

# Richard E. Haynes 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>	Richard E. Haynes Elementary School
<b>Street</b>	715 West Francis Street
<b>City, State, Zip</b>	Ontario, CA 91762
<b>Phone Number</b>	909-984-1759
<b>Principal</b>	Cristina Raskovic
<b>Email Address</b>	cristina.raskovic@omsd.net
<b>School Website</b>	omsd.net/Haynes
<b>County-District-School (CDS) Code</b>	3667819-603618

## 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

Dear Haynes Families and Friends,

At Richard E. Haynes Elementary School, we remain committed to the development and implementation of a shared vision for academic achievement, social and emotional well-being for all students, school site initiatives and district initiatives to improve learning and teaching for all. Haynes students are challenged to do their best work every day under the guidance and support of our highly qualified teaching staff, parent volunteers and support staff. Personal leadership and scholarly behaviors are taught and emphasized so that students learn how to be assertive learners, make quality personal decisions, set personal goals and hold high expectations for achieving both academically and socially.

We foster and maintain an environment where students are engaged in a meaningful way and their families have multiple opportunities to play a part in their child's education. We work collaboratively with all stakeholders to make our school a great place where students learn to be SAFE, RESPECTFUL, and RESPONSIBLE.

Mission Statement: The mission of Richard E. Haynes, a progressive and collaborative educational community, is to prepare each student to excel as a successful participant in an ever changing society through a commitment to standards of excellence.

Richard E. Haynes Elementary School supports a student enrollment of approximately 746 students in transitional kindergarten through sixth grade. In addition, Haynes School has two pre-school classes, one primary SDC class, and one County SED class. The school is located in the city of Ontario in the Ontario-Montclair School District and serves a diverse student population of which 88.7% of students participate in the free or reduced lunch program and approximately 49.2% speak a primary language other than English. Haynes School has an active School Site Council and School English Learner Parent Advisory Council. Haynes School supports student attendance through incentive programs as well as Saturday Attendance Academies that allow students to recoup absences. Haynes School supports student learning by providing highly qualified teachers and rigorous general education and special education curriculum, as well as interventions between the bells, at lunchtime (when possible), before and after school, and on Saturdays when we are on campus. Haynes staff members provide a variety of opportunities for parent involvement such as Coffee and Conversations, instructional workshops, Student Success Team meetings, Fall Festival (not during COVID), GATE Parent Meetings, Special Education Meetings, and student recognition activities. In addition, Haynes School is fortunate to have a high participation rate of parent volunteers, all of whom have

## 2021-22 School Overview

participated in our OMSD volunteer training program prior to working in classrooms, supporting field trips or supervising children under the direction of certificated staff members.

School-wide results of various district assessments in Math and Language Arts are reviewed by the Site Instructional Leadership Team and grade level teams at data and planning meetings. We also have created an MTSS group of staff members that meet every other month to do planning and aligning all areas of the school. These teams review school-wide trend data in order to establish goals, identify focus standards, and develop instructional strategies to support student needs for the school year. The Site Instructional Leadership Team meets on an ongoing basis with the focus on identifying deliberate decisions and action steps that will be communicated to their grade level teams at data and planning meetings. These deliberate decisions and action steps are used to facilitate discussion and instructional focus in a professional learning community format (PLC) after each benchmark assessment, and during planning meetings that take place in between benchmark assessments. District pacing calendars in Language Arts and Math, as well as the Common Core State Standards and district assessment data, are used during these meetings to focus the instructional program. Data from Illuminate is made available to all staff members and is aggregated based on data need (EL students, significant subgroups, etc). The data accessed can also be broken down by grade level, teacher, class, program, and the individual student. Grade levels identify goals for the year, each testing period, and individual students. Smart goals are Specific, Measurable, Attainable, Related, and Time-bound targets for student performance (grade level and school-wide). Progress toward those goals is monitored regularly through common formative assessments and/or classroom measures (RI/Phonics Screeners/ ESG/ Reading Fluency). Interventions (Between the Bells & After School) are implemented to support student acquisition of grade level standards. Reading comprehension and English Language Development are areas of specific focus. Use of graphic organizers and Advanced Thinking Maps serve to support and develop reading comprehension, as well as English Language Development and writing. Haynes School also has adopted a school-wide writing program to support written language for all students and build critical writing skills across the grades (Write From The Beginning).

