

University Park Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

School Name	University Park Elementary School
Street	833 W. Acacia St.
City, State, Zip	Salinas
Phone Number	(831) 753-5655
Principal	Gigi Chiboucas
Email Address	gchiboucas@salinascity.k12.ca.us
School Website	https://www.salinascityesd.org/university-park
County-District-School (CDS) Code	27-66142-6066963

2021-22 District Contact Information

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

2021-22 School Overview

At University Park Elementary, we are committed to creating a cohesive and collaborative community where all stakeholders are involved in and have a voice in our mission. Our mission is to ensure that each child receives a rigorous and systematically designed education in a safe and nurturing environment where students accelerate to reach grade level or advanced performance. In 2020, due to COVID remote learning, our mission extends to innovation to digitalize all of our services related to Social, Emotional, Academic, and Community needs. Our Multiple Tiered Systems of Support for Tier 1 and Tier 2 continued: identification of student's individual academic proficiency levels, interventions to close gaps, a centralized progress monitoring system to closely monitor individual student's needs, counselors and behavior health specialists, and weekly meetings with our Tiers 1, 2, 3 PBIS teams and health care providers. We also increased after-school digitalized extended learning opportunities that kept students connected through high-interest enrichment clubs. We also committed to communicating with all families to increase Parent Involvement and connectedness through increased parent online and in-person 1:1 meetings to receive education, information, and family needs assessments. We continuously ensure equity for all.

DEMOGRAPHICS

We are a Title I school and serve approximately 504 students in grades TK - 6. We are located in a quiet suburban neighborhood on the southwest side of Salinas. We have 3 moderate to severe special day classes: K, 1; 2,3; 4-6, plus 2 additional County special day classes on-site. Our school is composed of varying ethnicities with approximately 30% English Learners and 80% Socioeconomically Disadvantaged. Our faculty consists of 23 teachers of which 3 are moderate to severe SDC. A full-time Academic Coach supports teachers to bring high-quality instruction and professional development. In 2021/2022, we also have a full-time Intervention/MTSS Specialist to team with Administration and our Behavior Health providers to support our students and families with any behavior or literacy challenges that impede learning and emotional well-being.

STUDENT ENGAGEMENT

The social-emotional and physical safety of our students is a top priority. School-wide rules and expectations allow students and parents to feel secure in a predictable environment. We are in year 3 of full implementation of our Multi-tiered System of Support (MTSS) with emphasis on Positive Behavior Intervention Systems (PBIS). Our PBIS teams meet twice a month to provide ongoing high-yielding positive incentives, as well as videos and slide shows that are shared with our entire community on multiple platforms to keep students connected and motivated. Spirit days and positive rewards remain an integral part of our daily dialogue to produce students who remain true to the Panther Creed to be Respectful, Responsible, and Ready to Learn.

2021-22 School Overview

Our behavior interventions include the OLWEUS anti-bullying curriculum, Check in Check Out mentors, and a full-time counselor, psychologist, Sticks and Stones, and Monterey County Behavior Health providers. We also provide after-school clubs, such as Art, STE(A)M, Harry Potter Club, Coding, NASA, BEST, Saturday School for English Learners, and other extended learning opportunities to keep students connected to their peers and their school, while fostering academic growth. Currently, these services are happening both in-person and virtually, depending on which is most conducive to accomplishing the goal. We continue to explore and utilize mindfulness both for staff, students, and families. Mindfulness is incorporated in classroom routines and lessons. We also provide an after-school BEST program designed to offer homework support, physical activity, and enrichment for those families who need the extra support.

ACADEMIC ACHIEVEMENT

We are committed to developing an instructional program that meets each student's individual needs. For consistent teacher and student clarity and focus, a district-wide Scope and Sequence of prioritized standards was developed by our district Instructional Advisory Committee. This committee, led by our Ed Services Dpt. consists of district and site administrators, teachers, and coaches who prioritized lessons, assessments, and timelines to ensure we remain focused on high-yielding standards that will accelerate students to reach standards-based success. We assess all students to identify their specific performance levels in both ELA and Math. At University Park, we employ a refined Progress Monitoring System to inform deliberate and specifically-targeted daily lessons. Where there are gaps, our 5 highly-trained para professionals provide daily, small-group instruction for 110 struggling readers until they become proficient. All of our data is centralized in order to revisit and refine with teachers and families so that we make daily informed decisions about each student. Our site Leadership team meets monthly to analyze data that leads to school-wide practices and a cohesive and forward-moving instructional program aligned to Common Core State Standards. Our staff meetings include looking at student data regularly to establish as a team what is working and what needs to be improved in order to accelerate students to be invested in school and to reach proficiency. In 2021-2022, we have returned to Grade-level release days where our teachers meet by grade level for half a day every 8 weeks; they look at students' results around a particular targeted English Language Art goal (our school wide problem of practice) that accelerate students and gives them the skill sets needed to feel confident and successful in ELA.

