

Boronda Meadows 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/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/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/ 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/ 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

| | |
|--|---|
| School Name | Boronda Meadows Elementary School |
| Street | 915 Larkin Street |
| City, State, Zip | Salinas, CA 93907 |
| Phone Number | (831) 784-5400 |
| Principal | Janet Gutierrez |
| Email Address | jgutierrez@salinascity.k12.ca.us |
| School Website | https://salinascityesd.org/boronda-meadows |
| County-District-School (CDS) Code | 27-66142-0108068 |

2021-22 District Contact Information

| | |
|---------------------------------|---|
| District Name | Salinas City Elementary School District |
| Phone Number | (831) 753-5600 |
| Superintendent | Dr. Rebeca Andrade |
| Email Address | randrade@salinascity.k12.ca.us |
| District Website Address | www.salinascityesd.org |

2021-22 School Overview

SCHOOL MISSION:

"Boronda Meadows Elementary School, in partnership with our school community, will provide all students with quality instruction and multiple learning experiences in a safe and nurturing environment, to foster future-ready learners and responsible citizens."

Welcome to Boronda Meadows Elementary School, Home of the Hawks! At Boronda Meadows, our school mission in partnership with our school community is to provide all students with quality instruction and multiple learning experiences in a safe and nurturing environment, to foster future-ready learners, and responsible citizens.

We are a Title I school that educates 756 students daily. Our school is comprised of 28 General Ed Classes, Preschool SDC, one RSP class, and one SDC class. Approximately 86.8 percent of our student population qualify for Free and Reduced Lunch. 62.7 percent of our students are English Language Learners.

As educators, we are committed and passionate and our Boronda Meadows team holds high expectations for all students. Through collective action, we support our students in achieving both, their socio-emotional & academic potential. We connect with community partners, such as but not limited to, The First Tee of Monterey County, Monterey County Health Department, and Harmony at Home, to offer our students opportunities and experiences that promote physical and socio-emotional health, along with life-enhancing values such as honesty, integrity, and sportsmanship. Furthermore, we implement the proactive approach of Positive Behavior Interventions and Supports (PBIS). We have developed a school culture that encourages each child to achieve socio-emotional and academic success.

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 87 |
| Grade 1 | 99 |
| Grade 2 | 99 |
| Grade 3 | 81 |
| Grade 4 | 101 |
| Grade 5 | 106 |
| Grade 6 | 93 |
| Total Enrollment | 666 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 47.3 |
| Male | 52.7 |
| American Indian or Alaska Native | 0.3 |
| Asian | 0.3 |
| Black or African American | 0.9 |
| Filipino | 0.5 |
| Hispanic or Latino | 95.8 |
| Two or More Races | 1.1 |
| White | 1.2 |
| English Learners | 58.1 |
| Homeless | 33.8 |
| Socioeconomically Disadvantaged | 85.6 |
| Students with Disabilities | 9.8 |

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>

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 27.0 | 87.1 | 320.4 | 87.0 | 228366.1 | 83.1 |
| Intern Credential Holders Properly Assigned | 0.0 | 0.0 | 10.0 | 2.7 | 4205.9 | 1.5 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 4.0 | 12.9 | 21.0 | 5.7 | 11216.7 | 4.1 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.0 | 0.0 | 11.0 | 3.0 | 12115.8 | 4.4 |
| Unknown | 0.0 | 0.0 | 6.0 | 1.6 | 18854.3 | 6.9 |
| Total Teaching Positions | 31.0 | 100.0 | 368.4 | 100.0 | 274759.1 | 100.0 |

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.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 |
|--|---------|
| Permits and Waivers | 3.0 |
| Misassignments | 1.0 |
| Vacant Positions | 0.0 |
| Total Teachers Without Credentials and Misassignments | 4.0 |

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 |
|---|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.0 |
| Local Assignment Options | 0.0 |
| Total Out-of-Field Teachers | 0.0 |

2020-21 Class Assignments

| Indicator | 2020-21 |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 3.8 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.0 |

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Salinas City Elementary School District has made every effort to comply with the Instructional Quality Commission of the California State Board of Education. Curriculum frameworks have provided guidance for implementing the content standards adopted by the state and the district. Approved supplemental materials have also been provided for school sites to support instructional differentiation and the Response to Intervention program model.

