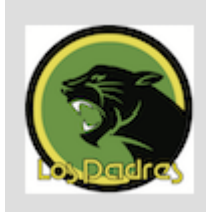


# Los Padres Elementary School

## 2021 School Accountability Report Card



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

#### SARC Overview



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

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

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

#### California School Dashboard



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

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	Los Padres Elementary School
<b>Street</b>	1130 John St.
<b>City, State, Zip</b>	Salinas, CA 93905
<b>Phone Number</b>	(831) 753-5630
<b>Principal</b>	Claudia Morales
<b>Email Address</b>	cmorales@salinascity.k12.ca.us
<b>School Website</b>	<a href="https://www.salinascityesd.org/los-padres">https://www.salinascityesd.org/los-padres</a>
<b>County-District-School (CDS) Code</b>	27-66142-6026561

## 2021-22 District Contact Information

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

## 2021-22 School Overview

### PRINCIPAL'S MESSAGE/SCHOOL DESCRIPTION:

Welcome to Los Padres School, home of the Panthers! We are a Title 1 school that proudly serves 696 students in both Dual Immersion (DI) and English classes from kindergarten through sixth grade. Approximately 68% of our students are English Learners and 98% are Hispanic. 90.5% of our student population is considered Socio-economically Disadvantaged. We currently serve no Foster Youth. Of our 29 General Education classes 19 are Dual immersion following the 80-10 model. We host one state preschool on site. The Los Padres community provides students with a challenging and engaging curriculum, extended learning time, small group instruction, and targeted academic intervention programs that are designed to meet the diverse needs of all students. Teachers and staff use a variety of teaching strategies and assessment information to review instructional practices and adjust accordingly to ensure that we are meeting the academic needs of our students. Our talented and devoted teaching staff is ready to work with you and your child to provide engaging and responsive experiences at school.

At Los Padres we believe that communication between home and school is vital for success. Newsletters, telephone messages, a strong School Site Council and English Learner Advisory Committee, Parent Group, and Parent-centered workshops and events are a few examples of our commitment to fostering strong communication between the home and school. Thank you for your interest in our school.

Claudia Morales, Principal

### MISSION STATEMENT:

Students at Los Padres School are reminded daily that their number one job at school is to learn. In order to accomplish that, it is necessary for students to be: Respectful, Responsible, & Ready. We believe that character + academics + effort = success!

### MAJOR ACHIEVEMENTS:

We are proud to announce that we are the first school in Monterey County to become Blue Zones Project approved, even during Distance Learning! Fostering healthy habits is a priority in our school. We are also Silver recipients of the Positive Behavior Intervention and Supports (PBIS) initiative and continue strong, six-year participation in the OLWEUS: Bullying Prevention Program. Our other ongoing achievements include Parent-centered workshops, training, and cultural events; after-

## 2021-22 School Overview

school enrichment: Ballet Folklorico, Mariachi Violins, NASA & Coding classes, sports, and garden club; and teacher collaboration to strengthen the learning.

### FOCUS FOR IMPROVEMENT:

As with most schools in our district, we have three main goals: to increase academic achievement, to maintain positive school culture and climate, and increase parent participation. English language development and vocabulary instruction are the areas of focus for student academic success. We believe that developing strong literacy skills will help students succeed in both language arts and mathematics.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	106
Grade 1	98
Grade 2	104
Grade 3	118
Grade 4	106
Grade 5	106
Grade 6	107
Total Enrollment	745

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7
Male	53.3
American Indian or Alaska Native	0.3
Filipino	0.1
Hispanic or Latino	99.1
Two or More Races	0.4
White	0.1
English Learners	56.1
Homeless	41.9
Socioeconomically Disadvantaged	90.5
Students with Disabilities	8.1

## 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	28.0	87.5	320.4	87.0	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	1.0	3.1	10.0	2.7	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	21.0	5.7	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.0	6.3	11.0	3.0	12115.8	4.4
<b>Unknown</b>	1.0	3.1	6.0	1.6	18854.3	6.9
<b>Total Teaching Positions</b>	32.0	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
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0

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

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	2.0
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	2.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.1

## 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. In addition to the core curriculum, Los Padres provided teachers and students with the supplementary English Language Development (ELD) program by Kate Kinsella.

