

# Sherwood Elementary School

## 2021 School Accountability Report Card



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

#### SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



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

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	Sherwood Elementary School
<b>Street</b>	110 South Wood Street
<b>City, State, Zip</b>	Salinas, CA 93905
<b>Phone Number</b>	(831) 753-5650
<b>Principal</b>	Everardo Marquez
<b>Email Address</b>	emarquez@salinascity.k12.ca.us
<b>School Website</b>	<a href="https://sites.google.com/salinascity.k12.ca.us/sherwoodsharks/home">https://sites.google.com/salinascity.k12.ca.us/sherwoodsharks/home</a>
<b>County-District-School (CDS) Code</b>	27-66142-6026611

## 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

Welcome to Sherwood School, home of the Sharks. Please take the time to read our School Accountability Report Card to learn about the many programs that make Sherwood a great place to learn and grow. We are a Title I school that currently supports 951 students in grades TK through 6. Our school is composed of 37 General Ed Classes, TK through sixth grade, one RSP class and 3 Mild-Mod SDC Classes, We host 1 general Pre-School class, 1 Migrant Pre-School class and 1 State Pre-school class. 97.8% percent of our students are Socioeconomically Disadvantaged. 79.6% percent of our students are English Learners. 98.29% of our students are Hispanic/Latinos. 50% of our students are Homeless. 8.11% of our students are in Sped Ed.

Sherwood School is a professional learning community that holds student achievement as its primary focus. Our school-wide goal is for all Sharks to meet or exceed their grade level California Common Core Standards in all curricular areas. We place particular emphasis on the core academic areas of language arts, mathematics, and English language development. We also recognize that the social development of each child is unique and critical to growing citizens who will work together to make Sherwood and the world a better place. We are a community school that actively seeks to involve our parents in the educational experience of our students. We welcome you to be a part of our group of volunteers who play a role in making Sherwood an outstanding community center. As you read through this report, please consider ways in which you can contribute to your child's school experience. It's great to be a shark.

Our Mission statement is to prepare students to think critically, communicate, collaborate, and innovate in a diverse, technology rich, global society. Our vision is that through shared accountability for all of our students throughout the school, a strong core instructional program, research-validated intervention programs, and a well-developed program improvement process we will become an exemplary school in serving our student population and community. Team members will ensure that every student learns grade-level curriculum and is supported in her/his need for assistance in meeting California content standards as they reflect the Common Core Standards. We are a caring and committed staff who will regularly reflect upon:

- Breaking down barriers that impede school-wide teamwork between all members of our school community (including parents)
- Essential learning goals and curricular content
- Successful instructional strategies and techniques
- Analysis of student need to drive instruction and positive behavior support

## 2021-22 School Overview

- Professional development to exemplify education as a life-long opportunity
- Social development as a key to becoming caring and conscientious citizens

We have demonstrated excellence in our Response to Intervention model and take pride in our ability to provide highly differentiated learning for our students' wide range of ability levels. Our shift to a standards-based curricular program, combined with small group instruction, can be also credited as contributing factors to our students' success. In order to support the transition to the common core standards, Benchmark, Designated ELD instruction, Integrated ELD instruction, small group instruction, and Lexia was introduced to provide staff support. Sherwood continues to be a district leader with regard to Response to Intervention (RTI). Our kindergarten team began an all day schedule and thus was able to provide highly qualified academic support for our Kinder intervention program. The focus is to target and support Kindergarten students in the area of early literacy skills. Kindergarten teachers received 90 minutes of instructional aide support on a daily basis. The paraeducators received training in early literacy instruction, which increased their ability to remediate learning gaps in young learners. First and second-grade students received the support of our small group instruction intervention program, Dreambox, LEXIA, Individual Student Folders, and teacher-led targeted after school interventions. Third through sixth-grade students that are not meeting standards benefit from Dreambox, and LEXIA intervention programs. Our Intervention teacher, after school program, Best and Education Safety Time (BEST), also provided student support in academic, enrichment and recreational programs. Sherwood also partners with city libraries to provide Homework Center to students. Overall, these supplemental services are highly beneficial to our students.

Sherwood continues with the implementation of PBIS or "Positive Behavior and Intervention Support" as a school program to assist our students in learning appropriate behaviors. Sherwood is proud to have received the Platinum Award for PBIS this past fall. This program has been implemented to create school-wide expectations, rules, and procedures. Through our partnership with Harmony at Home the OLWEUS anti-bullying program continues to be implemented at Sherwood. With the help of a full-time Playworks HASA, Sherwood has implemented Playworks at Sherwood School which resulted in national recognition as a Playworks model school. All staff participate. Sticks and Stones counseling provided services to at risk students on a 1:1 basis. An additional counselor position was provided through the OLWEUS anti bullying program. This counselor worked with at-risk students in a 1:1 or small group counseling setting; this counselor also provided character education to all classrooms.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	125
Grade 1	137
Grade 2	143
Grade 3	144
Grade 4	145
Grade 5	129
Grade 6	129
<b>Total Enrollment</b>	<b>952</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
American Indian or Alaska Native	0.5
Asian	0.1
Hispanic or Latino	98.2
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.2
White	0.8
English Learners	71.8
Foster Youth	0.3
Homeless	56.9
Socioeconomically Disadvantaged	95.7
Students with Disabilities	6.5