Year and month in which the data were collected

August 2021

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-----------------------------------|--|-----------------------------|--|
| Reading/Language Arts | Benchmark Advance/Adelante February 13, 2017 | Yes | 0% |
| Mathematics | Eureka Math, Great Minds, 2015 (English) / April 13, 2015 Eureka Math, Great Minds, 2016 (Spanish) / October 10, 2016 | Yes | 0% |
| Science | McMillan/McGraw-Hill, Science, K-6, 2007 | Yes | 0% |
| History-Social Science | SAVVASS, My World Interactive, K-6, 2019 | Yes | 0% |
| Foreign Language | Benchmark Adelante February 13, 2017 | Yes | 0% |
| Health | ETR, Health Smart, K-5, 2009; A Talk in Time, 6th | Yes | 0% |
| Visual and Performing Arts | Silver Burdett, Music, K-6 | Yes | 0% |

School Facility Conditions and Planned Improvements

Shade structure scheduled for summer 2022

Year and month of the most recent FIT report

05/24/2021

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | X | | |
| Electrical | X | X | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | 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 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (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 | 384 | NT | NT | NT | NT |
| Female | 177 | NT | NT | NT | NT |
| Male | 207 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 368 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | NT | NT | NT | NT |
| White | -- | NT | NT | NT | NT |
| English Learners | 207 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 240 | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 334 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | -- | NT | NT | NT | NT |
| Students with Disabilities | 41 | NT | NT | NT | NT |

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 | 384 | NT | NT | NT | NT |
| Female | 177 | NT | NT | NT | NT |
| Male | 207 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 368 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | NT | NT | NT | NT |
| White | -- | NT | NT | NT | NT |
| English Learners | 207 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 240 | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 334 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | -- | NT | NT | NT | NT |
| Students with Disabilities | 41 | NT | NT | NT | NT |

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.

| Star Reading Enterprise Tests Student Groups | Star Reading Enterprise Tests Total Enrollment | Star Reading Enterprise Tests Number Tested | Star Reading Enterprise Tests Percent Tested | Star Reading Enterprise Tests Percent Not Tested | Star Reading Enterprise Tests Percent At or Above Grade Level |
|--|--|---|--|--|---|
| All Students | 384 | 346 | 90% | 10% | 23% |
| Female | 178 | 166 | 93% | 7% | 24% |
| Male | 206 | 180 | 87% | 13% | 21% |

| | | | | | |
|--|-----|-----|-----|-----|-----|
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 368 | 330 | 90% | 10% | 23% |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 207 | 186 | 90% | 10% | 9% |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 129 | 116 | 90% | 10% | 19% |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 331 | 296 | 89% | 11% | 20% |
| Students Receiving Migrant Education Services | 12 | 11 | 92% | 8% | 9% |
| Students with Disabilities | 41 | 39 | 95% | 5% | 8% |

*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.

| Star Reading Enterprise Tests Student Groups | Star Reading Enterprise Tests Total Enrollment | Star Reading Enterprise Tests Number Tested | Star Reading Enterprise Tests Percent Tested | Star Reading Enterprise Tests Percent Not Tested | Star Reading Enterprise Tests Percent At or Above Grade Level |
|--|---|--|---|---|--|
| All Students | 384 | 362 | 94% | 6% | 25% |
| Female | 178 | 171 | 96% | 4% | 26% |
| Male | 206 | 191 | 93% | 7% | 25% |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 368 | 346 | 94% | 6% | 25% |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 207 | 195 | 94% | 6% | 11% |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 129 | 120 | 93% | 7% | 23% |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 331 | 310 | 94% | 6% | 23% |
| Students Receiving Migrant Education Services | 12 | 11 | 92% | 8% | 18% |

| | | | | | |
|-----------------------------------|----|----|-----|----|----|
| Students with Disabilities | 41 | 38 | 93% | 7% | 8% |
|-----------------------------------|----|----|-----|----|----|

*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 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | NT | N/A | NT | 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 |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 106 | NT | NT | NT | NT |
| Female | 50 | NT | NT | NT | NT |
| Male | 56 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 103 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | NT | NT | NT | NT |
| White | -- | NT | NT | NT | NT |
| English Learners | 62 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 66 | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 90 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | -- | NT | NT | NT | NT |
| Students with Disabilities | 17 | NT | NT | NT | NT |

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

Our families are integral in the success we have as the school community and our full-time parent coordinator has a passion for parent and community involvement. With her help, we are able to provide a variety of engagement opportunities for our parents and community members. With Title I Parent Involvement funding we provide parent opportunities to attend trainings and workshops throughout the school year. We have many ways for parents to participate in the life of our school, and we depend on parents to keep our program running smoothly. Parents can join our School Site Council (SSC), which works with administration, and teachers to help plan for academic improvement and to make financial decisions on programs by special purpose funds. English learners parent meetings are also held with SSC and the input at those meetings is important.