Year and month in which the data were collected

August 2021

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

## School Facility Conditions and Planned Improvements

Track to be installed summer 2022. Shade structure scheduled for summer 2022.

Year and month of the most recent FIT report

8/30/2021

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

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

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

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

#### Options

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

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

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



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

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

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	432	NT	NT	NT	NT
<b>Female</b>	197	NT	NT	NT	NT
<b>Male</b>	235	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	427	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	255	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	338	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	389	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	30	NT	NT	NT	NT
<b>Students with Disabilities</b>	29	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	432	NT	NT	NT	NT
Female	197	NT	NT	NT	NT
Male	235	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	427	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	0	0	0	0	0
English Learners	255	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	338	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	389	NT	NT	NT	NT
Students Receiving Migrant Education Services	30	NT	NT	NT	NT
Students with Disabilities	29	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	431	426	99%	1%	25%
Female	197	194	98%	2%	27%
Male	234	232	99%	1%	24%

<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	425	420	99%	1%	25%
<b>Two or More Races</b>	--	--	--	--	--
<b>English Learners</b>	254	251	99%	1%	7%
<b>Homeless</b>	181	179	99%	1%	16%
<b>Socioeconomically Disadvantaged</b>	391	386	99%	1%	22%
<b>Students Receiving Migrant Education Services</b>	36	35	97%	3%	9%
<b>Students with Disabilities</b>	30	26	87%	13%	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.

<b>Star Reading Enterprise Tests Student Groups</b>	<b>Star Reading Enterprise Tests Total Enrollment</b>	<b>Star Reading Enterprise Tests Number Tested</b>	<b>Star Reading Enterprise Tests Percent Tested</b>	<b>Star Reading Enterprise Tests Percent Not Tested</b>	<b>Star Reading Enterprise Tests Percent At or Above Grade Level</b>
<b>All Students</b>	431	429	100%	0%	30%
<b>Female</b>	197	196	99%	1%	29%
<b>Male</b>	234	233	100%	0%	31%
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	425	423	100%	0%	30%
<b>Two or More Races</b>	--	--	--	--	--
<b>English Learners</b>	254	253	100%	0%	15%
<b>Homeless</b>	181	180	99%	1%	19%
<b>Socioeconomically Disadvantaged</b>	391	389	99%	1%	28%
<b>Students Receiving Migrant Education Services</b>	36	36	100%	0%	17%
<b>Students with Disabilities</b>	30	28	93%	7%	7%

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

## CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	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
<b>All Students</b>	101	NT	NT	NT	NT
<b>Female</b>	44	NT	NT	NT	NT
<b>Male</b>	57	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	100	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	49	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	62	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	85	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	--	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

Los Padres prides itself as a welcoming and inclusive community where parents are invited and encouraged to attend a variety of school-related events. Aside from the required Title 1 committees (School Site Council & ELAC), Los Padres holds the following events, to name a few: Math, Science & Literacy Nights, Winter Festival, Day of the Child Festival, Back-to-School Night, Open House, parent-teacher conferences, coffee klatches, and a variety of other parents training. These activities provide multiple opportunities for parents to actively participate in the education of their children and foster a strong home-school relationship. Through the leadership of our Parent Coordinator and her outreach, our school offered weekly parent workshops on social-emotional learning and supporting children at home. Our school promotes a strong collaborative spirit with parents. For more volunteer information, please contact our Parent Coordinator, Ms. Ali Chavez, at: (831)753-5630 extension 1820.

