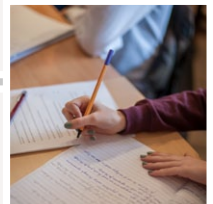
CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-6.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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

✧ Not applicable.

CAASPP Results by Student Group: English Language Arts (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards	2018-19 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	220	209	95.00%	5.00%	48.80%
Male	111	106	95.50%	4.50%	44.34%
Female	109	103	94.50%	5.50%	53.40%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	207	197	95.17%	4.83%	48.22%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	204	195	95.59%	4.41%	47.18%
English learners	128	120	93.75%	6.25%	42.50%
Students with disabilities	51	45	88.24%	11.76%	8.89%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	81	75	92.59%	7.41%	40.00%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.
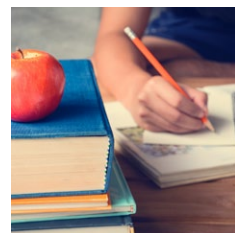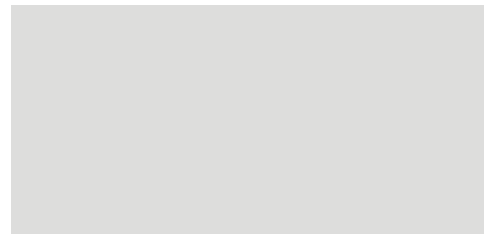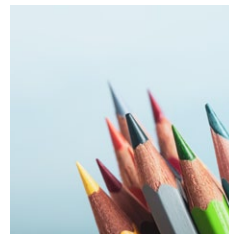
CAASPP Results by Student Group: Mathematics (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards	2018-19 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	220	209	95.00%	5.00%	35.41%
Male	111	106	95.50%	4.50%	35.85%
Female	109	103	94.50%	5.50%	34.95%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	207	197	95.17%	4.83%	35.03%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	204	195	95.59%	4.41%	34.36%
English learners	128	120	93.75%	6.25%	33.33%
Students with disabilities	51	45	88.24%	11.76%	8.89%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	81	75	92.59%	7.41%	29.33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.
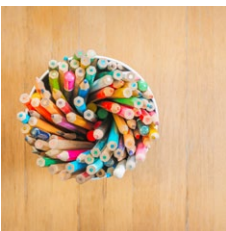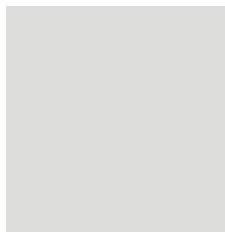
Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned text-books and instructional materials.

Percentage of Students Lacking Materials by Subject	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2019-20 School Year	
Data collection date	9/10/2019

Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Textbooks and Instructional Materials

The deputy superintendent shall appoint a principal or other administrator to chair the districtwide textbook-selection process. A Steering Committee shall be selected and consist of one certificated staff member from each elementary school or at least one teacher from each school from the subject-area department for which adoption is pending (secondary). Appointments to the committee will be based on professional expertise, desire to serve insofar as possible, and the demographic diversity of the district. The Steering Committee shall review materials submitted on state-authorized lists and any other materials that may be considered for adoption. If pilot usage is to be pursued, the Steering Committee shall select the material to be piloted. With or without piloting, the Steering Committee will recommend adoption to the District Curriculum Council, which shall make an adoption recommendation to the deputy superintendent. The deputy superintendent is responsible for preparing recommendations for the Board of Education.

The most recent public hearing to adopt a resolution on the sufficiency of instructional materials was held in September 2019. English language arts (ELA) and English language development (ELD) textbooks were adopted in the spring of 2017 and were chosen from the state-approved list. Textbook content aligns within the curriculum frameworks adopted by the State Board of Education. The California State Science Framework and the Next Generation Science Standards (NGSS) were adopted in 2016. NGSS aligned science textbooks became available for preview in the spring of 2018. The Science Steering Committee recommended two K-5 publications two 6-8 publications for a pilot during the 2019-20 school year. The District Curriculum Council may recommended textbooks for adoption in the spring of 2020. If adopted, implementation of the NGSS aligned materials will begin in 2020-21.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	**Textbook**	**Adopted**
English language arts	Benchmark Advance, Benchmark Education Company (K-5)	2017
English language arts	*Reading,* Houghton Mifflin (K-5)	2003
English language arts	*Medallions,* Houghton Mifflin (upgrade)	2003
English language arts	Houghton Mifflin Harcourt California Collections, Houghton Mifflin Harcourt (6)	2017
English language arts	Language Circle Series, Project Read Phonology	2003
English language arts	*Written Expression*	2003
Mathematics	*California Math,* Houghton Mifflin (K-5)	2009
Mathematics	*Mathematics, Course 1;* Prentice Hall (6)	2009
Science	Full Option Science System (FOSS), California Edition; Delta Education (K-5)	2008
Science	*Focus on Earth Science,* California Edition; Glencoe (6)	2007
History/social science	*History-Social Science for California,* Scott Foresman (K-5)	2007
History/social science	*Discovering Our Past: Ancient Civilizations,* Glencoe (6)	2006