Parent involvement is highly encouraged and solicited. Various opportunities are available for parental involvement. Parents are encouraged to join our School Site Council (SSC) and English Language Advisory Committee (ELAC), which collaborates with site administration on financial decision-making, as it relates to student academic achievement, school culture & climate, and parent/community involvement. Parents of English learners are vital to our English Learner Advisory Committee (ELAC). We seek their input to make informed decisions on the selection of services/activities which support our English Language Learner Student Population. Also we invite parent membership to our Culture Climate Committee (Triple C); this group analyzes student behavior data, and based on results, makes recommendations of services, activities, and or systems to benefit our school's culture and climate. Lastly, we elicit parent participation in our Attendance Leadership Team; this group analyzes student attendance data and makes recommendations on actions & activities that will support daily student attendance.

Our Student Activities Fundraising Group (SAF) encourages parents to attend their meetings. It fundraises to support activities/items such as, but not limited to: purchase of school library books, attendance, behavior incentives, sports team registration costs, and school-wide community events, such as La Posada. Furthermore, the SAF sponsors school-wide activities such as: Family Movie Nights, Fall School Carnival, La Posada, "Dia del Niño," etc.

Before the pandemic, parents are also welcome to volunteer in their child's classroom; parents are to make scheduling and task assignment arrangements with the classroom teacher.

2021-22 Opportunities for Parental Involvement

Additionally, before the pandemic parents are encouraged to participate in the educational opportunities offered at our school, such as: 1) Presentations on parent recommended topics presented by Psychologist Eizner 2) Strengthening Families Evening Sessions 3) Computer/English Literacy Classes, etc. Currently, parents are encouraged to participate in virtual meetings with the school principal. Some of the topics include but are not limited to: PBIS, Olweus our Anti-Bullying Program, Parent Conferences, and Blue Zones Project. Parents are highly encouraged to attend their son or daughter's parent conference either via phone, virtual, or in person.

For more information on parent involvement opportunities, please contact our Parent Coordinator, (831) 784-5400 Ext. 1394. Parents are vital to our student's overall well-being and growth!

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 697 | 688 | 96 | 14.0 |
| Female | 330 | 324 | 42 | 13.0 |
| Male | 367 | 364 | 54 | 14.8 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 2 | 2 | 0 | 0.0 |
| Black or African American | 6 | 6 | 0 | 0.0 |
| Filipino | 3 | 3 | 0 | 0.0 |
| Hispanic or Latino | 667 | 659 | 94 | 14.3 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 8 | 8 | 1 | 12.5 |
| White | 9 | 8 | 1 | 12.5 |
| English Learners | 417 | 413 | 59 | 14.3 |
| Foster Youth | 1 | 1 | 0 | 0.0 |
| Homeless | 251 | 248 | 45 | 18.1 |
| Socioeconomically Disadvantaged | 603 | 597 | 93 | 15.6 |
| Students Receiving Migrant Education Services | 28 | 28 | 4 | 14.3 |
| Students with Disabilities | 71 | 70 | 16 | 22.9 |

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 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 2.10 | 0.14 | 3.16 | 0.15 | 3.47 | 0.20 |
| Expulsions | 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 |
|--------------------|----------------|------------------|---------------|
| Suspensions | 1.46 | 1.82 | 2.45 |
| Expulsions | 0.00 | 0.01 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| All Students | 0.14 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.27 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.15 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.40 | 0.00 |
| Socioeconomically Disadvantaged | 0.17 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

2021-22 School Safety Plan

The school site has a fully surrounding security fence with electronically controlled access gates: 2 pedestrian and 2 vehicle – these gates assure that all visitors enter through the main office when school is in session. Visitors are required to sign in at the school office and receive a visitor’s pass. Staff members report anyone without a pass to the school office. Students who leave prior to the end of the school day must be signed out in the front office by a responsible authorized adult .

