

# Lehigh 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>	Lehigh Elementary School
<b>Street</b>	10200 Lehigh Avenue
<b>City, State, Zip</b>	Montclair, CA 91763
<b>Phone Number</b>	909-624-5697
<b>Principal</b>	Christiane Ayoub
<b>Email Address</b>	christiane.ayoub@omsd.net
<b>School Website</b>	<a href="https://www.omsd.net/Lehigh">https://www.omsd.net/Lehigh</a>
<b>County-District-School (CDS) Code</b>	6036305

## 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

Welcome to an exciting 2021-2022 school year at Lehigh Elementary School! The staff at Lehigh is committed to exceptional standards and high levels of student success. Together we look forward to working with you to ensure a productive and positive school year for all students. As a No Excuses school we promote college readiness in our daily academic and social activities. Furthermore, as a school that implements Positive Behavior Intervention Systems we take pride in promoting a positive school culture that fosters students' social interactions. We believe in building bridges between the school and community and maintain an open door policy for all parents. On behalf of the entire school staff I welcome you to a college centered and academically rigorous environment, that is also committed to your child's social emotional well being.

Lehigh Elementary School is located on the southwest corner of the Ontario-Montclair School District and was built in 1960. It currently serves 522 students in grades preschool - sixth grade.

Lehigh Elementary School's staff consists of a Principal, Elementary Administrator, Instructional Coach, Student Mentor, one Resource Specialist Program Teacher, two preschool teachers, one part-time Instrumental Music Teacher, two Special Day Class teachers, Student Mentor, and 26 general education classroom teachers. Other key team members include four Instructional Aides, one Office Manager, three Office Assistants, three custodians, and three food service workers. We also offer a Learning Lab that is staffed by two instructional aides that provide specialized services in literacy skills. Lehigh Elementary School offers diverse programs for students as well as parents. Parents are welcomed to attend numerous parent meetings including Principal's Coffee, School Site Council, Site English Language Proficiency Advisory Committee, Students with Disabilities parent Group, Gifted and Talented Education parent group.

Students are offered after school opportunities through the city of Montclair's After School Program where they receive supper, homework help, recess, and enrichment. Additionally, students can participate in Coding, Yearbook, Book Clubs, and a variety of Sports opportunities after school. Finally, Lehigh has dedicated school wide forty-five minutes of targeted instruction at the students' reading levels four times a week.

Our Vision statement is: Nothing less than our personal best. We push students in healthy ways to reach their personal best! It is exciting to see how amazing they feel when they achieve their full capabilities.

Lehigh is an MTSS school, we practice multi tiered systems of support to ensure academic, behavior and social emotional success.

## 2021-22 School Overview

Lehigh's Mission: Lehigh Elementary school prides itself on being a positive school for students. Students are rewarded for their accomplishments and progress by staff and administration. As a PBIS school we have school wide expectations of students to be ready to learn, respectful to others and responsible. We redirect behaviors with positive systems and take time to teach the expected behaviors with rewarded outcomes. As a school community we believe student achievement begins with students feeling safe and valued.

We believe that:

- A student's social, emotional, and physical well-being is fundamental to their success.
- An academic program should be broad, challenging, data-driven, and individualized to support the whole child.
- Collaboration between the student, family, school, and community is vital to student success.
- Teachers have the ability to dramatically impact students' lives. success is defined by doing our personal best.

Objectives:

- All students will meet or exceed the essential Common Core standards for Language Arts as measured by the school, district, and state assessments.
- All student will meet or exceed the essential Common Core standards for Mathematics as measured by the school, district, and state assessments.
- All English Learners will demonstrate no less than one level of growth annually in English language proficiency as measured by school, district, and state assessments.
- All students will demonstrate behaviors that reflect physical, social, and emotional well being as measured by school and district assessments.

We work hard to ensure we serve the community and will go above and beyond for every child! We thank you for trusting your children with us!!

