Kingsley Elementary School
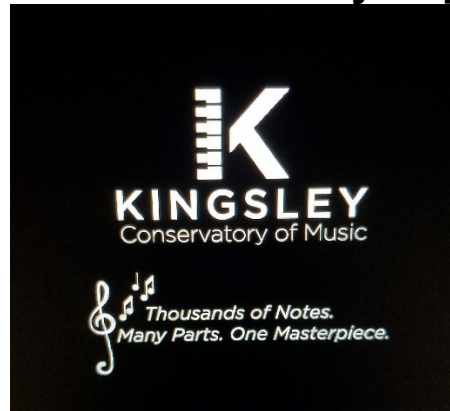## 2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Kingsley Elementary School
Street	5625 Kingsley Street
City, State, Zip	Montclair
Phone Number	909-984-3634
Principal	Melaine Troesh
Email Address	melaine.troesh@omsd.net
School Website	www.omsd.net/kingsley
County-District-School (CDS) Code	36 67819 6036297

2021-22 District Contact Information

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

2021-22 School Overview

Dear Parents and Families:

Welcome to Kingsley, the Conservatory of Music! Our mission is to provide all students with the keys to success which we accomplish through a robust core instructional program with exciting opportunities in music provided by our own full time music teacher and dedicated general education teachers. All students in kindergarten through grade six receive thirty minutes of general music weekly with opportunities in choir, strings, brass, and woodwinds for all upper grade students. Pre-School children are exposed to music elements by weekly visits from our Music Teacher. Kingsley Lions also showcase their talents in annual performances such as our Winter Concert and Spring Concert. We believe that music increases academic achievement, allows students to express themselves in ways that meet their social and emotional needs, and brings people together.

As a PBIS school, all members of the Kingsley community are taught to be respectful, treating others the way we want to be treated; responsible, doing the right thing even when no one is watching; and compassionate, what hurts my brother/sister hurts me.

In the upcoming year, we will be focusing on improving student scores in language arts and math as we continue to build our Music Conservatory, and we acknowledge that students succeed when teachers, students and families work together. Our theme this year "Kingsley World Tour" highlights the synergy that happens when everyone works together to achieve that which would be impossible alone.

We invite you, our school community, to join us as we create a masterpiece- successful children.

With anticipation,
Melaine Troesh, Principal

Kingsley Elementary is located in the city of Montclair in the southwest corner of the Ontario-Montclair School District. Operating on a traditional calendar, Kingsley currently serves approximately 660 students in grades Pre-K through 6th grade. Since we reside on the border of two cities, our Kingsley population draws primarily from the city of Montclair with a small percentage of families living in Ontario.

2021-22 School Overview

This school year marks the sixth school year for Kingsley Elementary as a Music Conservatory. All students in grades PK-6 are provided with weekly music instruction from a fully credentialed music teacher who is an integral part of our school site staff. In addition, upper-grade students may elect to participate in specialty ensembles which rehearse weekly including chorus, beginning band, advanced band, beginning strings, advanced strings, guitar, drums, and with most recent additions of ukulele and piano groups. Thanks to the support of our school board, members of cabinet, staff, parents, students, and community members, Kingsley was awarded both the California Gold Ribbon and a Title 1 Academic Achievement Award four years ago. We eagerly anticipate providing expanded opportunities for our community to have their lives enriched through the gift of music as our program expands through the coming years above and beyond.

Our teachers and support staff work diligently to provide a rigorous core curriculum, while at the same time embracing Positive Behavior Intervention and Supports. Because Kingsley Lions learn the importance of taking responsibility for one's own work and actions, demonstrating compassion for all living things, and maintaining the utmost respect for others and our environment, Kingsley has been continuously awarded the PBIS Gold and Silver Awards recognition. Being respectful, compassionate, and responsible is the Kingsley way!

The mission of Kingsley Elementary is "Providing all children the keys to success".

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	100
Grade 1	74
Grade 2	74
Grade 3	78
Grade 4	76
Grade 5	81
Grade 6	97
Total Enrollment	580

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	52.4
American Indian or Alaska Native	1
Asian	0.9
Black or African American	1.9
Filipino	0.2
Hispanic or Latino	93.8
Two or More Races	0.7
White	1.6
English Learners	34.1
Foster Youth	0.3
Homeless	7.1

Socioeconomically Disadvantaged	93.8
Students with Disabilities	9.1

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)	24.5	98.0	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	0.5	2.0	54.1	5.8	18854.3	6.9
Total Teaching Positions	25.0	100.0	927.8	100.0	274759.1	100.0