ENRICHMENT

We hold multiple after-school Extended Learning Programs that enrich students who are "developing" or "nearly meeting" in order to accelerate them to grade level. We provide high-interest Science text with some project-based learning outcomes. We also provide after-school, small-group IAB-focused math support, with a focus to move nearly-proficient students to grade level. A Saturday School for English Learners is also provided where teachers provide support for small-group instruction to EL students that scaffolds academic vocabulary to enable easier access to the Core Curriculum. K-2 ELs will focus on Listening and Speaking; 3 - 6 ELs will focus on all 4 domains. Our goal: to get primary ELs to develop language first. in order to facilitate access to Core Instruction. We also have 2 art clubs, a Harry Potter Club and a Genius Hour. Our academic coach is working closely with the administration to create unique learning opportunities continuously for all students throughout the year. In 2021-22, we have added a Maker Space, where all students get 30 minutes weekly of hands-on STE(A)M experience in an exclusive STEAM classroom where students have freedom of choice to build, engage in art, engineering, and Lego Walls. In order to facilitate independent reading and math literacy building, students utilize various online and software programs such as Dreambox, Lexia, Accelerated Reader, MYON, Xtra Math, and Seesaw. Students participate in online vocal music, visual and performing arts.

PARENT INVOLVEMENT

Parents are considered a highly-integral part of our community and success. Our community members are valued partners in our children's social, emotional, and academic achievement. Our full-time Parent Coordinator works closely with the administration to strategically plan parent engagement activities, donations, education, PBIS incentive rewards, literacy nights, art nights, holiday events, and our monthly parent committee meetings: SSC, ELAC, and PTG. Our Parent Coordinator is available daily to assist parents with all questions, translation, and support with technology.

2020 - 2021 Achievements:

- During COVID, we created online Digitalized Reading Intervention materials that served 130 struggling readers daily for 20 minutes to close achievement gaps
- Ongoing two-way communication via Parent Square raised the bar to ensure predictability for parents, daily, during a constantly changing times
- Platinum recognition by the California PBIS Coalition for PBIS implementation
- Blue Zone recognition award
- Digitalized PBIS awards and incentives: Student of the Month signs sent home to students; Digitalized Panther Stores to spend Panther Paws for Respectful, Responsible, and Ready to

2021-22 School Overview

- Continued digital counseling services from Sticks and Stones, our school psychologist and counselor, and other mental health care services provided as needed
- Digital Mindfulness routines in the classroom and for families at home
- Librarian opened our school from 8:30 - 3:30 daily to offer families continued technological support with Chromebooks, Wi-Fi, chargers, and headphones
- Desks and chairs for families to build a conducive remote learning environment from home were provided
- Our Tier 2 and Tier 3 multi-tiered-systems of support; a centralized progress monitoring system where all students' data is housed and can be retrieved at a click of a button
- Student Leaders provided community services, created and maintain our 2 school gardens, gleaned leadership skills through taking on multiple leadership roles to serve our school and community
- Additional Campus Supervision hired to further secure student safety and well-being (2021)
- 3 book give-aways during remote learning to keep students reading and challenged Every student got to pick 2 books, 3 times, throughout 2020 (Riff books and Site-purchased) t
- Digital Visual and Performing Arts throughout the day
- End-of-Trimester Awards assemblies; students receive medals and certificates for outstanding academic achievement, STAR Reading, STAR Math, Improvement, and Citizenship
- During remote learning, Career Day and virtual field trips took place to keep students connected
- 2021-2022: After-school sports (Football, Basketball, Soccer, and Cheerleading)
- Very significant increase in Parent Involvement: our parent committee meetings had a high turnout at every meeting
- Successful drive-through (due to COVID) Halloween, Christmas, and 6th-grade Graduation ceremonies to build community
- Weekly parent education meetings with psychologist Dr Eizner in both English and Spanish

