

# Bon View 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>	Bon View Elementary School
<b>Street</b>	2121 S. Bon View Avenue
<b>City, State, Zip</b>	Ontario, Ca 91761
<b>Phone Number</b>	909-947-3932
<b>Principal</b>	Eddie Franco
<b>Email Address</b>	eddie.franco@omsd.net
<b>School Website</b>	<a href="https://www.omsd.net/BonView">https://www.omsd.net/BonView</a>
<b>County-District-School (CDS) Code</b>	36678196036149

## 2021-22 District Contact Information

<b>District Name</b>	Ontario-Montclair School District
<b>Phone Number</b>	(909) 459-2500
<b>Superintendent</b>	Dr. James Q. Hammond
<b>Email Address</b>	info@omsd.net
<b>District Website Address</b>	<a href="https://www.omsd.net">https://www.omsd.net</a>

## 2021-22 School Overview

The mission of Bon View School is to empower globally minded scholars to take action and make a difference with integrity and responsibility through inquiry.

At Bon View, we ask each student to make a commitment to our International Baccalaureate Learner Profile attributes by being active participants in their learning and acting responsibly as an individual within our global community. Doing so will enable all to have a successful and enjoyable school year. Bon View 's staff considers it a privilege to educate the 676 students we serve in grades preschool through 6th grade. We know however, that we will get the best results when we have a total community effort that involves parents, volunteers and partners working along with the school to support, encourage and inspire our students. Because of our exceptional programs and the achievements of our students and staff, Bon View Elementary School is an authorized International Baccalaureate Elementary School. Our Primary Year's program provides all students with a transdisciplinary approach to ideas and concepts. We have several unique instructional programs to prepare our students to compete with students across the globe. Our special programs (music, art, specialized physical education, and language programs) allow students to develop their talents. Along with our International Baccalaureate focus, we have fully aligned the Common Core State Standards within our program. This adoption leads to a more rigorous approach to learning. Success and achievement are nurtured in our classrooms where teachers are committed to helping each student become global citizens in this world.

Our school is also committed to global awareness and cultural understanding. We are extremely proud of the efforts made to achieve International Baccalaureate World School authorization. Bon View is a unique setting in which students build fundamental skills, grow their curiosity, begin to understand themselves as learners and develop a sense of who they are as 21st-century citizens. The Bon View staff have made a commitment to the following initiatives: 1. A continued focus on promoting Professional Learning Communities among our staff members. We believe one of the most effective ways to address student achievement is for all instructional staff members to be consistent in instruction and committed to student success. 2. Responsiveness to Instruction. Our goal is to monitor all students for academic success along the way and be more proactive to address our students' learning needs. 3. Positive Behavior Intervention and Support. This initiative is to further support our students in promoting character education and responsible citizenship. Although we require students to work hard, many opportunities exists for participation in a multitude of extracurricular activities, including team sports, cultural interests, intellectual pursuits, GATE, etc. A student at our school may look forward to many highly rewarding educational and personal

## 2021-22 School Overview

experiences. New academic vistas will be explored, new friendships will be made, new perspectives on life will be developed, and the opportunity to mature at Bon View Elementary.

In addition to the IB framework, we have also embedded the Advancement Via Individual Determination (AVID) framework to enhance our College Readiness skills in Preschool through 6th grade. Students in all grade levels benefit from being Organized, utilizing a calendar or agenda regularly, developing notetaking skills, and inquiring about their learning. We strive to develop lessons that are rich in WICOR, which stands for Writing, Inquiry, Collaboration, Organization, and Reading. AVID has supported our students in taking ownership in their learning.