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

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

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

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

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

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	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
Reading/Language Arts	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-6 Wonders (McGraw-Hill) - Adopted 2016	Yes	0%
Mathematics	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%
Science	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%
History-Social Science	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%

Foreign Language	*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 Littel, Tu Mundo, 2008, adopted July 2008 Beginning Spanish, Prentice Hall, Realidades, 2008, adopted July 2008	Yes	0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%
Visual and Performing Arts	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

Kingsley School was originally built in 1954 for 450 students, though it has grown over the years and currently is serving approximately 585 students from preschool through sixth grade. Kingsley has a total of 20 permanent classrooms, 14 portable classrooms installed at various times over the past decade, a Library, a Learning Center, an administration building, a teacher workroom and office space for support staff. The former kitchen has been converted into a parent/teacher resource center. The school has a large field and plenty of playground equipment for student recreation. There are 13 restrooms available for students and staff, all of which are in working condition.

The school facility offers an exceptional learning environment with fully functioning lighting, heating and cooling systems and noise negation. Internet access, including wireless, is available in the office and all classrooms. Each classroom has student computers, a printer and a teaching technology station that includes a laptop, document reader, projector, and Smart Board. The district Information Services Department maintains a content filter for all Internet traffic, including E-mail, in accordance with the Children's Internet Protection Act (CIPA) guidelines.

Over the past few years, Kingsley has completed facility improvements. During the summer of 2011, all gas lines were replaced with new lines throughout the entire school. In the spring of 2015, a new mural was added to an outdoor wall in the courtyard area highlighting Kingsley's Conservatory of Music and college focus, and additional music murals were added to the exterior windows facing the parking lot in the summer of 2015. In the summer of 2021 a large Kingsley music mural was added alongside the north of the school- along the 40's bank. During the summer of 2016 a new swing set was installed on the upper-grade playground and new murals depicting Kingsley's focus on being "respectful, responsible, compassionate" were installed near the courtyard area. During the 2017-2018 school year, the outside perimeter of the school was upgraded with fencing reaching 6-7 feet. For the 2018-2019 school year, there were a set of monkey-bars replaced in the Upper Grade playground along with the resurfacing of the blacktop ground of all playground areas. During the Winter of 2020 all of Kingsley's Offices and Classrooms were equipped with State-of-the-Art VoIP phone system to ensure communication between all classrooms and offices and the outside areas of campus. In 2019 a single basketball court was added to the primary playground for the 1st-3rd grades students to enjoy. During the mandated school closures of the COVID pandemic, all HVAC systems were provided with upgraded air filters for the filtration of germs and harmful viruses.

Students are supervised immediately before and after school by certificated and classified staff members. All students, parents and other visitors enter the school through the front gate each morning. At all times, parents and visitors must sign-in and obtain a visitor pass to be on campus. District employees and substitutes all wear district-issued identification badges. In order better protect all students, staff, visitors, and all personnel, Kingsley proudly uses the Raptor system where all visitors must show a valid, government-issued identification. Students are checked out only through the main office.

School Facility Conditions and Planned Improvements

Kingsley School is maintained in a manner that ensures it is in good repair and functional. The administrators work closely with the three site custodians to ensure a daily cleaning schedule is followed that maintains clean, safe & orderly classrooms, restrooms, and the school grounds, and that the floors, walls, and plumbing and electrical systems are all in good repair. Site and district maintenance and grounds staff 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 used 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 upgrading. The district uses a facility survey instrument (FIT) developed by the State of California Office of Public School Construction to assist with the data gathering during the inspections. All findings are shared with the school administration 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.

In addition, the last state inspection mandated under the Williams Settlement was completed during an in-person visit on September 1,2021 The visit was described as a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student. The report was forwarded to the Superintendent of Schools. Any areas of concern noted by the team are in the process of correction. Any school deficiencies noted by the team are listed below . The beginning of the 2020-2021 school year posed to be uncertain due to the COVID-19 State Mandated school closures and the continuation of online/virtual learning. The San Bernardino County Superintendent of School was scheduled to visit Kingsley School for the prior school year on September 4, 2020 and conduct a facility and instructional materials survey. Due to the mandated school closures, in-person visit was not possible and therefore was conducted via an online survey for instructional materials emailed to vicki.ford@sbcss.net on 08-28-2020. Kingsley School is proud to share that there were no instructional materials insufficiencies found for the 21-22 school year and all students had their necessary learning materials along with a chromebook that can be taken home at any time..

On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair. At the time of publishing, a facilities inspection had been conducted on 09/1/2021.