We review discipline and safety procedures with the staff throughout the school year. We also review playground rules with students to ensure safety on the campus. Staff members use walkie-talkies to communicate with the office from the playground. Installed is school-wide surround intercom system, along with intercom telephones in each classroom. Students are allowed on-campus 30 minutes prior to the start of instruction. During the first 30 minutes, morning supervisors monitor students. Ten minutes prior to the start of instruction students report to their classroom and are supervised by their teacher. Teachers supervise students during morning recess and campus supervisors during the lunch period. Supervision is provided by certificated and classified staff, vice-principal, and principal; all wear a florescent yellow vest for visibility purposes. Site administration oversees the supervision of all students.

We review and revise our School Safety Plan annually. The plan includes procedures for various emergencies, exit routes, and inventories of emergency supplies. The plan is available in our school office. The safety plan is shared with the School's Site Council/ English Language Advisory Committee at a monthly meeting and was shared with school staff during a staff meeting. We conduct the following emergency response drills at the noted minimum frequency: fire/monthly (after school programs, 3 times annually); lockdown & shelter-in-place (after school programs 2 times annually) and earthquake/twice a year. We also participated in the Monterey County disaster drill in October 2021. Safety concerns and procedures are shared and addressed at staff meetings & School Site Council/English Language Advisory Committee Meetings.

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 | 24 | | 4 | |
| 1 | 25 | | 3 | |
| 2 | 25 | | 4 | |
| 3 | 24 | | 4 | |
| 4 | 23 | 2 | 2 | |
| 5 | 28 | | 4 | |
| 6 | 23 | 1 | 5 | |
| Other | 12 | 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 | 24 | | 4 | |
| 1 | 26 | | 4 | |
| 2 | 25 | | 3 | |
| 3 | 27 | | 3 | |
| 4 | 25 | | 4 | |
| 5 | 28 | | 3 | |
| 6 | 29 | | 4 | |
| Other | 18 | 2 | 2 | |

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 22 | 2 | 2 | |
| 1 | 25 | | 4 | |
| 2 | 25 | | 4 | |
| 3 | 27 | | 3 | |
| 4 | 28 | | 3 | |
| 5 | 28 | | 3 | |
| 6 | 30 | | 2 | |
| Other | 21 | 1 | 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 |
| Psychologist | 0 |
| 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 | 6759 | 1385 | 5374 | 64516 |
| District | N/A | N/A | 8289 | \$72,933 |
| Percent Difference - School Site and District | N/A | N/A | -42.7 | -12.2 |
| State | | | \$8,444 | \$85,863 |
| Percent Difference - School Site and State | N/A | N/A | -44.4 | -28.4 |

2020-21 Types of Services Funded

DISTRICT PROVIDED PROFESSIONAL DEVELOPMENT:

The major theme of professional development is to develop and improve the Tier I services offered in the classroom. This focus has us working together to strengthen the Instructional Core - the Relationships created between staff and students, the Clarity of staff and students around what is needed and how to help every student receive it, and the Challenge was given to students through instructional activities, tasks, and experiences.

In addition to the district-provided staff development, additional training was available during the summer, and after school through the school site. Other major areas of staff development are English Language Development, Mathematics, and Professional Collaboration. Training provided teaching techniques and strategies that are beneficial for all students. On Thursdays, students are dismissed early and teachers use the time for grade-level meetings, planning, and staff development. Grade-level meetings are used to look at student achievement and identify instructional focus areas. The principal and Vice-Principal support the implementation of State Standards by observing students, meeting with teachers individually and in grade levels, and observing classroom instruction as does the academic coach.