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	91
Grade 1	65
Grade 2	71
Grade 3	65
Grade 4	72
Grade 5	70
Grade 6	62
Total Enrollment	496

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47
Male	53
American Indian or Alaska Native	0.8
Asian	1
Black or African American	1.4
Filipino	1.6
Hispanic or Latino	87.3
Native Hawaiian or Pacific Islander	0.6
Two or More Races	1.8
White	5.4
English Learners	26.4
Foster Youth	0.2
Homeless	29.4
Socioeconomically Disadvantaged	76.4
Students with Disabilities	17.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.8	83.9	320.4	87.0	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	10.0	2.7	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.0	12.1	21.0	5.7	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	11.0	3.0	12115.8	4.4
Unknown	1.0	4.0	6.0	1.6	18854.3	6.9
Total Teaching Positions	24.8	100.0	368.4	100.0	274759.1	100.0

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

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

Authorization/Assignment	2020-21
Permits and Waivers	2.0
Misassignments	1.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	3.0

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

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

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.0

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

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

We have 35 computers in our computer lab with district tech support to maintain the computers. Classes have an opportunity to use the computer lab once a week. Students use our computer lab to learn to type, conduct research on the Internet, and use supplemental online programs to enhance and support in class instruction. Our classrooms have a 3 to 1 student to computer ratio and printer for students to use. All teachers have access to email and the Internet through a district-provided laptop. They use computers and devices to design and enhance lessons and to correspond to parents and staff via email. Teachers input student results from the Benchmark language arts and math assessment and use those results to design instruction.

Year and month in which the data were collected

August 2021

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

School Facility Conditions and Planned Improvements

Playground scheduled for summer 2022. Shade structure scheduled for summer 2022

Year and month of the most recent FIT report

10/02/2021

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	270	NT	NT	NT	NT
Female	131	NT	NT	NT	NT
Male	139	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	238	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	13	NT	NT	NT	NT
English Learners	76	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	164	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	209	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	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	270	NT	NT	NT	NT
Female	131	NT	NT	NT	NT
Male	139	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	238	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	13	NT	NT	NT	NT
English Learners	76	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	164	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	209	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	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	269	230	86%	14%	30%
Female	130	116	89%	11%	33%
Male	139	114	82%	18%	27%

American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	239	203	85%	15%	28%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	12	92%	8%	50%
English Learners	76	64	84%	16%	6%
Foster Youth	--	--	--	--	--
Homeless	87	76	87%	13%	25%
Socioeconomically Disadvantaged	209	183	88%	12%	27%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	50	32	64%	36%	13%

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

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

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

Star Reading Enterprise Tests Student Groups	Star Reading Enterprise Tests Total Enrollment	Star Reading Enterprise Tests Number Tested	Star Reading Enterprise Tests Percent Tested	Star Reading Enterprise Tests Percent Not Tested	Star Reading Enterprise Tests Percent At or Above Grade Level
All Students	269	232	86%	14%	26%
Female	130	117	90%	10%	25%
Male	139	115	83%	17%	28%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	239	205	86%	14%	24%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	12	92%	8%	67%
English Learners	76	64	84%	16%	16%
Foster Youth	--	--	--	--	--
Homeless	87	78	90%	10%	21%

Socioeconomically Disadvantaged	209	184	88%	12%	24%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	50	33	66%	34%	12%

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

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	68	NT	NT	NT	NT
Female	28	NT	NT	NT	NT
Male	40	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	66	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	24	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	34	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	15	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

2021-2022 SCHOOL YEAR:

Our families are integral in the success of our school community. Our full-time parent coordinator works diligently to provide various engagement opportunities such as parent education, parenting classes, and meetings that promote social-emotional health and wellness. With Title I Parent Involvement funding, we provide parents the opportunity to attend training and workshops with Dr. Eizner throughout the year. Our Parent Square, two-way communication between school and families, has proven successful. Teachers, administration, staff, and Parent Committees communicate continuously to ensure families feel 100% supported. We also utilize a school newsletter, Marquee, and Memos that go home. Daily phone calls to families' homes are made by office staff, parent coordinator, and administration where there are indicators of extra-needed support.

So far this year, and as long as CDC guidelines allow, our office is open every day from 8:30- 3:30, for all community members to walk up to receive whatever support is needed, as long as a mask is worn. We are open for families to receive help with technology, to pick up materials, supplies, and rewards, and to respond to all needs of our community. All transactions are done with social distancing, masks, and sanitization stations. Our door is always open to serve all families' needs.