Year and month of the most recent FIT report	September 01, 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Overgrown vegetation poses a trip/safety hazard. work order #214418.remedied on 09-01-2021

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	335	NT	NT	NT	NT
Female	157	NT	NT	NT	NT
Male	178	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	317	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	89	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	80	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	311	NT	NT	NT	NT

Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	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
All Students	335	NT	NT	NT	NT
Female	157	NT	NT	NT	NT
Male	178	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	317	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	89	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	80	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	311	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	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
All Students	335	322	96.20%	3.88%	30.45%
Female	157	153	97.45%	2.55%	36.94%

Male	178	169	94.94%	5.06%	24.72%
American Indian or Alaska Native	3	3	100.00%	0.00%	0.00%
Asian	1	1	100.00%	0.00%	0.00%
Black or African American	7	6	85.71%	14.29%	0.00%
Filipino	1	1	100.00%	0.00%	0.00%
Hispanic or Latino	317	306	96.53%	3.47%	29.34%
Native Hawaiian or Pacific Islander	0	0	0.00%	0.00%	
Two or More Races	0	0	0	0	
White	6	5	83.33%	16.67%	NA
English Learners	89	85	95.51%	4.49%	0.00%
Foster Youth	0	0	0.00%	0.00%	
Homeless	40	38	95	500.00%	0.00%
Military	0	0	0	0	N/A
Socioeconomically Disadvantaged	335	322	96.12%	3.88%	30.45%
Students Receiving Migrant Education Services	0	0	0	0	N/A
Students with Disabilities	43	41	95.35%	4.65%	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.

iREADY Student Groups	iREADY Total Enrollment	iREADY Number Tested	iREADY Percent Tested	iREADY Percent Not Tested	iREADY Percent At or Above Grade Level
All Students	335	329	98.24%	1.76%	31.99%
Female	157	155	98.73%	1.27%	14.01%
Male	178	174	97.75%	2.25%	17.98%
American Indian or Alaska Native	3	3	100%	0.00%	
Asian	1	1	100.00%	0.00%	0.00%
Black or African American	7	6	85.71%	14.29%	0.00%
Filipino	1	1	100.00%	0.00%	0.00%
Hispanic or Latino	317	312	98.42%	1.58%	15.46%
Native Hawaiian or Pacific Islander	0	0	0	na	0
Two or More Races	0	0	0	0	0
White	6	6	100.00%	0.00%	0.00%
English Learners	89	87	97.75%	2.25%	0.00%
Foster Youth	0	0	0	0	na
Homeless	40	38	95.00%	5.00%	0.00%

Military	0	0	0	0	na
Socioeconomically Disadvantaged	335	329	98.21%	1.79%	16.12%
Students Receiving Migrant Education Services	0	0	0	0	na
Students with Disabilities	43	42	97.67%	2.33%	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
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	83	NT	NT	NT	NT
Female	45	NT	NT	NT	NT
Male	38	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	77	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	23	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	24	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	80	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	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

Kingsley School has a properly constituted and fully functioning School Site Council and Site English Learner Parent Advisory Committee. The SSC meets at minimum four times per year & the SELPAC group meets three times throughout the year, with the SSC focusing on overseeing the Site Plan for Student Achievement and the budget, while the SELPAC group focuses on ensuring Kingsley provides the best education possible for our English-Learner students. All parents are invited to the regularly held "Coffee With The Principal" meetings where parents hear presentations on a wide variety of topics including healthy meals as presented by OMSD's Food and Nutrition department, Mental Health care as presented by the OMSD Family and Collaborative Services, supporting children at home with homework in Language Arts and Mathematics, how to prepare for Parent/Teacher Conferences, Internet safety for children, and upcoming courses at our OMSD's Parent Engagement Center. In this venue, parents also have the opportunity to chat with Kingsley's administrators in a more casual setting. These meetings provide parents with opportunities to ask questions on a variety of topics. At Kingsley School, Spanish Language translators are requested to ensure that both English and Spanish-speaking parents understand the content of the discussions and be an interactive part of the discussion with teachers and other staff.

Kingsley also has a Parent Boosters Club (PTO) which all parents are welcome to join. PTO organizes fundraising opportunities and works with the administration to prioritize funding goals for the school year. All school-wide communications (Newsletters, Flyers, Agendas, Connect-Ed telephone calls, etc.) are provided in both English & Spanish. Kingsley conducted a school-wide parent Needs Assessment to determine which topics are a priority for parent groups, and has hosted classes presented by the Parent Center at Linda Vista in both English and Spanish throughout the year. Babysitting is provided at all meetings and classes. Families are encouraged to attend the annual Back-to-School Night and Open House events, enriching music performances, parent workshops for GATE and Special Education families, as well as attend the twice-annual Parent-Teacher Conferences; all held here at the Kingsley Conservatory of Music.