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	2019-20 School Year
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status	2019-20 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent school site inspection	10/31/2019
Date of the most recent completion of the inspection form	10/31/2019

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2019-20 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Systems	Exhaust Fans. Work Order 96850 Submitted for Repairs.	July 2019
Interior	Ceiling Tiles. Work Order 96850 Submitted for Repairs.	July 2019
Cleanliness	Items Stored to High. Work Order 96850 Submitted for Repairs.	July 2019
Electrical	Missing Electrical Covers. Work Order 96850 Submitted for Repairs.	July 2019
Restrooms/fountains	Loose Fixtures. Work Order 96850 Submitted for Repairs.	September 2019
Safety	Improper Storage of Chemicals, Air Fresheners. Work Order 96850 Submitted for Repairs.	July 2019
Structural	Dry Rot On Siding. Work Order 96850 Submitted for Repairs.	July 2019
External	Trip Hazard on Asphalt. Work Order 96850 Submitted for Repairs.	September 2019

"For generations, Ruby has been preparing students for real-world success."

School Facilities

Education is a top priority in the community of Placentia-Yorba Linda, and maintaining a safe and orderly environment maximizes student learning. Facilities are maintained through the diligent efforts of the site custodial crews and the district maintenance staff. PYLUSD principals and the custodial supervisor work with the site custodial staff to develop cleaning schedules to maintain clean and safe schools. District maintenance staff performs the repairs necessary to keep the schools in good working order in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Ruby Drive Elementary was built in 1960. There are four freestanding brick buildings with four classrooms each; two freestanding brick buildings of two classrooms each; nine portable classrooms; and buildings for the library/computer lab, multipurpose room/kitchen, staff lounge/workroom, and an office building. There are also eight restrooms. In October 2019, the school was inspected and met all standards of good repair. A staff of two full-time custodians maintain the campus. The district maintenance department is timely in its response to repair work orders that are submitted.

Landscaping and hardscape work enhance the appearance and usefulness of the open areas.

The school has one main computer lab (part of the library building); a computer minilab, with an equal number of computers; a multipurpose room; kitchen prep area; library; and a generous playing field and blacktopped area for outdoor activities. Adequate classrooms and a generously sized multipurpose room accommodate indoor teaching and events.

There are 13 general-education classrooms; three special-day classrooms; and four rooms for the services of a speech therapist, psychologist, resource service provider and the instructional specialist coach. A part-time music program and the after-school program Community After School Academy (CASA) use portable classrooms.

Ruby Drive keeps students safe on school grounds before, during and after school with staff scheduling of supervision times as well as normal hours of supervision. Five noon-duty supervisors provide additional supervision during the lunchtime schedule. The after-school CASA program provides supervision and support for 80 students with the last students going home at 6 p.m.

School Description

Ruby Drive Elementary School is located in the city of Placentia. The attendance area encompasses students living in Placentia as well as some in the adjacent cities of Fullerton and Anaheim. Ruby Drive has 394 students in grades TK-6. There are:

- 13 regular education classrooms
- A full-time Title I coordinator
- Three special day classes
- A resource specialist teacher
- A speech therapist
- A part-time psychologist
- An itinerant physical education teacher
- A principal
- A part-time library clerk
- A part-time computer lab aide
- Seven part-time instructional class-room aides

The office staff consists of a secretary, part-time clerk and part-time health clerk. School cleanliness and safety are top priorities. The school has five lunch supervisors and two custodians. Our goal at Ruby Drive is to provide each student with a challenging and rigorous curriculum appropriate to his or her academic level. We believe every child can achieve academic success. To this end, every child will be provided with quality instructional experiences that recognize, support and maintain high expectations for all students and the needs of each student.