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	107
Grade 2	102
Grade 3	109
Grade 4	106
Grade 5	110
Grade 6	117
Total Enrollment	747

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3
Male	52.7
American Indian or Alaska Native	0.1
Asian	3.3
Black or African American	1.2
Filipino	1.1

Hispanic or Latino	90.5
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.7
White	2.9
English Learners	27
Foster Youth	0.5
Homeless	4.7
Socioeconomically Disadvantaged	90.1
Students with Disabilities	9.8

## A. Conditions of Learning

### State Priority: Basic

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

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.0	96.7	847.8	91.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	6.0	0.6	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	13.8	1.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	6.0	0.7	12115.8	4.4
Unknown	1.0	3.3	54.1	5.8	18854.3	6.9
<b>Total Teaching Positions</b>	<b>30.0</b>	<b>100.0</b>	<b>927.8</b>	<b>100.0</b>	<b>274759.1</b>	<b>100.0</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.

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

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.0</b>

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

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

## 2020-21 Class Assignments

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

## 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	Yes	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

Richard E. Haynes Elementary School has adequate classroom, staff, and ancillary spaces. The school is comprised of two preexisting school sites: Cypress Elementary School (built in 1952) and Francis Orthopedically Handicapped School (built in 1960). The two schools were brought together as one campus and dedicated in 1993, as Richard E. Haynes Elementary School. Currently, Haynes serves students from preschool age to sixth grade. Haynes School has 34 classrooms, a library, computer lab, parent resource room, administration building, two county classrooms, a speech room, three support staff offices, and a multipurpose room (built in 2012, capacity 518). The playground contains three basketball courts, a ball wall, 4 tetherball games, two 4-square areas, and a field containing two backstop areas. Haynes School has two workroom areas that house copy machines, a duplicating machine, and a large paper cutter. there are no current or planned facility improvements.

To promote safety, Richard E. Haynes 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. Richard E. Haynes 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. Recess duty supervision is offered by teachers, and proctors. Adult proctors 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.

Three full-time custodians maintain a neat and clean learning environment within a very creative schedule arrangement to accommodate everyone's needs. Classrooms are cleaned on a daily basis, including vacuuming, emptying the trash, and other basic cleaning necessities. A yearly deep cleaning is done in all the classrooms during non-student days. The grounds crew for the district comes once a week to maintain the grounds, including mowing the lawns, trimming trees, and other maintenance cleaning tasks.

During the most recent Facility Conditions Evaluation conducted on August 31, 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 walk-through of our school.

Year and month of the most recent FIT report				August 31, 2021
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Library: Ceiling tiles are damaged, loose, missing or stained (work order #221739 remedied 9/3/21)
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Main Office Area: Unsecured items are stored too high and pose a safety hazard (remedied 8/31/21) Multi-purpose Room: Area improperly used for storage (remedied 8/31/21)