Bon View is also a PBIS (Positive Behavior Intervention and Supports) School who values a positive approach to student discipline. We have high expectations of our students and teach students how to behave appropriately through multiple strategies. We recently were recognized by the PBIS Coalition as a PBIS Silver school in 2019 and PBIS Gold in 2020. Our behavior expectations align with our IB Learner Profile. We support all students in being Thinkers, Open-Minded, Principled, Balanced, Reflective, Inquirers, Caring, Communicators, Courageous, and Knowledgeable. Ultimately, our goal at Bon View IB World School to empower globally minded students who take meaningful action to enhance their school, community, and world.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	104
Grade 1	87
Grade 2	79
Grade 3	90
Grade 4	99
Grade 5	95
Grade 6	98
<b>Total Enrollment</b>	<b>652</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.1
Male	54.9
American Indian or Alaska Native	1.7
Asian	1.2
Black or African American	2.8
Filipino	0.5
Hispanic or Latino	90.3
Two or More Races	0.2
White	3.4
English Learners	31.6
Foster Youth	1.4

Homeless	8
Socioeconomically Disadvantaged	89.7
Students with Disabilities	11.2

## 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>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<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)	

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

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>	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-6 Wonders (McGraw-Hill) - Adopted 2016	Yes	0%
<b>Mathematics</b>	TK-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program. K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards.  *TK mathematics materials are from the most recent local adoption. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020	No	0%
<b>Science</b>	TK- Big Day Houghton-Mifflin- Adopted 2016 K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	Yes	0%
<b>History-Social Science</b>	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-5 California Vistas (Macmillan/McGraw-Hill) - Adopted 2006* 6-8 My World Interactive (Pearson) - Adopted 2018  *K-5 History/Social Science materials are not from the most recent state adoption; however, the district has determined	Yes	0%

	through local review that the materials are still aligned to current state standards.		
<b>Foreign Language</b>	*Spanish II S, High School Credit Course, Vista, Imagina, 4th Edition, adopted May 2020 - *Not from the most recent state adoption. Spanish for Native Speakers, McDougal Littell, Tu Mundo, 2008, adopted July 2008 Beginning Spanish, Prentice Hall, Realidades, 2008, adopted July 2008	Yes	0%
<b>Health</b>	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%
<b>Visual and Performing Arts</b>	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008 TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008 TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008 6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008	Yes	0%

## School Facility Conditions and Planned Improvements

Bon View School was built originally in 1995. The school has a total of 33 classrooms, a library, and a multi-purpose room. The school is designed in pods to facilitate active learning in a stimulating environment. There are 11 portable classrooms that have been installed at various times. Three were installed with the original construction in 1995, five were added in 1997, and one was added in 2001. The administration building houses offices, a conference room, and staff work space. The school has a large field and enough equipment for student engagement. There are 21 restrooms, with 100% of the toilets in working condition. During the 17/18 school year the following projects were completed: 1. perimeter fence at the front of the school and on Philadelphia were heightened, additionally a wire mesh was added to the inside of the gate bars for heightened safety, and several portable classrooms received new carpet. A new portable classroom was installed in the summer of 2018 due to increased student enrollment. The front office was also provided new carpet in the summer of 2018. There are no current or planned facility improvements. The school facility offers a good learning environment with fully functioning lighting, heating and cooling systems, and noise negation. Internet access is available in the office and all classrooms. Each classroom has at least 1 computer and a printer. The district Information Services Department maintains a content filter for all Internet traffic, including E-mail, in accordance with the Children's Internet Protection Act (CIPA) guidelines. For student safety, Bon View is a closed campus. The perimeter gates remain closed throughout the day, which maintains limited access to the school when in session. Noon aides and credentialed teachers provide supervision before, during and/or after school. All students enter the school through the front gates each morning. At all other times, parents and visitors enter the school through the office. District employees and substitutes all wear district-issued identification badges. The front gates are closed when school begins and are not opened until dismissal. Students who are checked out early are done so by the front office. All staff members are diligent about being aware of adults on campus at all times. Visitors without visitor badges are escorted to the front office for check-in. Additionally, at the end beginning of the 18/19 school year a raptor system for volunteers was installed for heightened security in the front office.