Types of Services Funded

Programs and supplemental services that are provided at the school either through categorical funds or other sources that support and assist students include:

- PTA gifts funds: Used for a variety of programs beneficial to the children such as field trip transportation, assemblies, after-school programs and other instructional supplies
- Title I funding: Federal funding based on the free and reduced-price lunch program participation rates to provide additional services
- Meet the Masters art program
- Hip-hop dance classes for the after-school program
- Accelerated Reader program
- Ticket to Read program
- Spatial-Temporal (ST) Math
- After-school math intervention pro-gram with certificated staff
- Girls on the Run
- Advancement Via Individual Determination (AVID)
- Coast to Coast Soccer

Professional Development

2017-18

PYLUSD facilitates professional development in ways that impact all teachers. In late August, prior to the return of students, all PYLUSD teachers participated in a half-day of professional development. The primary focus of training for K-6 teachers and middle school English Language Arts/English Language Development (ELA/ELD) teachers was to provide an overview of the district's new universal screener, iReady. Teachers learned about the overall iReady program, specifically how to administer assessments and interpret student, class, and school level reports. PYLUSD also provided content specific professional development training to all middle and high school teachers on curriculum transitions in specific content areas and in Common Core State Standards (CCSS).

A wide variety of professional development opportunities for individuals, small groups, as well as large groups are made available throughout the school year. For 2017-2018, specific professional development emphasis has been placed on recently adopted ELA/ELD adopted materials. Other areas of focus include integrated and designated ELD, transitioning toward Next Generation Science Standards (NGSS), Universal Design for Learning (UDL), writing, inquiry, collaboration, organization and reading (WICOR), Advancement Via Individual Determination (AVID) Strategies, technology, including the annual Google Summit, and dis-trictwide initiatives, such as Cognitively Guided Instruction (CGI), Extending Children's Mathematics (ECM), FOSS Science (with embedded literacy strategies and science and engineering practices), Step up to Writing, Project Read, and Positive Behavioral Interventions and Supports (PBIS). These trainings are provided in the form of all-day trainings, half-day trainings, Professional Learning Communities (PLC) modules, and on-site coaching opportunities.

PYLUSD's district wide Induction program provides numerous professional development opportunities and supports for new general and special education teachers and their advisors. Elementary teachers also receive ongoing professional development at the site throughout the school year during early release Wednesdays. At the middle and high school levels, professional development takes place on designated "late-start" Mon-days. Both of these models allow teachers the time necessary for collaboration by grade level and depart-ment. Educational Services also ensures the ongoing training of teachers in the International Baccalaureate Program and AVID Institutes.

2018-19

PYLUSD facilitates professional development in a variety of innovative ways to positively impact classroom instruction. In late August, prior to the return of students, all K-12 teachers participated in a half-day of professional development with Dr. Kate Kinsella. The primary focus of training was academic vocabulary for all students, as well as five specific Instructional Routines (5 for All) to support students in the acquisition of academic vocabulary and increased academic achievement across all subject areas. Teachers continue to receive training on 5 for All through onsite professional development, Instructional Routine modules and classroom observations.

Many professional development opportunities for individuals, small groups, as well as large groups are made available throughout the school year. For 2018-19, specific professional development emphasis has been placed on the adopted ELA/ELD materials Benchmark Advance (K-5), Collections (6-8) and Study Sync (9-12). Other areas of focus include integrated and designated ELD, transitioning toward NGSS, UDL, WICOR (AVID Strategies) and technology, including You Cube hybrid PD and the annual Google Summit provided by the EdTech Team that integrates educational technology into instruction. Districtwide training on initiatives such as CGI, ECM, FOSS Science (with embedded literacy strategies and science and engineering practices), Step up to Writing, Project Read, Student Study Team (SST) and PBIS are also provided to teachers. In addition to content specific professional development, Educational Services supports the training of teachers on PLCs and working in collaborative teams, the International Baccalaureate Program and AVID. Professional devel-opment opportunities are provided in the form of all-day trainings, half-day trainings, collaborative team meetings and on-site coaching.

PYLUSD's districtwide induction program provides numerous professional development opportunities and supports for new general and special education teachers and their mentors. Elementary teachers also receive ongoing professional development at the site throughout the school year during early release Wednesdays. At the middle and high school levels, professional development takes place on designated "late-start" Mon-days. Both of these models allow teachers the time necessary for collaborative team meetings by grade level and department.