Please note: Due to COVID19 restrictions, our school continues meeting virtually and has had to postpone some of its events such as the academic nights and festivals.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	762	755	51	6.8
Female	356	352	23	6.5
Male	406	403	28	6.9
American Indian or Alaska Native	3	3	1	33.3
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	1	100.0
Hispanic or Latino	753	748	48	6.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	1	1	1	100.0
English Learners	508	504	33	6.5
Foster Youth	0	0	0	0.0
Homeless	336	331	25	7.6
Socioeconomically Disadvantaged	693	686	49	7.1
Students Receiving Migrant Education Services	72	70	6	8.6
Students with Disabilities	73	72	11	15.3

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	3.63	0.66	3.16	0.15	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	2.24	1.82	2.45
<b>Expulsions</b>	0.00	0.01	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.66	0.00
<b>Female</b>	1.40	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.66	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.59	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	1.19	0.00
<b>Socioeconomically Disadvantaged</b>	0.72	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00



## 2021-22 School Safety Plan

Los Padres is a closed-campus in which access controlled gates are closed promptly at 8:00 a.m. when instruction begins. Visitors are required to sign in at the school office and obtain a visitor's pass. However, due to current COVID19 restrictions, visitors and volunteers are limited. 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 at the school office. Discipline and safety procedures are continuously reviewed with the staff and students throughout the school year.

Playground rules are reviewed with students to ensure safety on the campus. Yard duty supervisors meet to address the safety and discipline issues on the playground. Yard duty supervisors use walkie-talkies to communicate with the office and/or administration from the playground. Teachers supervise students during recesses. There is an intercom system and intercom telephones located in each classroom and improved door hardware allows teachers to lock any door on our campus from the inside. Students may be on campus 30 minutes prior to the start of instruction to have breakfast. Students report to their classroom ten minutes before instruction begins. During the lunch period, classified staff, the principal, and vice-principal provide supervision. The principal continually oversees the supervision of students throughout the day.

The School Safety Plan is reviewed and revised on an annual basis by the school administration and district administration and approved by School Site Council. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. The plan is available in our school office and is shared with all staff during a staff meeting. Los Padres annually participates in the state-wide "California Shake-Out "Drill. We conduct the following emergency response drills at the noted minimum frequency: fire drills are conducted monthly (after school programs, 3 times annually); lockdown & shelter-in-place are conducted twice (after school programs 2 times annually). We share and review safety procedures/concerns at staff meetings.

The district's registered nurse is on our campus often and communicates with all staff on health updates and procedures. Every year, the district's transportation department visits our site to review bus evacuation procedures with all of our students, including pre-school.

## 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	17	3	3	
1	24		5	
2	21	2	3	
3	20	2	4	
4	24		5	
5	26		4	
6	22	1	4	

## 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	24		4	
2	23		5	
3	28		4	
4	27		2	
5	27		4	
6	25		4	
Other	14	2	1	

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		4	
1	23		4	
2	24		4	
3	23		5	
4	27		4	
5	27		4	
6	27		4	
Other	12	2		

## 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	7306	1250	6056	72223
District	N/A	N/A	8289	\$72,933
Percent Difference - School Site and District	N/A	N/A	-31.1	-1.0
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-32.9	-17.3

## 2020-21 Types of Services Funded

### DISTRICT PROVIDED SERVICES:

To best serve students, SCESD implemented after-school and Saturday extended learning programs with the use of Federal Title I and Supplemental Concentration funds. Extended learning programs included the following:

#### 2020-2021 SCHOOL YEAR:

##### Summer Academy:

Springboard  
Elevate Math  
Imagine Learning  
ELD support  
Sports for learning  
Dance  
Extended School Year (SPED)  
NASA  
Intro to Coding  
Music (YOSAL)  
Jump Into English  
Jump Into Math  
Sylvan Learning  
Spring language academy

#### 2019-2020 SCHOOL YEAR:

- Jump into Math
- NASA
- Introduction to Coding
- Summer Academy for students most at risk
- Social-emotional Counseling support