2020-2021 SCHOOL YEAR:

Professional Learning and Development topics offered by the district have included:
 Self and student care during distance learning
 Norms and procedures in distance learning

2020-21 Types of Services Funded

Establishing student-teacher relationships from a distance
Establishing teacher credibility at a distance
Teacher clarity at a distance
Creating engaging tasks in distance learning
Planning instructional units for distance learning
Feedback, assessment, and grading
Great Minds inSync
Discovery Education
Accelerated Learning - Unpacking the Standards to Drive Instruction
Checking for Understanding in Distance Learning - High tech, low tech, no tech!
Creating Rigorous Asynchronous Tasks
Creating Spirited Lessons That Will Rock Distance Learning (non, low, and high tech)
Designated ELD in Distance Learning
Paraeducator Partnerships to Prepare Pupils!
Progress Monitoring Beyond Administering the Test
Receptive Visual-Based Strategies
"PBL like PBJ" How to Make Tasty Learning that Sticks
Google Suite 101
Bully Prevention in the Virtual World
Engaging and Supporting Learners Using Trauma-Informed Practices
PBIS in Distance Learning
Take Care of Yourself and Others! Mindful Practices from a Distance
Inviting the Struggle - Challenging Students One Lesson at a Time
Productive Visual-Based Strategies
Visual-Based Strategies in the Upper Elementary Classroom (3-6 focus)

2019-2020 SCHOOL YEAR

Some of the topics at the professional development sessions have included:

- New Teacher orientation and associated topics
- Imagine Learning
- Imagine Mathematics
- Eureka Mathematics customization
- Benchmark Education Advance and Adelante introduction
- Reading Fluency
- Small-Group Instruction in Mathematics
- Small-Group Instruction in Language Arts
- Mini-Lessons and Collaborative Conversations
- Scaffolding Instruction for Special Education
- Assessment in Language Arts and Mathematics
- Close Reading
- Teaching Writing using Benchmark
- Accelerated Reader
- STAR Reading, Math, and Early Literacy

2018-19 SCHOOL YEAR

This year, the number of calendared Professional Development days increased to 6. In addition to these days, SCESD teachers are offered:

- On-site, teacher-directed professional development provided by Academic Coaches.
- After-School Professional Development opportunities
- Weekend Professional Development opportunities
- New Teacher Induction.
- Intern Teacher Mentoring

2020-21 Types of Services Funded

SITE PROVIDED PROGRAMS & SERVICES:

2020-2021:

- +STEAM training with Monterey County Office of Education
- +CUE Technology training
- +PBIS Training
- +Olweus Training

To best serve students during the 2019-2020 school year, Boronda Meadows School funded, through Federal Title I and Supplemental/Concentration monies, additional staff, both classified and certificated, and purchased supplemental curriculum to support the implementation of beyond the core academic supports & intervention programs, school attendance supports, and socio-emotional/behavior assistance. The following is a list of the programs and personnel that were put in place:

- System 44 Reading Intervention Program: Full-time Intervention Teacher
- Foundational Literary Skills (ILT Folders, Phonics for Reading, etc.): Para-educator
- Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS): Para-educator
- Lexia
- School Library Access: Library Assistant
- Appropriate Student Supervision: Campus Supervisors
- Student Store Items/Incentives
- Student Attendance Incentives: Attendance Leadership Team (ALT)

To best serve students during the 2020-2021 school year, Boronda Meadows School funded, through Federal Title I and Supplemental/Concentration monies, additional staff, both classified and certificated, and purchased supplemental curriculum to support the implementation of beyond the core academic supports & intervention programs, school attendance supports, and socio-emotional/behavior assistance. The following is a list of the programs and personnel that were put in place:

- System 44 Reading Intervention Program: Full-time Intervention Teacher
- Foundational Literary Skills (ILT Folders, Phonics for Reading, etc.): Para-educator
- Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS): Para-educator
- Lexia
- School Library Access: Library Assistant
- Appropriate Student Supervision: Campus Supervisors
- Student Store Items/Incentives
- Student Attendance Incentives: Attendance Leadership Team (ALT)
- Olweus
- Counseling with Harmony at Home

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 |
|--|-----------------|--|
| Beginning Teacher Salary | \$47,479 | \$52,060 |
| Mid-Range Teacher Salary | \$74,697 | \$84,043 |
| Highest Teacher Salary | \$94,774 | \$107,043 |
| Average Principal Salary (Elementary) | \$118,162 | \$133,582 |
| Average Principal Salary (Middle) | \$0 | \$138,803 |
| Average Principal Salary (High) | \$0 | \$133,845 |
| Superintendent Salary | \$215,235 | \$240,628 |
| Percent of Budget for Teacher Salaries | 32% | 35% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

Professional Development

DISTRICT PROVIDED PROFESSIONAL DEVELOPMENT:

The major theme of professional development is to develop and improve the Tier I services offered in the classroom. This focus has us working together to strengthen the Instructional Core, the Relationships created between staff and students, the Clarity of staff and students around what is needed and how to help every student receive it, and the Challenge given to students through instructional activities, tasks, and experiences.