## School Facility Conditions and Planned Improvements

<b>Electrical</b>	X		<p>Grounds: Exposed wires (no voltage or low voltage; i.e. data/comm/phone lines) (work order #221724 remedied 9/9/21)</p> <p>Speech Room: Electrical outlet/junction box covers or light switch covers are damaged or missing (work order #221737 remedied 9/2/21)</p> <p>Grounds: Lighting fixtures or bulbs are not functioning properly or missing (work order #221742 remedied 9/20/21)</p> <p>Main Office Area: Unsecured phone/data outlets (remedied 8/31/21)</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		<p>Restrooms by Room 8 Girl's: Soap/sanitizer dispensers empty (work order #221728 remedied 9/3/21)</p> <ul style="list-style-type: none"> <li>Main Office Area: Restrooms/showers used as storage area</li> </ul> <p>Grounds: Sink/fountain is not working properly (work order #271727 remedied 9/3/21)</p> <ul style="list-style-type: none"> <li>Grounds: Water leak (work order #221726 remedied 9/3/21)</li> </ul>
<b>Safety:</b> Fire Safety, Hazardous Materials	X		<p>Multi-purpose Room: Maintenance products not stored properly (remedied 8/31/21)</p> <ul style="list-style-type: none"> <li>Grounds: Paint is peeling, chipping, or cracking (work order #221714 remedied 12/2/21)</li> <li>Grounds: Exterior paint is peeling, chipping or cracking (work order #221743 in progress, 221733 - in progress)</li> </ul>
<b>Structural:</b> Structural Damage, Roofs	X		<p>Grounds: Holes in walls (work order #221723 remedied 9/3/21)</p>
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>Grounds: Sprinklers/covers are missing, broken, and/or damaged (work order #221712 remedied 11/22/21)</p> <ul style="list-style-type: none"> <li>Grounds: Seating and/or tables are broken, damaged or deteriorating (work order #221731 in progress, 221736 in progress, 221735 in progress)</li> </ul>



## School Facility Conditions and Planned Improvements

				<ul style="list-style-type: none"> <li>• Grounds: Play/sports equipment is broken, damaged or deteriorating (work order #221721 remedied 12/1/21)</li> <li>• Grounds: Area that poses safety hazard(s) to students unsecured (work order #221720 &amp; 221738 remedied 8/31/2021)</li> <li>• Grounds: Low hanging or broken tree branches pose a safety issue (work order #221729 remedied 10/29/21, 221744 remedied 10/8/21)</li> <li>• Grounds: Overgrown vegetation poses a trip/safety hazard (work order #221713 remedied 10/28/21)</li> </ul> <p>Library: Windows are missing (work order #221740 remedied 8/31/21)</p> <ul style="list-style-type: none"> <li>• Grounds: Sections of fence damaged or missing (work order #221732 in progress)</li> <li>• Grounds: Fence has damaged or missing posts/crossbars/top rail (work order #221717 in progress)</li> <li>• Grounds: Gates are missing (remedied 8/31/21)</li> <li>• Grounds: Fencing contains protruding sharp points and/or edges (work order #221719 remedied 9/16/21)</li> </ul>
--	--	--	--	--

### 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>	442	NT	NT	NT	NT
<b>Female</b>	218	NT	NT	NT	NT
<b>Male</b>	224	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	14	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>	403	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	14	NT	NT	NT	NT
<b>English Learners</b>	102	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	70	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	393	NT	NT	NT	NT

<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	58	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>	442	NT	NT	NT	NT
<b>Female</b>	218	NT	NT	NT	NT
<b>Male</b>	224	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	14	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>	403	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	14	NT	NT	NT	NT
<b>English Learners</b>	102	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	70	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	393	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	58	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>	437	397	90.86%	9.15%	32.49%
<b>Female</b>	215	197	91.63%	8.37%	37.21%

<b>Male</b>	222	200	90.09%	9.91%	27.93%
<b>American Indian or Alaska Native</b>	1	1	100.00%	0.00%	0.00%
<b>Asian</b>	14	14	100.00%	0.00%	0.00%
<b>Black or African American</b>	3	3	100.00%	0.00%	0.00%
<b>Filipino</b>	6	5	83.33%	16.67	0.00%
<b>Hispanic or Latino</b>	398	362	90.95%	9.05%	31.91%
<b>Native Hawaiian or Pacific Islander</b>	1	1	100.00%	0.00%	
<b>Two or More Races</b>	0	0	0	0	
<b>White</b>	14	11	78.57%	21.43%	0.00%
<b>English Learners</b>	99	95	95.96%	4.04%	0.00%
<b>Foster Youth</b>	2	2	100.00%	0.00%	
<b>Homeless</b>	35	29	82.86	1714.00%	31.43%
<b>Military</b>	0	0	0	0	N/A
<b>Socioeconomically Disadvantaged</b>	437	397	90.85%	9.15%	32.49%
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	N/A
<b>Students with Disabilities</b>	58	56	96.55%	3.45%	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>	437	393	89.94%	10.07%	37.14%
<b>Female</b>	215	194	90.23%	9.77%	20.47%
<b>Male</b>	222	199	89.64%	10.36%	16.67%
<b>American Indian or Alaska Native</b>	1	1	100%	0.00%	
<b>Asian</b>	14	14	100.00%	0.00%	0.00%
<b>Black or African American</b>	3	3	100.00%	0.00%	0.00%
<b>Filipino</b>	6	5	83.33%	16.67%	0.00%
<b>Hispanic or Latino</b>	398	359	90.20%	9.80%	17.09%
<b>Native Hawaiian or Pacific Islander</b>	1	1	100.00%	0.00%	
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	14	10	71.43%	28.57%	0.00%
<b>English Learners</b>	100	93	93.00%	7.00%	0.00%
<b>Foster Youth</b>	2	2	100%	0.00%	
<b>Homeless</b>	35	31	88.57%	11.43%	33.82%