### SITE PROVIDED SERVICES for the 2020-2021 SCHOOL YEAR:

Federal and State funds are used to provide learning opportunities and services aligned with our three goals on the School Plan for Student Achievement 1. All students 2. English Learners 3. Students with Disabilities. Our funds are utilized to develop and enhance an optimal learning experience for students. We use funds to provide instructional programs beyond the core curriculum. For these programs, the focus is on language arts and math, however we enhance those programs with enrichment opportunities as well. Funds are also used to support our teachers through supplemental instructional materials, staff development via conferences, research materials, and collaboration opportunities. Additionally, we purchase supplemental instructional materials, support personnel, and new technology. Support personnel and paraprofessionals help in our intervention programs to support our students that are performing below grade level. We increase our focus on safety by funding an additional morning supervisor, an additional noon supervisor, and continued support of our PBIS implementation. We encourage participation with parents by providing opportunities to attend parent-centered online sessions and workshops. Funds have been allocated to create a future ready learning environment in the classrooms as well as to provide instructional support via technology and a STEAM Lab (due to current COVID19 restrictions, the STEAM Lab is not available).

- Site-based After School Intervention (virtual) is provided by classroom teachers and through a contract with Jump Into English and Jump Into Math.
- Summer school intervention through a contract with Jump Into English and Jump Into Math.
- Site-based After School & Saturday Enrichment (virtual) including, Ballet Folklorico, and Mariachi Violins.

## 2019-20 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$47,479	\$52,060
<b>Mid-Range Teacher Salary</b>	\$74,697	\$84,043
<b>Highest Teacher Salary</b>	\$94,774	\$107,043
<b>Average Principal Salary (Elementary)</b>	\$118,162	\$133,582
<b>Average Principal Salary (Middle)</b>	\$0	\$138,803
<b>Average Principal Salary (High)</b>	\$0	\$133,845
<b>Superintendent Salary</b>	\$215,235	\$240,628
<b>Percent of Budget for Teacher Salaries</b>	32%	35%
<b>Percent of Budget for Administrative Salaries</b>	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 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
- 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 PROFESSIONAL DEVELOPMENT:

The Los Padres Teaching staff is given multiple opportunities to grow professionally. All professional learning opportunities are focused on evidence-based practices aligned with our district's instructional core curriculum. Staff Development opportunities include: Attendance at conferences and trainings provided by MCOE, ATDLE, CABE and other providers. Site-based professional learning is determined by the needs of our school. The major areas of staff development are in Common Core Standards for Language Arts and Math, Professional Learning Communities (PLC) and the data cycle, Kate Kinsella ELD, and PBIS. Each month, teachers are provided with 2-3 opportunities for grade level collaboration on Early Release Thursdays, where teachers look at data, plan, and share best practices to improve pedagogy within their grade level. They also meet every 6-8 weeks as grade levels for a half day of data analysis, where best practices are shared and developed. In addition, teachers had 1-2 hours of paid time per month to meet in grade levels and PLCs. Below is a list of some of the professional development covered throughout the past couple of years.

### 2021-2022 SCHOOL YEAR:

- At least one Monday a month, the academic coach has 90 minutes to provide professional development in the areas of Academic English Language Development, Language Arts and Distance Learning.

## Professional Development

- One Monday a month the teachers use 90 minutes of their time for grade-level collaboration (PLC) meetings where they analyze data, identify instructional focus areas, and plan differentiated lessons to target areas of need.
- The teachers receive training and continuous support in the Olweus: Anti-Bullying Prevention Program
- The teachers will received training on the use of Reflex Math to support student achievement in mathematics and promote use of this app from home.
- The Instructional Leadership Team (ILT) including 7 teachers (one per grade level), the Academic Coach and Principal will meet to analyze data, promote best practices, and provide feedback to peers.
- The principal and vice principal will conduct a total of 27 teacher evaluations with formal observations conducted in person. The administrators will meet with teachers to discuss their lessons, reinforce strengths, and identify areas of growth.
- The principal and vice principal will conduct weekly, spontaneous classroom visits noting the level of student engagement, rigor, the organization of the classroom, and the effectiveness of the lesson as it pertains to academic achievement.
- The teachers had opportunities to attend virtual or in-person workshops, institutes, and conferences pertaining to pedagogy and Social-Emotional Learning.