We have a variety of ways for parents to participate in the life of our school and are essential to the quality of our public service. These platforms allow for the collective voice of the community. Parents can join our School Site Council (SSC), which works with administration and staff to help make financial decisions. Parents of English Learners are vital to our English Language Advisory Committee (ELAC) and to our outreach efforts on behalf of new families. Our Parent Teacher Group (PTG) works closely with our school to increase membership, receive donations from community vendors, fundraise, and plan events while promoting and participating in ways to ensure students feel connected to the school. This year, our PTG sponsored school events such as drive-through Halloween Costume parades, bagged Holiday goodies, Spirit Wear day, and other ways to reach and keep students connected to their learning environment. Our PTG has made several donations to upkeep the life at University Park. Several outdoor gardens with flowers and vegetables were and herbs were built; a monitor was donated to communicate to community ongoing events and opportunities. Gift Bags for Christmas, books have also been gifted this year.

2020-2021 SCHOOL YEAR:

2021-22 Opportunities for Parental Involvement

Open daily from 8:30 - 3:30 for technology support during distance learning:

- a. Provided families with assistance with malfunctioning devices, wi-fi hot spots for home internet access, head phones and other trouble shooting
- b. Swapped out dysfunctional Chrome books for new devices to prevent disruption to instruction
- c. In-person 1:1 Parent education for Newcomers or new Spanish-Speaking families provided by principal and coach team. Enabled Spanish-only families to access online Classroom and learning platforms, such as Google Classroom, Seesaw, Imagine Learning and Imagine Math
- d. Weekly individualized supply bags that contained school learning materials and supplementary art, science, reading supplies
- e. Weekly Parent Education with Dr. Eizner for both Spanish and English-speaking families
- f. Principal community meetings to answer questions as they arose due to changing conditions to simplify various transitions
- g. SSC, ELAC, and PTG meetings continued
- h. Online Mindfulness training from Social Emotional expert, Meena.
- i. desks and chairs for homes who needed an area to learn
- j. Ongoing two-way communication via Parent Square
- k. Any/all supplies for any families who expressed a need.
- l. Food provided daily for all families: breakfast, lunch, and dinner

Both site administrators are very visible and available daily to meet with parents upon request throughout the year. To find out how you can get involved in your child's education, share your voice, or to take advantage of any opportunity, please contact our office at (831) 753-5655.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	529	515	100	19.4
Female	247	241	45	18.7
Male	282	274	55	20.1
American Indian or Alaska Native	4	4	1	25.0
Asian	4	4	0	0.0
Black or African American	7	7	0	0.0
Filipino	8	8	0	0.0
Hispanic or Latino	463	451	93	20.6
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	8	8	1	12.5
White	30	28	4	14.3
English Learners	179	175	39	22.3
Foster Youth	1	1	0	0.0
Homeless	172	168	45	26.8
Socioeconomically Disadvantaged	407	397	95	23.9
Students Receiving Migrant Education Services	12	12	3	25.0
Students with Disabilities	95	94	32	34.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	5.31	0.00	3.16	0.15	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.47	1.82	2.45
Expulsions	0.17	0.01	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

University Park School has a fully-surrounding security fence with electronically-controlled access gates: 4 pedestrians and 1 vehicle – these gates assure that all visitors enter through the main office when school is in session. Visitors are required to sign in at the school office and receive a visitor's pass. Staff members report anyone without a pass to the school office. Students who leave prior to the end of the school day must be signed out by a responsible adult indicated on the emergency card at the school office.

We review discipline and safety procedures with the staff and students throughout the school year. We are continuing our focus on the program elements of Positive Behavior Interventions and Supports (PBIS), a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional, and academic success. Along with PBIS, Restorative justice is used at University Park that empowers students to resolve conflicts on their own and in peer-mediated small groups to talk, ask questions, and air their grievances. In addition, Playworks is incorporated during recess. This program focuses students in order to bring out the best in themselves and each other, and they learn the value of fair play, inclusion, and respect in a structured environment. We also review playground rules with students to ensure safety on the campus. Staff members on yard duty use radios to communicate with the office and administrators from the playground. There is an intercom system and intercom telephones are located in each classroom. At least one administrator is scheduled and aims to be outside with students during recesses, daily.