<b>Military</b>	0	0	0	0	na
<b>Socioeconomically Disadvantaged</b>	437	393	89.93%	10.07%	18.54%
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	na
<b>Students with Disabilities</b>	58	54	93.10%	6.90%	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>	110	NT	NT	NT	NT
<b>Female</b>	55	NT	NT	NT	NT
<b>Male</b>	55	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<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>	102	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>	22	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	16	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	96	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	16	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

Parental Involvement is valued at Haynes. Haynes School hosts Coffee with the principal forums where parents are invited to meet with staff informally to discuss issues important to them and their children. We also have a School Site Council (SSC) which meets four to six times a year to participate in the planning and approval of the School Plan. SSC also provides input into budgetary decisions made at the school. This year we will continue to provide our School Site Council with training on how to work most effectively within their individual elected roles, as well as building the capacity of the whole SSC team. There is now a School Planning Team that is assisting in writing the School Plan by providing input, sharing ideas, and writing sections of the School Plan. Tracy Taylor (teacher) is Haynes' SSC facilitator. Mrs. Cristina Raskovic (Principal) serves as School Site Council Coordinator and can be reached at Haynes School (909) 984-1759.

Regular school-to-home communication is provided in both English and Spanish. Information about current events and school activities can be found on the Haynes Elementary School website, flyers and social media accounts (Class DoJo). At Haynes, we ensure that important news and announcements are made to parents utilizing the school's automated telephone system, texts messages via Blackboard Connect and social media as previously mentioned. Parents who want more information, or wish to participate, may contact Mrs. Raskovic, Mrs. Allen or Mrs. Silva at (909) 984-1759. There is a job for everyone who wants to get involved.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	768	757	85	11.2
Female	362	360	44	12.2
Male	406	397	41	10.3
American Indian or Alaska Native	3	2	1	50.0
Asian	25	25	1	4.0
Black or African American	9	9	3	33.3
Filipino	8	8	0	0.0
Hispanic or Latino	689	680	73	10.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	6	6	1	16.7
White	27	26	6	23.1
English Learners	217	216	18	8.3
Foster Youth	9	7	1	14.3
Homeless	69	69	8	11.6
Socioeconomically Disadvantaged	693	684	81	11.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	88	87	11	12.6

### C. Engagement

#### State Priority: School Climate

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

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



## Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	2.56	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>	0.00	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

The Haynes School safety plan was updated in August 2021. The staff reviewed the school plan for student safety and discipline in August 2021. Continued adjustments to the plan are addressed on-going throughout the school year with the safety team and School Site Council. Haynes School consistently follows a progressive discipline policy aligned with PBIS that outlines expectations for working, learning, and behaving at Haynes School. All students and families are provided with school rules for dress and conduct, as well as expectations for student behavior. All students and parents are provided with a written copy of the Student/Parent handbook (English and/or Spanish) and individual calendar agendas (grade 3-6) that support regular daily communication between home and school. Haynes implements regular Fire, Duck/Cover, and Lockdown Drills which are conducted monthly within the entire school when we are on campus. Classroom emergency backpacks have been cleaned, restocked with safety supplies, and redistributed to every classroom. Safety Talks with topics provided by OMSD Risk Management Department occur monthly at staff meetings and in the school newsletter. The school addresses site-specific concerns such as student injuries, blood borne disease guidelines, MRSA informational presentations, and tips to stay healthy. The plan was reviewed with the staff and updated again in May 2021 and will be refined throughout the year as needed.