To promote safety, Bon View Elementary School is a closed campus; gates are closed during the school day and visitors must enter through the main office to sign in at front desk prior to entering school premises. Visitors must present their California ID badges and staff must present their district badge through our RAPTOR system. Signage has been placed at all gates directing visitors to check in at the office. All staff members have been provided with district ID badges. Bon View Elementary School offers student supervision before school, during school and after school. Supervision in the mornings is done by administrative team, support team, and Proctors beginning at 7:30 AM. Recess duty supervision and lunch supervision is offered by certificated staff, administrators and proctors. After school supervision is offered by administration team, support staff as well as teachers.

## School Facility Conditions and Planned Improvements

Bon View School is maintained in a manner that assures it is in good repair, functional and safe. The principal works with the custodial staff to make certain a daily cleaning schedule is maintained so classrooms, restrooms and the school grounds remain clean, safe and orderly, and that the floors, walls, and plumbing system are all in good repair. Site and district maintenance and grounds staffs make sure that the work necessary to keep the school in good working order and aesthetically pleasing are completed in a timely manner. A work order process is in use to ensure efficient service and that emergency repairs are given the highest priority. To assist in this effort, the district Operations Department annually conducts an in-depth evaluation of each school to determine the condition of the facilities and identify situations that need maintenance, repair or an upgrade. The district uses a facility survey instrument developed by the State of California Office of Public School Construction to assist with the data gathering during the inspections. All findings are shared with the principal and work orders for needed repairs are created at that time. The results of this survey are available at the school office or the district office and are outlined below. During the most recent Facility Conditions Evaluation conducted on August 23, 2021, by the County's William's Team, facilities and buildings, rooms, and grounds were found to be in "good repair." The Facility Inspection Tool was used throughout a walkthrough of our school. There were no extreme deficiencies found and two good repair deficiencies.

Year and month of the most recent FIT report

August 23, 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			Pod D Girls restroom: Electric hand dryers are damaged or broken work order #220969 complete 9/21/2021. Building F student restrooms in class 21/21 : Electric hand dryers are damaged or broken work order #221070 completed 8/24/2021
<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			grounds: overgrown vegetation poses a trip/safety hazard work order #220970 completed 12/1/2021

## 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>	385	NT	NT	NT	NT
<b>Female</b>	165	NT	NT	NT	NT
<b>Male</b>	220	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>	12	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	350	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>	11	NT	NT	NT	NT
<b>English Learners</b>	96	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	68	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	347	NT	NT	NT	NT

<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	48	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
<b>All Students</b>	385	NT	NT	NT	NT
<b>Female</b>	165	NT	NT	NT	NT
<b>Male</b>	220	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>	12	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	350	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>	11	NT	NT	NT	NT
<b>English Learners</b>	96	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	68	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	347	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	48	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.

iREADY Student Groups	iREADY Total Enrollment	iREADY Number Tested	iREADY Percent Tested	iREADY Percent Not Tested	iREADY Percent At or Above Grade Level
<b>All Students</b>	382	378	99.09%	1.05%	28.53%
<b>Female</b>	163	163	100.00%	0.00%	30.06%

<b>Male</b>	219	215	98.17%	1.83%	27.40%
<b>American Indian or Alaska Native</b>	5	5	100.00%	0.00%	0.00%
<b>Asian</b>	4	4	100.00%	0.00%	0.00%
<b>Black or African American</b>	11	11	100.00%	0.00%	0.00%
<b>Filipino</b>	3	3	100.00%	0.00%	0.00%
<b>Hispanic or Latino</b>	348	344	98.85%	1.15%	27.59%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00%	0.00%	
<b>Two or More Races</b>	0	0	0	0	
<b>White</b>	11	11	100.00%	0.00%	0.00%
<b>English Learners</b>	94	93	98.94%	1.06%	0.00%
<b>Foster Youth</b>	1	1	100.00%	0.00%	
<b>Homeless</b>	34	33	97.06	294.00%	0.00%
<b>Military</b>	0	0	0	0	N/A
<b>Socioeconomically Disadvantaged</b>	382	378	98.95%	1.05%	28.53%
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	N/A
<b>Students with Disabilities</b>	49	48	97.96%	2.04%	0.00%