Respectfully,  
Mrs. Garcia  
Principal, Lehigh Elementary School.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	54
Grade 2	63
Grade 3	86
Grade 4	95
Grade 5	81
Grade 6	87
<b>Total Enrollment</b>	<b>533</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
American Indian or Alaska Native	0.9
Asian	1.5
Black or African American	1.7
Filipino	0.6
Hispanic or Latino	93.4
Two or More Races	0.8
White	1.1
English Learners	37.3
Homeless	11.4
Socioeconomically Disadvantaged	93.8
Students with Disabilities	10.9

### 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>

## 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 2019	
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) 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 through local review that the materials are still aligned to current state standards.	Yes	0%
<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

Lehigh Elementary School has adequate classroom, staff, and ancillary spaces. Lehigh Elementary School school has 23 classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1865. Additions were constructed in 1868 and 1872. Two portable classrooms were constructed in 1897 for class size reduction. The school opened in 1890 with all portable buildings. In 1895, permanent classrooms were built. The multipurpose room was built in 1897. To promote safety, Lehigh 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. Lehigh Elementary School offers student supervision before school, during school and after school. Supervision in the mornings is done by administrative team, support team, and noon aides. Recess duty supervision is offered by teachers, and noon aides. Adult noon aides supervise lunch and lunch recess. After school supervision is offered by administration team, support staff as well as teachers.

Ontario-Montclair School District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The Ontario-Montclair School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the Ontario-Montclair School District uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the school office or Ontario-Montclair School District office. The LEA governing board has adopted cleaning standards for all schools in the Ontario-Montclair School District. A summary of these standards is available at the school office or at the Ontario-Montclair School District office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. OMSD participates in the state's School Deferred Maintenance Program, which provides state matching funds in order to assist schools with the expenditures for major repairs and upgrades. Typically, this includes the following: roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, floor, and carpeting. Each year the district matches the required allotment set by the state in order to participate in the deferred maintenance program. Lehigh Elementary School was not required to have a William's inspection this year. The most recent visit by the Ontario-Montclair School District was on January 15, 2020. The school received an overall rating of Exemplary at 98.53%. Lehigh Elementary School is proud to have met the expectations of the evaluation in all areas.

The last district inspection of the school and its grounds was completed on January 15, 2020 the afternoon. The overall rating for the school was "Good." Our final score was 98.53% with at total number of areas evaluated at 89.

The Ontario-Montclair School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office. More specific information on the condition of the school and the efforts made to ensure the students are provided with a clean, safe, and functional learning environment are listed below .

There were no planned or completed facility improvements for the 19/20 school year.

### Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Lehigh staff maintains a clean and healthy environment that assures the school is safe and in good repair to promote student learning and socialization on a daily basis. The principal works with two full-time and one part time custodian who diligently keeps restrooms, eating areas, and classrooms clean and sanitized. Site and district maintenance and grounds' staffs make sure that the work necessary to keep the school in good repair, in 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 the facility survey instrument 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.

### Cleaning Process and Schedule:

## School Facility Conditions and Planned Improvements

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Student Safety:

Lehigh Elementary School is committed to providing a safe environment for students and staff. Every effort is made to ensure the safety of students on campus as well as en route to and from campus. Staff members supervise student-arrival, dismissal, breakfast, lunch-time and recesses. The after-school program has staff monitoring student activity at all times. Adults must sign-in to pick up students in the after school program. Locked gates throughout the school limit access to designated personnel, and all visitors must enter the school through the front gate area, where they must check in at the office and obtain a visitor's pass. Crossing guards are posted at both major intersections north and south of the school, and safety cones are placed in the pickup/drop off area to help with dismissal. Proctors are employed by the school to provide supervision for those students eating, both before school and during lunch. The Principal, Elementary Administrator, Data Coach, and Instructional Coach are visible during the morning drop off, lunchtime, recesses, and after-school dismissal.