### 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>	36.5	85.9	320.4	87.0	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	1.0	2.4	10.0	2.7	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.0	7.1	21.0	5.7	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.0	2.4	11.0	3.0	12115.8	4.4
<b>Unknown</b>	1.0	2.4	6.0	1.6	18854.3	6.9
<b>Total Teaching Positions</b>	42.5	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>	2.0
<b>Misassignments</b>	1.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	3.0

## 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>	1.0
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	1.0

## 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)	2.4
<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)	4.6

## 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
<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 Advance/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

Bus drop off scheduled for summer 2022. Shade structure scheduled for summer 2022

Year and month of the most recent FIT report

9/31/2021

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>	539	NT	NT	NT	NT
<b>Female</b>	267	NT	NT	NT	NT
<b>Male</b>	272	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	529	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>	--	NT	NT	NT	NT
<b>English Learners</b>	352	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	576	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	512	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	36	NT	NT	NT	NT
<b>Students with Disabilities</b>	49	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	539	NT	NT	NT	NT
Female	267	NT	NT	NT	NT
Male	272	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	529	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	352	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	576	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	512	NT	NT	NT	NT
Students Receiving Migrant Education Services	36	NT	NT	NT	NT
Students with Disabilities	49	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	533	518	97%	3%	17%
Female	264	256	97%	3%	17%
Male	269	262	97%	3%	17%

<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	524	510	97%	3%	17%
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	347	337	97%	3%	6%
<b>Homeless</b>	306	298	97%	3%	18%
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	506	492	97%	3%	16%
<b>Students Receiving Migrant Education Services</b>	37	34	92%	8%	9%
<b>Students with Disabilities</b>	51	47	92%	8%	4%

\*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>	533	515	97%	3%	21%
<b>Female</b>	264	257	97%	3%	21%
<b>Male</b>	269	258	96%	4%	21%
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	524	507	97%	3%	21%
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	347	335	97%	3%	10%
<b>Homeless</b>	306	296	97%	3%	22%
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	506	488	96%	4%	21%
<b>Students Receiving Migrant Education Services</b>	37	35	95%	5%	9%
<b>Students with Disabilities</b>	51	47	92%	8%	6%

\*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>	126	NT	NT	NT	NT
<b>Female</b>	68	NT	NT	NT	NT
<b>Male</b>	58	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	124	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>	--	NT	NT	NT	NT
<b>English Learners</b>	82	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	120	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	119	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

In the 2020-2021 school year, we continue to have a full-time parent coordinator. With our parent coordinator we have or will offer the following to all of our parents and families (Due to the pandemic all of our meetings, training are virtual): Computer Classes, English as a Second Language(ESL) classes, fitness and nutrition, emotional health and parenting classes such as Strengthening Families, Parents of Power, and Positive Discipline, - all on campus. When newcomers arrive at Sherwood our parent coordinator helps facilitate the intake interview and connects them with local agencies. Attendance at our School Site Council and ELAC meetings continues to be strong and consistent. We continued to provide parents support in their endeavors to take an active role in supporting school celebrations, volunteering for our school safety program, and helping teachers in the classrooms. Our Parent Coordinator Mrs. Alejandra Espino continues to provide parent and community events to encourage school participation and parent involvement. Both the Principal and the Vice Principals are very visible and available to meet with parents on request throughout the school year. For information about how you can be involved, please contact our Parent Coordinator, Mrs. Alejandra, at (831) 753-5650.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	986	975	65	6.7
Female	482	480	27	5.6
Male	504	495	38	7.7
American Indian or Alaska Native	8	8	1	12.5
Asian	1	1	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	963	952	63	6.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	2	2	0	0.0
White	10	10	1	10.0
English Learners	731	724	35	4.8
Foster Youth	3	3	0	0.0
Homeless	591	586	37	6.3
Socioeconomically Disadvantaged	946	937	64	6.8
Students Receiving Migrant Education Services	81	81	7	8.6
Students with Disabilities	69	69	8	11.6

### 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>	1.58	0.10	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>	1.01	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>	0.10	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.20	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>	0.10	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>	0.14	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.11	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

Sherwood School has a fully surrounding security fence with electronically-controlled perimeter access gates: 4 pedestrians and 2 vehicles. These gate systems ensure 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 by a responsible adult at the school office.

The office at Sherwood was remodeled during the summer of 2019. Benefits to this remodel include glasses visitor window, as well as increased visibility, and increased communication with parents and visitors.

In the 2020-2021 school year, Sherwood has developed a school safety committee composed of administrations and teachers. We review discipline and safety procedures with the staff and students throughout the school year. We also review playground rules with students to ensure safety on the campus. Classified yard duty members use walkie-talkies to communicate with the office from the playground. There is an intercom system and VOIP telephones are located in each classroom. Improved door hardware was recently installed that allows teachers to lock any door on our campus, and in the district, from the inside. Students may be on campus 30 minutes prior to the start of instruction for breakfast only. Ten minutes prior to the start of instruction, students report to their classroom and are supervised by their teacher. Students are supervised by teachers during recess. During the lunch period, supervision is provided by classified staff and the principal/vice-principal. The principal/vice-principal continually oversees the supervision of students. The principal/vice-principal and a morning supervisor help with safety on the school grounds and help monitor student behavior before and after school.