\*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>iREADY Student Groups</b>	<b>iREADY Total Enrollment</b>	<b>iREADY Number Tested</b>	<b>iREADY Percent Tested</b>	<b>iREADY Percent Not Tested</b>	<b>iREADY Percent At or Above Grade Level</b>
<b>All Students</b>	381	372	97.79%	2.22%	29.40%
<b>Female</b>	162	160	98.77%	1.23%	12.96%
<b>Male</b>	219	212	96.80%	3.20%	16.44%
<b>American Indian or Alaska Native</b>	5	5	100%	0.00%	
<b>Asian</b>	4	4	100.00%	0.00%	0.00%
<b>Black or African American</b>	11	10	90.91%	9.09%	0.00%
<b>Filipino</b>	3	3	100.00%	0.00%	0.00%
<b>Hispanic or Latino</b>	348	340	97.70%	2.30%	14.08%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	na	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	10	10	100.00%	0.00%	0.00%
<b>English Learners</b>	94	92	97.87%	2.13%	0.00%
<b>Foster Youth</b>	1	1	100%	0.00%	
<b>Homeless</b>	34	34	100.00%	0.00%	0.00%

<b>Military</b>	0	0	0	0	na
<b>Socioeconomically Disadvantaged</b>	381	372	97.64%	2.36%	14.96%
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	na
<b>Students with Disabilities</b>	49	47	95.92%	4.08%	0.00%

\*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>	95	NT	NT	NT	NT
<b>Female</b>	38	NT	NT	NT	NT
<b>Male</b>	57	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	83	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>	19	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	16	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	89	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	19	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

Due to COVID-19, parents are not permitted to on the school campus during the 2021-2022 school year. However during normal times, parents are welcomed as involved partners at Bon View School. Bon View parents and staff have developed a Parent Teacher Organization (PTO) to further provide opportunities for parents at the school. The PTO meets regularly to discuss opportunities to benefit the school. In addition, parents are active in our School Site Council, English Language Learner Advisory Council, and as volunteers. Parents attend district functions such as the Parent Leadership conference, monthly SELPAC and DELPAC meetings and parent education classes. Bon View Elementary works closely with families to encourage their involvement in our school activities. Attendance at Back-to-School Night, Open House, Parent-Teacher Conferences and student performances continue to increase.

For the 2021-2022 School Year, ALL PARENT MEETINGS and School Community events, are held via ZOOM.

Our parent program is composed of one parent adopted by each class as the "classroom representative" and communicates regularly with the classroom community. Parent education opportunities are offered through parenting classes and the Latino Family Literacy project throughout the year. Monthly Coffee with the Principal meetings are held allowing parents a forum for questions and suggestions. Frequent guest speakers are featured at these meetings providing valuable topics including Internet safety, the state adopted materials to review, parenting resources, technology support for parent, language arts and math per parents request.

Again, For the 2021-2022 School Year, ALL PARENT MEETINGS and School Community events, are held via ZOOM.

Regular communication is provided in both English and Spanish via Class dojo, Blackboard Connect, our Marquee located in the front of the school, our monthly newsletter, and school website. The school sends home important flyers and information each Tuesday in students' blue folder.

Parent contact: Mrs. Katie Gross at 909-947-3932 (Outreach Coordinator).

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	680	665	55	8.3
Female	304	298	27	9.1
Male	376	367	28	7.6
American Indian or Alaska Native	11	11	2	18.2
Asian	8	8	0	0.0
Black or African American	20	20	3	15.0
Filipino	3	3	0	0.0
Hispanic or Latino	614	600	48	8.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	23	22	2	9.1
English Learners	212	210	20	9.5
Foster Youth	9	9	2	22.2
Homeless	56	56	5	8.9
Socioeconomically Disadvantaged	605	597	52	8.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	76	75	6	8.0

### 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	0.95	0.00	2.98	0.03	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.07	1.64	2.45
Expulsions	0.00	0.00	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