### Year and month of the most recent FIT report

January 15, 2020

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

### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

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

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

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

#### Options

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

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

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

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

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

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	351	NT	NT	NT	NT
<b>Female</b>	162	NT	NT	NT	NT
<b>Male</b>	189	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>	329	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>	113	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	124	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	330	NT	NT	NT	NT

<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	44	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>	351	NT	NT	NT	NT
<b>Female</b>	162	NT	NT	NT	NT
<b>Male</b>	189	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>	329	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>	113	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	124	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	330	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	44	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>	350	343	97.92%	2.00%	31.14%
<b>Female</b>	161	156	96.89%	3.11%	35.40%

<b>Male</b>	189	187	98.94%	1.06%	27.51%
<b>American Indian or Alaska Native</b>	6	6	100.00%	0.00%	0.00%
<b>Asian</b>	2	2	100.00%	0.00%	0.00%
<b>Black or African American</b>	8	8	100.00%	0.00%	0.00%
<b>Filipino</b>	2	2	100.00%	0.00%	0.00%
<b>Hispanic or Latino</b>	329	322	97.87%	2.13%	29.79%
<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>	3	3	100.00%	0.00%	NA
<b>English Learners</b>	113	111	98.23%	1.77%	0.00%
<b>Foster Youth</b>	1	1	100.00%	0.00%	
<b>Homeless</b>	62	61	98.39	161.00%	33.87%
<b>Military</b>	0	0	0	0	N/A
<b>Socioeconomically Disadvantaged</b>	350	343	98.00%	2.00%	31.14%
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	N/A
<b>Students with Disabilities</b>	42	41	97.62%	2.38%	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>	347	334	96.11%	3.90%	34.83%
<b>Female</b>	159	150	94.34%	5.66%	18.87%
<b>Male</b>	188	184	97.87%	2.13%	15.96%
<b>American Indian or Alaska Native</b>	6	6	100%	0.00%	
<b>Asian</b>	2	2	100.00%	0.00%	0.00%
<b>Black or African American</b>	8	8	100.00%	0.00%	0.00%
<b>Filipino</b>	2	2	100.00%	0.00%	0.00%
<b>Hispanic or Latino</b>	326	313	96.01%	3.99%	16.26%
<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>	3	3	100.00%	0.00%	0.00%
<b>English Learners</b>	112	109	97.32%	2.68%	0.00%
<b>Foster Youth</b>	1	1	100%	0.00%	
<b>Homeless</b>	62	60	96.77%	3.23%	19.35%

<b>Military</b>	0	0	0	0	na
<b>Socioeconomically Disadvantaged</b>	347	334	96.25%	3.75%	17.29%
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	na
<b>Students with Disabilities</b>	41	41	100.00%	0.00%	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>	80	NT	NT	NT	NT
<b>Female</b>	38	NT	NT	NT	NT
<b>Male</b>	42	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	77	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	26	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	28	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	73	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	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

The Lehigh School mission is to guarantee personal excellence for all learners through a home-school partnership committed to high academic and social standards. This year we have added virtual family nights. We contract with children's motivational speaker, Sami Circuit, he facilitates monthly virtual family nights. These family nights have allowed us to encourage students and parents to be active and fit with physical health. The family nights encourage parents and students to adopt a healthy lifestyle.

Opportunities for parental involvement for the 2021-2022 school year include:

- Principal's Coffee/ Informational Meetings (on Zoom during COVID)
- School Site Council (SSC)
- Site English Language Proficiency Advisory Committee (SELPAC)
- District Parent Advisory Committee (DPAC)
- District English Language Proficiency Advisory Committee (DELPAC)
- Parent Leadership Conference
- Student Success team (SST)
- Parent Academy Classes (Parent Education)
- Back to School Night
- Open House

## 2021-22 Opportunities for Parental Involvement

- Parent Conferences
- This year we are not asking for in person volunteers due to COVID regulations that only allow essential personnel on school campuses.