Parents may contact the Principal, Assistant Principal, or Outreach Consultant for information on any Outreach Services at (909) 984-3634.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	598	592	45	7.6
Female	283	282	24	8.5
Male	315	310	21	6.8
American Indian or Alaska Native	5	5	0	0.0
Asian	5	5	0	0.0
Black or African American	12	11	2	18.2
Filipino	1	1	0	0.0
Hispanic or Latino	561	556	42	7.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	0	0.0
White	9	9	1	11.1
English Learners	210	206	17	8.3
Foster Youth	2	2	0	0.0
Homeless	71	69	7	10.1
Socioeconomically Disadvantaged	558	554	44	7.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	57	56	7	12.5

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.33	0.00	2.98	0.03	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.77	1.64	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

Kingsley Elementary School's Emergency Response team and plan align with the District-wide emergency response plan. The Kingsley emergency response plan was last reviewed and updated with the staff in August 2021. Kingsley's School Safety Plan and Emergency Handbook have always been an integral part of the school. The plan includes emergency bell signals, fire drills, earthquake procedures, lock-down procedures, bomb threats, and examples for coping with any crisis that may arise. In October 2021 Kingsley practiced an earthquake drill as part of The Great Shake-Out and a VIPER/Intruder/Lockdown drill in September 2021. Kingsley's most recent changed to the Safety Plan include strategies and goals to make Kingsley's walking areas, bus zones, drop-off and pick-up areas safer and more fluid to pedestrian and vehicle traffic.

Major goals of Kingsley's Safety Plan are:
1. All students and staff members are provided a safe learning and teaching 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 and community safety programs and safety protocols are made available to students and parents.
4. Kingsley School provides an educational environment where students, staff, and community members will effectively communicate in a manner that is respectful to all cultural, ethnic, and religious backgrounds.

Kingsley School has a plan in place to ensure the safety and security of all stakeholders during an emergency situation. Kingsley joined the first cohort in 2013-2014 and became a PBIS (Positive Behavior Interventions and Support) school focusing on providing students and families with clear behavior expectations which are frequently acknowledged by all staff members. We have since then earned the PBIS Silver Recognition 2018 and PBIS Gold Recognition 2017 and 2019 and 2020 due to Kingsley's focus on being "Respectful, Responsible and Compassionate" which is clearly communicated to students at the beginning of each school year with a kick-off assembly and explicit teaching of expectations by all staff members and reviewed during a refresher presentation after winter break. Kingsley staff maintain a 5:1 ratio of five positives per one correction through verbal praise and provision of tickets from which student names are regularly drawn by classroom teachers. Students also have the opportunity to shop Kingsley's PBIS store with their earned Lion tickets during lunch recess for small prizes, books, and special experiences. During the 2020 school year, Kingsley was proudly awarded as a California Positive Behavioral Interventions and Supports (PBIS) Coalition- Community Cares Award. Kingsley was 1 of 164 schools from the West End and East Valley regions of San Bernardino County to be recognized with this honor. The award recognizes recipients for hard work and dedication to promote positive and safe school culture during the COVID-19 pandemic school closures.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	5	
1	19	1	3	
2	25		3	
3	17	3	2	
4	28		3	
5	31		3	
6	20	1	3	

2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	21	2	2	
2	26		3	
3	24		3	
4	27		3	
5	29		3	
6	32		3	
Other	6	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	25		4	
1	25		3	
2	24		3	
3	34		2	1
4	31		2	
5	30		2	
6	31		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	0

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
Other	3.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8049.43	1081.68	6967.75	114706.78
District	N/A	N/A	$1497.90	$92,686
Percent Difference - School Site and District	N/A	N/A	129.2	21.2
State			$8,444	$85,863
Percent Difference - School Site and State	N/A	N/A	-19.2	28.8

2020-21 Types of Services Funded

All students at Kingsley Elementary School receive a standards based education at the appropriate grade level. Students receive small group, differentiated instruction during Universal Access time in all grade levels as well. Students also receive 30 minutes of designated English Language Development instruction each day in which they are grouped, assessed and regrouped appropriately in order to meet each student's needs. In addition, students who are two or more years below grade level participate in our Language Arts Intervention time, where students use a variety of programs such as Scholastic Read 180/System 44, iReady for Language Arts and Mathematics, iLit, Enhanced Core Reading Instruction (ECRI) strategies, as well as differentiated mathematics instruction. Intervention opportunities are offered in various and focused small group setting throughout the instructional day based on students' academic need and instructional need.