2019-2020

PYLUSD provides a variety of professional development opportunities for teachers throughout the year. In August, before the school year began, all K-12 teachers participated in a half-day of professional develop-ment. K-5 teachers learned about the tenants of Love & Logic for classroom management from Dr. Charles Faye of the Love & Logic Institute. Following this, they participated in grade-level breakout groups to ex-amine the California Common Core Standards in math and discuss which math standards should comprise Guaranteed and Viable Curriculum (GVC) for PYLUSD students at each grade level. 6-12 grade teachers also learned about Love & Logic student management principles from Dr. Charles Faye. Following this, they broke out into subject-specific workshops of their choosing. These workshops covered a variety of topics, includ-ing NGSS instruction, useful classroom technology tools, water safety, mindfulness techniques, and utilizing WICOR strategies to improve student learning.

A wide variety of professional development opportunities for individuals, small groups and large groups are made available throughout the school year.

Professional Development, *Continued from page 10*

For 2019-20, while we continue to provide training in the adopted ELA/ELD materials, Benchmark Advance (K-5), Collections (6-8) and StudySync (9-12). Specific professional development emphasis has been placed on math, science and writing instruction. All 4th grade through Algebra math teachers have received two full days of instruction on mindset, meaningful classroom activities, and the use of interim assessments to guide instruction from consultant Carl Veater, Director of the San Joaquin Valley Mathematics Project. In science, district teachers on special assignment (TOSAs) are training all K-5 teachers and 6-8 teachers of science in NGSS practices, with specific training in Toolkit for Instructional Materials Evaluation and Ambitious Science Teaching for members of the materials adoption steering committee. Meanwhile, the 14-member 9-12 Science Leadership Team is working on incorporating NGSS into existing high school science courses ahead of adopting new instructional materials for high school. Additionally, PYLUSD is fortunate to have Dr. Kate Kinsella conducting three day writing workshops for all 3-12 grade ELA teachers, and consulting on designated ELD instruction as well as 5 for All Essential Routines for integrated ELD K-12 instruction. Other areas of focus continue to be UDL, WICOR (AVID Strategies), CGI, ECM, and the annual Google Summit that helps teachers learn to integrate educational technology into instruction. In addition to content-specific professional development, educational services supports the training of teachers on PLCs, SST, PBIS, the International Baccalaureate Program, and AVID. Professional development opportunities are provided in the form of all-day trainings, half-day trainings, collaborative team meetings, after school workshops and on-site coaching.

PYLUSD's districtwide induction program provides numerous professional development opportunities and supports for new general and special education teachers and their mentors. All teachers also receive ongoing professional development at the site throughout the school year during early release Wednesdays or late-start Mondays. These days allow teachers the time necessary for collaborative team meetings by grade level and department.

Professional Development Days	Three-Year Data		
	2017-18	2018-19	2019-20
Number of school days dedicated to staff development and continuous improvement	0.5 days	0.5 days	0.5 days

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	PYLUSD	Ruby Drive ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	1,077	23	20	21
Without a full credential	9	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Ruby Drive ES		
Teachers	17-18	18-19	19-20
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	1.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.5
Psychologist	0.6
Social worker	0.0
Nurse	0.4
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	1.0

✧ Not applicable.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	$7,499
Expenditures per pupil from restricted sources	$1,493
Expenditures per pupil from unrestricted sources	$6,006
Annual average teacher salary	$87,021

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2017-18 Fiscal Year	
	PYLUSD	**Similar Sized District**
Beginning teacher salary	$44,630	$48,612
Midrange teacher salary	$82,740	$74,676
Highest teacher salary	$103,802	$99,791
Average elementary school principal salary	$116,469	$125,830
Average middle school principal salary	$118,850	$131,167
Average high school principal salary	$135,949	$144,822
Superintendent salary	$299,970	$275,796
Teacher salaries: percentage of budget	37%	34%
Administrative salaries: percentage of budget	5%	5%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2017-18 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Ruby Drive ES	$6,006	$87,021
PYLUSD	$7,860	$87,995
California	$7,507	$82,403
School and district: percentage difference	-23.6%	-1.1%
School and California: percentage difference	-20.0%	+5.6%

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at http://dq.cde.ca.gov/dataquest. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.