However, in previous years we had a staff member/ Kinder teacher who would organize parent volunteers:

- Parent Classroom Volunteers, teacher in charge is Carol Alvarez and can be reached by calling the front office.

Parents are encouraged to take part in the many parental involvement opportunities provided throughout the year at Lehigh. If you would like to get involved or participate please feel free to stop by the office for a calendar of dates or contact Debra Marin or Barbara Matos, they will explain the volunteer process for Lehigh School.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	569	554	38	6.9
Female	273	269	12	4.5
Male	296	285	26	9.1
American Indian or Alaska Native	6	5	0	0.0
Asian	11	9	0	0.0
Black or African American	10	9	0	0.0
Filipino	4	4	0	0.0
Hispanic or Latino	527	517	37	7.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	1	25.0
White	7	6	0	0.0
English Learners	216	213	20	9.4
Foster Youth	3	2	1	50.0
Homeless	94	91	9	9.9
Socioeconomically Disadvantaged	532	520	38	7.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	65	62	10	16.1

## C. Engagement

### State Priority: School Climate

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

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

### Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.72	0.00	2.98	0.03	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.46	1.64	2.45
<b>Expulsions</b>	0.00	0.00	0.05

### 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00



<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

Lehigh prides itself with being a safe and orderly campus for all students. We maintain a Comprehensive School Site Safety Plan that was developed for the Ontario Montclair School District in collaboration with local agencies and the district office. The plan ensures safety of students and staff, it includes maintenance, security and safety of the physical environment and safe school climate, as well as our school safety compliance that ensures all 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 discipline. Monthly disaster drills are scheduled and practiced school wide to ensure safety procedures. The plan is frequently reviewed and updated, it was discussed with the staff in September 2019.

Date of Last Review/Update: September 2019.

Last Discussed with Staff: September 2019.

Lehigh Elementary's Safety Plan, reviewed on an annual basis, is an integral part of the school environment. Bi-monthly drills are held to practice safety procedures in the event of an emergency, review staff member roles and responsibilities, and test support systems. Elements of the plan appear regularly on staff meeting agendas, leadership team meetings, and parent advisory council meetings.

The goals of Lehigh Elementary's Safety Plan are to ensure that:

1. All students and staff members are provided a safe teaching and learning environment.
2. All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities.
3. District programs and community resources are made available to students and parents.
4. The school provides the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to cultural, racial, and religious background.

In addition, the school has a Disaster Preparedness Plan and a Crisis Response plan to deal with specific emergencies.

## 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	20	1	3	
1	20	3	1	
2	22	1	3	
3	18	5		
4	31		3	
5	28		4	
6	26		3	
Other	14	1		

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

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	2	
1	21	1	2	
2	21	2	2	
3	23		4	
4	26		3	
5	31		3	
6	26		4	
Other	12	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	17	4		
1	17	3		
2	20	2	1	
3	21		4	
4	22	1	3	
5	25		3	
6	29		3	
Other	14	2	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>	7646.83	1173.04	6473.79	116,573.89
<b>District</b>	N/A	N/A	1497.90	\$92,686
<b>Percent Difference - School Site and District</b>	N/A	N/A	124.8	22.8
<b>State</b>			\$8,444	\$85,863
<b>Percent Difference - School Site and State</b>	N/A	N/A	-26.4	30.3

## 2020-21 Types of Services Funded

Lehigh Elementary School offers a variety of different services funded through different sources. These services are offered so that students are given every opportunity to succeed. Some of these services include:

- Bilingual Family Counseling
- Reading Intervention during the bells with an intervention teacher
- Extended Learning that include Saturdays
- Field Trips
- Grade Level PLC days
- Student Mentor services and student store for positive behavior incentives
- Instructional Coach
- Supplemental Instructional Materials
- Learning Lab to provide extra support for students
- Family Community Collaborative Outreach/Services Support
- Student Incentives that include assemblies, medals, reading awards and field trips to local colleges for Lunch called "College Visit/ Principal for the Day".