In addition to the district-provided staff development, additional training was available during the summer, and after school through the school site. Other major areas of staff development are English Language Development, Mathematics, and Professional Collaboration. Training provided teaching techniques and strategies that are beneficial for all students. On Thursdays, students are dismissed early and teachers use the time for grade-level meetings, planning, and staff development. Grade-level meetings are used to look at student achievement and identify instructional focus areas. The principal and Vice-Principal support the implementation of State Standards by observing students, meeting with teachers individually and in grade levels, and observing classroom instruction as does the academic coach.

2020-2021 SCHOOL YEAR:

Professional Learning and Development topics offered by the district have included:

- Self and student care during distance learning
- Norms and procedures in distance learning
- Establishing student-teacher relationships from a distance
- Establishing teacher credibility at a distance
- Teacher clarity at a distance
- Creating engaging tasks in distance learning
- Planning instructional units for distance learning
- Feedback, assessment, and grading
- Great Minds inSync
- Discovery Education
- Accelerated Learning - Unpacking the Standards to Drive Instruction
- Checking for Understanding in Distance Learning - High tech, low tech, no tech!
- Creating Rigorous Asynchronous Tasks
- Creating Spirited Lessons That Will Rock Distance Learning (non, low, and high tech)
- Designated ELD in Distance Learning
- Paraeducator Partnerships to Prepare Pupils!
- Progress Monitoring Beyond Administering the Test

Professional Development

Receptive Visual-Based Strategies
 "PBL like PBJ" How to Make Tasty Learning that Sticks
 Google Suite 101
 Bully Prevention in the Virtual World
 Engaging and Supporting Learners Using Trauma-Informed Practices
 PBIS in Distance Learning
 Take Care of Yourself and Others! Mindful Practices from a Distance
 Inviting the Struggle - Challenging Students One Lesson at a Time
 Productive Visual-Based Strategies
 Visual-Based Strategies in the Upper Elementary Classroom (3-6 focus)

2019-2020 SCHOOL YEAR

Some of the topics at the professional development sessions have included:

- New Teacher orientation and associated topics
- Imagine Learning
- Imagine Mathematics
- Eureka Mathematics customization
- Benchmark Education Advance and Adelante introduction
- Reading Fluency
- Small-Group Instruction in Mathematics
- Small-Group Instruction in Language Arts
- Mini-Lessons and Collaborative Conversations
- Scaffolding Instruction for Special Education
- Assessment in Language Arts and Mathematics
- Close Reading
- Teaching Writing using Benchmark
- Accelerated Reader
- STAR Reading, Math, and Early Literacy

2018-19 SCHOOL YEAR

This year, the number of calendared Professional Development days increased to 6. In addition to these days, SCESD teachers are offered:

- On-site, teacher-directed professional development provided by Academic Coaches.
- After-School Professional Development opportunities
- Weekend Professional Development opportunities
- New Teacher Induction.
- Intern Teacher Mentoring

SITE PROVIDED PD:

2020-2021

SITE PROVIDED PROGRAMS & SERVICES:

2020-2021:
 +STEAM training with Monterey County Office of Education
 +CUE Technology training
 +PBIS Training
 +Olweus Training

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 | 6 | 6 | 6 |

Salinas City Elementary 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

| | |
|---------------------------------|---|
| District Name | Salinas City Elementary School District |
| Phone Number | (831) 753-5600 |
| Superintendent | Dr. Rebeca Andrade |
| Email Address | randrade@salinascity.k12.ca.us |
| District Website Address | www.salinascityesd.org |