The Comprehensive School Site Safety Plan was developed for Bon View Elementary School in collaboration with local agencies and the district office. Components of the plan include: maintenance, security and safety of the physical environment, school climate which addresses disaster procedures and routines, an action plan that ensures a safe physical environment and safe school climate, as well as our school safety compliance that ensures required child abuse reporting procedures, suspension and expulsion policies, due process, notification to teachers about dangerous pupils, sexual harassment policy, school-wide dress code, procedure for safe ingress and egress from school, procedures to ensure a safe and orderly environment and rules and procedures on school discipline. Monthly disaster drills are scheduled and practiced school-wide to ensure student safety procedures. The plan was recently reviewed and discussed with the staff in November 2021. School Site Council last approved the Bon View Elementary School Safety Plan on October 20, 2021. An approved copy of the school site safety plan may be obtained at Bon View Elementary School's main office or the Ontario-Montclair School District office.

## 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	23		5	
1	23		4	
2	25		4	
3	24		4	
4	24		4	
5	29		3	
6	23	1	3	

### 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	25		5	
1	20	3	1	
2	20	1	4	
3	25		4	
4	31		3	
5	30		3	
6	31		3	
Other	7	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	4	
1	17	2	3	
2	26		3	
3	23		4	
4	32		2	
5	30		3	
6	31		3	
Other	13	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
<b>School Site</b>	7174.56	967.10	6207.46	111,485.49
<b>District</b>	N/A	N/A	1497.90	\$92,686
<b>Percent Difference - School Site and District</b>	N/A	N/A	122.2	18.4
<b>State</b>			\$8,444	\$85,863
<b>Percent Difference - School Site and State</b>	N/A	N/A	-30.5	26.0

## 2020-21 Types of Services Funded

All students at Bon View receive standards-based instruction at their appropriate grade level. A Response to Intervention model is utilized for students in grades PK-6 within the three pillars of the MTSS framework and progress monitoring data is used to modify instruction on an ongoing basis. Teachers also incorporate the Gradual Release of Responsibility (GRR) Instructional Framework to provide appropriate instruction, moving students towards independence. Through the (GRR), teachers ensure students take responsibility for their own learning by directing teaching and learning through the cognitive process that emphasizes instruction to mentor students to become capable Thinkers. Teachers regularly examine i-Ready Data and student work samples during at grade level planning meetings and PLT'S to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan re-instruction accordingly.

School-wide teachers implement Universal Access time during their Language Arts block where they work in small groups providing students support to access grade level content while providing targeted intervention. Additional intervention action plans are developed when appropriate. The SST process is used to identify, monitor, and provide appropriate interventions for students at-risk.

Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family. State education funding provides instructional support in the form of an Intervention Teacher, a Magnet teacher, Outreach Coordinator to continually monitor student progress monthly and support informed decision making. Funds are also used to provide intervention programs for students who are at-risk or at-promise during the school day and after school. Supplemental programs that are utilized to meet the needs of students include Discovery education, Starfall and Mountain Math. Bon View also offers afterschool intervention classes to support and enrich student learning. These intervention classes are provided both by credentialed teachers and the intervention teacher. As an International Baccalaureate World school, Bon View offers an inquiry-based educational program with a global emphasis. As part of the IB program, students receive foreign language instruction, as well as music and PE Enrichment. In addition, as an IB school, a full-time IB library media specialist works with students on research and technology skills.

## 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>	\$48,998	\$52,060
<b>Mid-Range Teacher Salary</b>	\$87,146	\$84,043
<b>Highest Teacher Salary</b>	\$105,113	\$107,043
<b>Average Principal Salary (Elementary)</b>	\$138,892	\$133,582
<b>Average Principal Salary (Middle)</b>	\$141,565	\$138,803
<b>Average Principal Salary (High)</b>	\$0	\$133,845
<b>Superintendent Salary</b>	\$319,095	\$240,628
<b>Percent of Budget for Teacher Salaries</b>	37%	35%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