Students may be on campus 20 minutes prior to the start of instruction for breakfast. One Breakfast monitor and 2 Campus Supervisors are assigned to students before school. Students report to their classroom and are supervised by their teacher 10 minutes prior to the start of instruction. Students are supervised by teachers during recess. During the lunch period, supervision is provided by classified staff and administration. The administration continually oversees the supervision of students.

We review and revise our School Safety Plan annually and it is approved by our 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

2021-22 School Safety Plan

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.

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	19	1	4	
1	24		3	
2	21	1	3	
3	22		3	
4	21	1	3	
5	26		3	
6	21	1	2	

2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	25		2	
2	22		3	
3	23		3	
4	29		2	
5	27		2	
6	24		3	
Other	14	4	2	

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	26		2	
2	18	1	3	
3	20	2	1	
4	28		2	
5	28		2	
6	20	2	1	
Other	18	2	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	8553	2222	6331	72586
District	N/A	N/A	8289	\$72,933
Percent Difference - School Site and District	N/A	N/A	-26.8	-0.5
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-28.6	-16.8

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

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:

2020-2021 SCHOOL YEAR: (all online, after-school online extended learning opportunities)

- Art Club
- STE(A)M
- Language Acquisition (for English Learners Levels 2/3)
- Harry Potter Book Club
- Sign Language Club
- Student Leadership

2020-21 Types of Services Funded

Site funding was used to provide:

- 2 additional Instructional Aides to target struggling readers with foundational skills gaps and to prevent COVID 19 learning regression
- Supplemental materials to support instruction, extended learning opportunities (Art, Makers Space (STEAM Zone), Book Club, Sign Language Club, Leadership Club)
- Digitalized online awards systems and Panther Store, where students shopped as they accumulated digitalized points for being Respectful, Responsible, and Ready to Learn
- Online Mindfulness training for families at home
- At-home classrooms stations for all teachers in order to deliver authentic instruction and learning

2019-2020 SCHOOL YEAR: (previous administration)

- supplemental materials for instructional aides support for academic interventions and school programs
- supplemental materials to support instruction and expenses in developing our school-wide safety, communication, and organization systems

2019-20 Teacher and Administrative Salaries

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

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

Professional Development

DISTRICT PROVIDED PROFESSIONAL DEVELOPMENT:

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

Professional Development

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
- 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

Professional Development

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: (Current administration)

2020-2021 SCHOOL YEAR: (Current administration)

- Paraprofessional training around Reading Foundational skills
- Online teaching and learning platforms: Seesaw, Jam Board, Nearpod
- Go, Guardian
- Grade-level collaboration/Data Cycles
- Data Entry and analysis

2019-2020 SCHOOL YEAR (Previous administration)

- PBIS
- Olweus
- Mindfulness and Restorative Justice
- Reading instruction
- Math instruction

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

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

Salinas City Elementary School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4751	NT	NT	NT	NT
Female	2282	NT	NT	NT	NT
Male	2469	NT	NT	NT	NT
American Indian or Alaska Native	16	NT	NT	NT	NT
Asian	28	NT	NT	NT	NT
Black or African American	30	NT	NT	NT	NT
Filipino	51	NT	NT	NT	NT
Hispanic or Latino	4349	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	73	NT	NT	NT	NT
White	197	NT	NT	NT	NT
English Learners	2139	NT	NT	NT	NT
Foster Youth	13	NT	NT	NT	NT
Homeless	3298	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	3754	NT	NT	NT	NT
Students Receiving Migrant Education Services	181	NT	NT	NT	NT
Students with Disabilities	523	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4751	NT	NT	NT	NT
Female	2282	NT	NT	NT	NT
Male	2469	NT	NT	NT	NT
American Indian or Alaska Native	16	NT	NT	NT	NT
Asian	28	NT	NT	NT	NT
Black or African American	30	NT	NT	NT	NT
Filipino	51	NT	NT	NT	NT
Hispanic or Latino	4349	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	73	NT	NT	NT	NT
White	197	NT	NT		NT
English Learners	2139	NT	NT	NT	NT
Foster Youth	13	NT	NT	NT	NT
Homeless	3298	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	3754	NT	NT	NT	NT
Students Receiving Migrant Education Services	181	NT	NT	NT	NT
Students with Disabilities	523	NT	NT	NT	NT

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

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

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

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

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

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

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

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

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

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