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 | 4751 | NT | NT | NT | NT |
| Female | 2282 | NT | NT | NT | NT |
| Male | 2469 | NT | NT | NT | NT |
| American Indian or Alaska Native | 16 | NT | NT | NT | NT |
| Asian | 28 | NT | NT | NT | NT |
| Black or African American | 30 | NT | NT | NT | NT |
| Filipino | 51 | NT | NT | NT | NT |
| Hispanic or Latino | 4349 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 73 | NT | NT | NT | NT |
| White | 197 | NT | NT | NT | NT |
| English Learners | 2139 | NT | NT | NT | NT |
| Foster Youth | 13 | NT | NT | NT | NT |
| Homeless | 3298 | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 3754 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 181 | NT | NT | NT | NT |
| Students with Disabilities | 523 | NT | NT | NT | NT |

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 | 4751 | NT | NT | NT | NT |
| Female | 2282 | NT | NT | NT | NT |
| Male | 2469 | NT | NT | NT | NT |
| American Indian or Alaska Native | 16 | NT | NT | NT | NT |
| Asian | 28 | NT | NT | NT | NT |
| Black or African American | 30 | NT | NT | NT | NT |
| Filipino | 51 | NT | NT | NT | NT |
| Hispanic or Latino | 4349 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 73 | NT | NT | NT | NT |
| White | 197 | NT | NT | | NT |
| English Learners | 2139 | NT | NT | NT | NT |
| Foster Youth | 13 | NT | NT | NT | NT |
| Homeless | 3298 | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 3754 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 181 | NT | NT | NT | NT |
| Students with Disabilities | 523 | NT | NT | NT | NT |

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.

| Star Reading Enterprise Tests Student Groups | Star Reading Enterprise Tests Total Enrollment | Star Reading Enterprise Tests Number Tested | Star Reading Enterprise Tests Percent Tested | Star Reading Enterprise Tests Percent Not Tested | Star Reading Enterprise Tests Percent At or Above Grade Level |
|--|--|---|--|--|---|
| All Students | 4736 | 4522 | 95% | 5% | 29% |
| Female | 2278 | 2193 | 96% | 4% | 29% |
| Male | 2458 | 2329 | 94% | 6% | 28% |

| | | | | | |
|--|------|------|------|-----|-----|
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 28 | 26 | 87% | 13% | 54% |
| Black or African American | 30 | 28 | 93% | 8% | 30% |
| Filipino | 51 | 51 | 100% | 0% | 36% |
| Hispanic or Latino | 4331 | 4130 | 95% | 5% | 27% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 67 | 66 | 99% | 1% | 62% |
| White | 202 | 195 | 95% | 5% | 37% |
| English Learners | 2128 | 2011 | 94% | 6% | 9% |
| Foster Youth | 16 | 16 | 100% | 0% | 55% |
| Homeless | 1772 | 1680 | 94% | 6% | 22% |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3756 | 3569 | 94% | 6% | 26% |
| Students Receiving Migrant Education Services | 198 | 185 | 97% | 3% | 8% |
| Students with Disabilities | 556 | 500 | 91% | 9% | 11% |

*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.

| Star Reading Enterprise Tests Student Groups | Star Reading Enterprise Tests Total Enrollment | Star Reading Enterprise Tests Number Tested | Star Reading Enterprise Tests Percent Tested | Star Reading Enterprise Tests Percent Not Tested | Star Reading Enterprise Tests Percent At or Above Grade Level |
|---|---|--|---|---|--|
| All Students | 4736 | 4561 | 96% | 4% | 31% |
| Female | 2278 | 2212 | 96% | 4% | 29% |
| Male | 2458 | 2349 | 95% | 5% | 34% |
| American Indian or Alaska Native | 16 | 16 | 100% | 0% | 50% |
| Asian | 28 | 26 | 87% | 13% | 63% |
| Black or African American | 30 | 28 | 93% | 7% | 22% |
| Filipino | 51 | 49 | 97% | 3% | 28% |
| Hispanic or Latino | 4331 | 4173 | 96% | 4% | 30% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 67 | 66 | 99% | 1% | 43% |
| White | 202 | 193 | 93% | 7% | 42% |
| English Learners | 2128 | 2040 | 95% | 5% | 17% |
| Foster Youth | 16 | 14 | 90% | 10% | 50% |

| | | | | | |
|--|------|------|-----|----|-----|
| Homeless | 1772 | 1694 | 95% | 5% | 27% |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3756 | 3607 | 95% | 5% | 29% |
| Students Receiving Migrant Education Services | 198 | 189 | 96% | 4% | 20% |
| Students with Disabilities | 556 | 506 | 91% | 9% | 12% |

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