### D. Other SARC Information

### Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		5	
1	26		4	
2	25		4	
3	20	1	5	
4	30		4	
5	31		4	
6	28		4	

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

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	9		
1	25		4	
2	26		4	
3	26		4	
4	29		4	
5	30		4	
6	24	1	4	
Other	12	1		

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

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	4	
1	27		4	
2	25		4	
3	26		4	
4	27		4	
5	28		4	
6	29		4	
Other	8	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	747

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	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>	9987.04	1018.81	8968.63	124,209.14
<b>District</b>	N/A	N/A	1497.90	\$92,686
<b>Percent Difference - School Site and District</b>	N/A	N/A	142.8	29.1
<b>State</b>			\$8,444	\$85,863
<b>Percent Difference - School Site and State</b>	N/A	N/A	6.0	36.5

## 2020-21 Types of Services Funded

School Resources and Programs:

- Assistant Principal
- Outreach Consultant/Counselor (site funded)
- School Family Outreach Assistant (site funded)
- Student Mentor (site funded)
- Intervention teachers (Site Funded and district funded)
- Coach (site funded)
- Library/Media Assistant
- Translators for conferences and meetings with parents (site funded)
- After School Interventions (site funded)
- Montclair Community Collaborative
- PBIS & Student Recognition and Incentive Activities (site funded)
- Parent Volunteers (site funded)
- Back To School Night (site funded)
- School Site Council (site funded)
- Student Council (site funded)
- School Newsletter (site funded)
- Student agendas (site funded)
- School Nurse

## 2020-21 Types of Services Funded

School Psychologist  
 Health Clerk  
 School English Learner Parent Advisory Committee  
 District English Learner Parent Advisory Committee  
 SARB and SART  
 School Website  
 Instrumental Music Program  
 Husky Pride Activities/PBIS (site funded)

## 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

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 through the district's Robert Hardy Professional Development Center as well as at each school site. The focus of all professional development is based on the instructional and management priorities outlined in the goals and objectives of our strategic and school improvement plans. Professional development at the site and district level addresses the core curriculum, instructional strategies, standards-based instruction, effective use of technology, and classroom management. In addition, district level professional development includes workshop sessions and classroom support for beginning teachers (BTSA), courses for teachers working toward their teaching credentials, technology training and classroom support, leadership development for administrators, compliance related workshops, and a variety of job-specific and mandated trainings for classified employees. OMSD has several sustained initiatives, including Thinking Maps, Response to Intervention (RtI), Writing and the California Common Core Standards. Programs are driven by data and are specifically designed instruction based on student need. Coaches are trained by the district to provide ongoing support at each site to ensure and support the correct implementation in each classroom. Based on student assessment data, Haynes School staff participated in staff development based on trends of needs indicated in SBAC and school benchmark data. English Language Development, High Yield Instructional Strategies, Structured Academic Talk, Gradual Release, Write From The Beginning... and Beyond, SFA tutor program, and Cognitive Planning with district and site funded instructional coaches was provided to classroom teachers. As we have now implemented the Common Core State Standards (CCSS), district trainings are provided on use of the Eureka Math Modules. Structured teacher planning time is provided to support teachers in conducting data analysis and monitoring student achievement trends, so as to plan effective responses to student achievement needs and necessary intervention. The staff is also being trained on gradual release and learning targets. All classroom teachers (including RSP/SDC and paraprofessionals) participated in the trainings, as well as non-classroom support staff, teachers, and administration. Teachers were supported by the teacher leaders and administrators in implementing new instructional strategies. Trainings were provided by Instructional Coaches, Teacher Leaders, Administration, the Tech Support Team and OMSD content TOAs. Haynes' Instructional Leadership team worked collaboratively to establish school-wide performance goals and SMART goals.

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

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

# 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
<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.