Lehigh uses all resources to fund activities and learning opportunities for students, resources are allocated for the greater good of the whole school community, we pride ourselves in offering outstanding programs for our students.

## 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

Lehigh Elementary School strives for continuous improvement for both staff and students. In addition to the numerous and varied professional development opportunities offered by the District's Teacher's On Assignments (TOAs), Lehigh develops its own professional development plan based on the site's specific needs for both the students and teachers. To determine instructional practices to introduce or refine for staff members, the site leadership team looks at both student data and anecdotal notes made during informal and formal observations. The Instructional Coach along with administration plan and provide professional development throughout the year with grade level teams. Teams are given subs to meet and discuss data, plan according to the data to respond to student needs and get training on best practices for resources and delivery of instruction practices.

Over the last two years the teachers have developed and are using a rubric for writing that mirrored what students would be scored on during the CAASPP administration. Staff developed R.A.C.E to remind students that their written and verbal responses needed to recite the question, answer the question, cite evidence, and explain how the evidence supports their answers. In addition to R.A.C.E for writing, development was on best implementation strategies for Eureka math, and the third and final focus area was ELD QTEL strategies to support long-term English Language Learners in reclassification.

With RACE being Lehigh's anchor over the last two school years, data suggested that students needed to be more engaged in their own learning and Kagan became the focal point and next step. The principal, instructional coach and a team of teachers attended a two-day training that introduced Kagan structures and the power of using these structures to keep students both engaged and accountable for their learning. The team of teachers went back to present the information to their grade level teams and began to model lessons using Kagan structures. The coaches worked with teachers who were not officially trained but were eager to try out the structures in their classrooms. The principal met with teachers one-one-one if she felt that Kagan structures could enrich the delivery instruction in their classrooms. Each staff development meaning was opened with a team building or class building structure from Kagan.

In the 2021-2022 School year, we were challenged with Online Learning. However, teachers were provided with training on student engagement using Zoom, technology training and I ready Training. I ready is an intervention program that adapts to students needs and will diagnosis students. The diagnostic I Ready test is given and teachers are trained to respond based on the data they receive. Teachers professional development is weekly and responds to the needs of students along with the platforms used, in person instruction as well as remote/ and online instruction.

## Professional Development

2021-2022 continues with Kagan and RACE but the focus on Positive Behavior Intervention Systems (PBIS). As a school that promotes high academic achievement we believe teacher's delivery practices must enforce content accessibility for students as well as high student engagement. Hence, we ensure teachers professional development is in the area of content accessibility through best practices for delivery. Students are given repeated exposure to content with whole group and small group instruction. Every Tuesday is dedicated to professional development in the aforementioned areas of content delivery and engagement. Teachers are given the opportunity to work with an Instructional Coach to improve their best practices.

This year, 2021-2022as been a year to continue to focus on the programs, resources, pacing and planning that has proved success for Lehigh. Lehigh's score have evidence that the student performance is steadily increasing. Hence, we continue to focus on RACE, use the rubrics teachers created and facilitate student engagement through Kagan. However, we are more focused by introducing Learning Targets with Success Outcomes for students and teachers. This keeps teachers focused on the objective of each lesson and allows students to focus on the expected outcome for evidence of mastery. This professional development is ongoing throughout the year and teachers are given time to demonstrate best practices to one another as well as with the Instructional Coach.

This school year we also have an Outreach Consultant that has supported the students social emotional and behavioral success. She works closely with the mentor and teachers to ensure social emotional learning and lessons are taking place. She also takes care of all mental health and social emotional referrals.

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	25	25	22

# 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 Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

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

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

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

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

## 2021-22 District Contact Information

<b>District Name</b>	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
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<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.