### 2020-2021 SCHOOL YEAR:

- At least one Monday a month, the academic coach had 90 minutes to provide professional development in the areas of Academic English Language Development, Language Arts and Distance Learning.
- One Monday a month the teachers use 90 minutes of their time for grade-level collaboration (PLC) meetings where they analyze data, identify instructional focus areas, and plan differentiated lessons to target areas of need.
- The teachers receive training and continuous support in the Olweus: Anti-Bullying Prevention Program
- The teachers will received training on the use of Reflex Math to support student achievement in mathematics and promote use of this app from home.
- The Instructional Leadership Team (comprised of one teacher per grade level, the academic coach, and the principal) attended the virtual institute: Rebound: Rebuilding Agency, Accelerating Learning Recovery, and Rethinking Schools.
- The ILT met to analyze data, promote best practices, and provide feedback to peers.
- The principal conducted a total of 2 teacher evaluations with formal observations conducted virually. The principal met with teachers to discuss their lessons, reinforce strengths, and identify areas of growth.
- The principal and vice principal will conduct weekly, spontaneous classroom visits noting the level of student engagement, rigor, the organization of the classroom, and the effectiveness of the lesson as it pertains to academic achievement.
- The teachers had opportunities to attend virtual or in-person workshops, institutes, and conferences pertaining to pedagogy and Social-Emotional Learning.

### 2019-2020 SCHOOL YEAR (Distance Learning)

- At least oneThursday a month, the academic coach has 90 minutes to provide professional development in the areas of Academic English Language Development, and other core areas.
- One Thursday a month the teachers use 90 minutes of their time for grade-level collaboration (PLC) meetings where they analyze data, identify instructional focus areas, and plan differentiated lessons to target areas of need through small group instruction.
- The teachers receive training and continuous support in the Olweus: Anti-Bullying Prevention Program
- The teachers received training on the use of Reflex Math to support student achievement in mathematics and promote use of this app from home.
- The Instructional Leadership Team including 7 teachers (one per grade level), the Academic Coach and Principal met to analyze data, promote best practices, and provide feedback to peers.
- The principal conducted a total of 10 teacher evaluations with formal observations conducted remotely. She meets with teachers to discuss lessons, reinforce strengths, and identify areas of growth.
- The principal and vice principal conduct weekly, spontaneous classroom visits noting the level of student engagement, rigor, the organization of the classroom, and the effectiveness of the lesson as it pertains to both academics and distance learning.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	6	12



# 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

<b>District Name</b>	Salinas City Elementary School District
<b>Phone Number</b>	(831) 753-5600
<b>Superintendent</b>	Dr. Rebeca Andrade
<b>Email Address</b>	randrade@salinascity.k12.ca.us
<b>District Website Address</b>	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
<b>All Students</b>	4751	NT	NT	NT	NT
<b>Female</b>	2282	NT	NT	NT	NT
<b>Male</b>	2469	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	16	NT	NT	NT	NT
<b>Asian</b>	28	NT	NT	NT	NT
<b>Black or African American</b>	30	NT	NT	NT	NT
<b>Filipino</b>	51	NT	NT	NT	NT
<b>Hispanic or Latino</b>	4349	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	73	NT	NT	NT	NT
<b>White</b>	197	NT	NT	NT	NT
<b>English Learners</b>	2139	NT	NT	NT	NT
<b>Foster Youth</b>	13	NT	NT	NT	NT
<b>Homeless</b>	3298	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	3754	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	181	NT	NT	NT	NT
<b>Students with Disabilities</b>	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%

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

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

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

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