We review and revise our School Safety Plan annually and it is approved by School Site Council. The plan includes procedures for various emergencies, exit routes, First Aid training and inventories of emergency supplies. The plan is available in our school office. The safety plan is 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 which took place in October 2021. We share safety concerns at staff meetings and review procedures. Site administration participates in monthly District Safety Meeting.

### 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		6	
1	24		6	
2	21	1	6	
3	24		5	
4	25	1	4	
5	23	1	4	
6	23	1	5	
Other	8	1		

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		6	
1	24		6	
2	24		6	
3	26		5	
4	25		5	
5	31		4	
6	29		4	
Other	9	3		

## 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	21	1	5	
1	23		6	
2	24		6	
3	24		6	
4	27		5	
5	28		4	
6	28		4	
Other	13	3	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	7577	1588	5988	72124
District	N/A	N/A	8289	\$72,933
Percent Difference - School Site and District	N/A	N/A	-32.2	-1.1
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-34.0	-17.4

## 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 and State 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

#### 2020-2021 SCHOOL YEAR:

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

### SITE PROVIDED SERVICES

Sherwood School is the recipient of several sources of special-purpose funding that comes from both state and federal resources to support special programs. The School Site Council, in conjunction with the site leadership team, has determined that these funds are best used in the following ways: funding LEXIA intervention program, intervention teacher, After School Programs, Winter Session Intervention Programs, Teacher collaboration time, 2.5 extra hour time of library aide time, additional Noon Supervision time to ensure the safety of our students during lunch recess, additional clerical time to support program and family needs, and instructional aides; providing supplemental materials to enhance the core curriculum. The goal of all expenditures is to increase student achievement and provide a safe and welcoming environment for our students, staff, and families.

Sherwood School continues to support PBIS or "Positive Behavior and Intervention Support" as a school program to assist our students in learning appropriate behaviors. This program has been implemented to create school-wide expectations, rules and procedures. OLWEUS anti-bullying program was implemented and staff took place throughout the year to built capacity among all stakeholders. All staff participates. Sticks and Stones counseling provided services to at-risk students on a 1:1 basis. We also implemented our Student Peer Mediator's program and Safety Patrol Program supported and run by students and supported by staff and parents. We also continue with student council which provides us student input, site representative leadership, and opportunities for them to collaborate.

## 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:

#### 2020-21 School year

Our teachers attend staff development before school begins, throughout the school year as well as at the end of the school year. Teachers had opportunities to attend conferences such as the CABE. The major areas of staff development were language arts, math, and Academic English Language Development. On Thursdays, students are dismissed early and teachers use the time for grade-level collaboration meetings, planning, and staff development. Grade-level meetings are used to look at student achievement and identify instructional focus areas. We have created a teaching schedule for our staff that provides teachers with release time for grade-level collaboration up to 2 hours a week beyond the time provided on Thursdays.

Sherwood School teachers were provided with a number of additional professional development supports including:

- LEXIA
- Data Team Process
- OLWEUS
- Playworks
- PBIS

## Professional Development

- Integrated ELD
- Differentiate Instruction
- Small group instruction
- Eureka Math
- Dreambox

### 2019-2020

Our teachers attend staff development before school begins, throughout the school year as well as at the end of the school year. The major areas of staff development were language arts, math, and Academic English Language Development. On Thursdays, students are dismissed early and teachers use the time for grade-level collaboration meetings, planning, staff development, and vertical articulation. Grade-level meetings are used to look at student achievement and identify instructional focus areas. We have created a teaching schedule for our staff that provides teachers with release time for grade-level collaboration up to 2 hours a week beyond the time provided on Thursdays. Sherwood School teachers were provided with a number of additional professional development supports including:

- LEXIA
- Imagine Learning
- Playworks
- OLWEUS
- Data Team Process
- PBIS
- Eureka Math
- Benchmark ELA

### Small-Group Instruction

- Integrated ELD
- Social-Emotional Learning
- Disrupting Poverty

### 2018-19

Our teachers attend staff development before school begins, throughout the school year as well as at the end of the school year. Teachers had opportunities to attend conferences such as the CABE. The major areas of staff development were language arts, math, and Academic English Language Development. On Thursdays, students are dismissed early and teachers use the time for grade-level collaboration meetings, planning, and staff development. Grade-level meetings are used to look at student achievement and identify instructional focus areas. We have created a teaching schedule for our staff that provides teachers with release time for grade-level collaboration up to 2 hours a week beyond the time provided on Thursdays. Sherwood School teachers were provided with a number of additional professional development supports including:

- LEXIA
- Imagine Learning
- Data Team Process
- OLWEUS
- Playworks
- PBIS
- Integrated ELD
- Differentiate Instruction
- ELA Small group instruction
- Eureka Math
- Imagine Math

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	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

<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.