The Ontario-Montclair School District offers research-based, on-going professional development for certificated, classified and management employees aligned with the district's long-term goals. Professional development is designed to help employees enhance their knowledge and develop needed skills to provide quality services in order to maximize student learning and achievement. Professional development courses and programs are developed and coordinated by the district Learning and Teaching Division and are held at a variety of district locations as well as on-site. The focus of all professional development is based on the instructional and management priorities outlined in the goals and objectives of the school plan for student achievement. In addition, paraprofessionals such as instructional aides are offered training through the District Education Center and Pupil Personnel Services department. Clerical and Custodial staff training also occurs through the Maintenance and Operations Department and by District Education Center personnel. The district also provides courses for teachers working towards their teaching credentials, support for veteran teachers through the Peer Assistance and Review program (PAR), technology training and classroom support, compliance related workshops and a variety of job-specific and mandated trainings for classified employees. OMSD has several sustained initiatives including writing development, language development, professional learning communities, and SMART goal planning. Professional development is offered primarily after-school, and during the school day on release days. Classroom teachers have participated in various professional development opportunities including IB Units of Inquiry, Gradual Release, i-Ready, Kagan Cooperative Learning, NGSS, Eureka Math, AVID, and Literacy.

Staff development at Bon View is based on evaluations and observations from International Baccalaureate program consultants, district initiatives, and student and staff needs at the site. I-Ready student performance data, along with teacher and principal observations, help determine professional development needs. The focus of our staff development sessions have been in the areas Gradual Release, PLTs, Social Emotional Supports, best practices in Math & ELA, inquiry-based learning approaches, and implementation of IB units of study. Additional professional development this year Gradual Release, i-Ready, and Restorative Practice. Ongoing focus areas include International Baccalaureate (IB) Category I and II training, Write from the Beginning training, inquiry learning, common core standards, and Response to Intervention and Instruction. Teachers meet regularly for collaboration, analyzing student data, and planning instruction based on student performance. This year we continued with the implementation of MTSS (Multi-Tiered Systems of Support) where a leadership team is actively working on strengthening our systems for Academics, Behavior, and Social-Emotional student support in collaboration with the school sites leadership teams such as the Pedagogical, AVID, and PBIS.

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>	8	4	

# Ontario-Montclair 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 Student 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>	Ontario-Montclair School District
<b>Phone Number</b>	(909) 459-2500
<b>Superintendent</b>	Dr. James Q. Hammond
<b>Email Address</b>	info@omsd.net
<b>District Website Address</b>	<a href="https://www.omsd.net">https://www.omsd.net</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>	12994	NT	NT	NT	NT
<b>Female</b>	6378	NT	NT	NT	NT
<b>Male</b>	6616	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	92	NT	NT	NT	NT
<b>Asian</b>	257	NT	NT	NT	NT
<b>Black or African American</b>	394	NT	NT	NT	NT
<b>Filipino</b>	81	NT	NT	NT	NT
<b>Hispanic or Latino</b>	11629	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	31	NT	NT	NT	NT
<b>Two or More Races</b>	140	NT	NT	NT	NT
<b>White</b>	370	NT	NT	NT	NT
<b>English Learners</b>	2756	NT	NT	NT	NT
<b>Foster Youth</b>	73	NT	NT	NT	NT
<b>Homeless</b>	2320	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	11552	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	1919	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
<b>All Students</b>	12994	NT	NT	NT	NT
<b>Female</b>	6378	NT	NT	NT	NT
<b>Male</b>	6616	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	92	NT	NT	NT	NT
<b>Asian</b>	257	NT	NT	NT	NT
<b>Black or African American</b>	394	NT	NT	NT	NT
<b>Filipino</b>	81	NT	NT	NT	NT
<b>Hispanic or Latino</b>	11629	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	31	NT	NT	NT	NT
<b>Two or More Races</b>	140	NT	NT	NT	NT
<b>White</b>	370	NT	NT		NT
<b>English Learners</b>	2756	NT	NT	NT	NT
<b>Foster Youth</b>	73	NT	NT	NT	NT
<b>Homeless</b>	2320	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	11552	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	1919	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.

\*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.

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