Various Music education opportunities have been offered before and after school to meet the needs of these students, including enrichment opportunities to develop students' Musical Talents. Instructional decisions are based on data derived from Benchmark, Interim Assessments, Formative Assessments and grade level common assessment test results along with Unit Assessments. Writing training and materials were purchased using categorical funds, along with staff development training for Depth of Knowledge and Kagan Cooperative Learning.

2020-21 Types of Services Funded

The school year is launched with deliberate decisions taken from an intensive review of academic data from the California Assessment of Student Performance and Progress (CAASPP) and other Summative and Formative Assessments such as the iReady Diagnostic Assessments. In addition, categorical funds support a Student Mentor and an Instructional Aide to coordinate all assessments and interventions for all student subgroups and to further support classroom teachers in the development and delivery of best practices for all students. Additionally, they assist and train teachers in data analysis and delivery of effective instructional strategies. Administration and Support Staff work collaboratively to deliver rich and meaningful professional development to all of Kingsley's teaching staff.

Kingsley school proudly supports Teacher-On-Assignment positions who offer imperative assistance in academics, attendance, and socio-emotional learning to all grade levels including our Special Education-Behavior Intervention classes.

2019-20 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$48,998	$52,060
Mid-Range Teacher Salary	$87,146	$84,043
Highest Teacher Salary	$105,113	$107,043
Average Principal Salary (Elementary)	$138,892	$133,582
Average Principal Salary (Middle)	$141,565	$138,803
Average Principal Salary (High)	$0	$133,845
Superintendent Salary	$319,095	$240,628
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

The Ontario-Montclair School District offers research-based, on-going professional development for certificated, classified, and management employees aligned with the district's Five Year Action Plan 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 district departments as well as at each school site. The focus of all professional development is based on an analysis of student assessment data, combined with the instructional and management priorities outlined in the goals and objectives of our school improvement plans.

Professional development at the site and district levels address the core curriculum, instructional strategies, standards-based instruction, classroom management, and Common Core Standards. In addition, district level professional development includes workshop sessions and classroom support for beginning teachers (Induction), support for veteran teachers through the Peer Assistance and Review program (PAR), technology training and classroom support, leadership development for administrators, compliance related workshops and a variety of job-specific and mandated training's for classified employees.

OMSD has several sustained initiatives, which Kingsley Elementary has embraced, including Thinking Maps, Professional Learning Communities(PLC), Write From The Beginning, English Learner Support, Kagan Cooperative and Engagement Strategies, and Data-Driven Instruction. Teacher-On-Assignment/Coaches are trained by the district to provide ongoing support at each site to ensure and support high-quality implementation in each classroom. At Kingsley School ongoing, rigorous staff development is an integral part of our school community and is intended to meet the goals and execute the strategies found in our School Plan for School Achievement (SPSA).

Professional Development

With the arrival of Common Core and revised California ELD standards, the staff has received training in the monologic/dialogic talk, Webb's Depth of Knowledge, Designated and Integrated ELD, Close Reading, and Eureka Math. During the 2016-2017 school year our Coach, Principal, and teacher leader attended a conference titled "The Art of Coaching," and the two site administrators completed a comprehensive math training for administrators through CSUSB.

Beginning in the 2015-2016 school year and continuing into 2016-2017, Kingsley has participated in a district-wide practice of Instructional Rounds. Kingsley's leadership team was trained in and completed internal classroom visits during the 15-16 school year to provide data collection to the staff in connection with a school focus on student engagement reaching Depth of Knowledge. Kingsley's Leadership team used the collected data to inform Professional Development. Rounds were also completed later in the 15-16 and 16-17 school years by visiting teachers and administrators from other sites. Kingsley school utilizes our Teacher On Assignment, as well as outside consultants, to continue and develop the implementation of our staff development program.

The following two questions guide our decision making in the planning and implementation of staff development:
How are staff development needs determined?
How is staff development delivered?

Our staff development needs are determined by student learning outcomes. Based on student assessment data, we have designed 2021-2022 opportunities for staff members to look critically at instructional strategies that have been proven to increase student achievement. Once these high yield strategies are identified, staff members are given time and training to implement these instructional practices into their everyday teaching and lesson design.

There is weekly time set aside for collaborative, vertical and horizontal, teams. Teachers articulate best practices within and across grade levels and plan for the implementation of these high yield strategies during this time. Kingsley staff participates in weekly data meeting sessions, and lesson study sessions to enhance their craft in planning and implementing the high yield instructional strategies which teacher's have attained through attending professional development opportunities such as Eureka Math Prep and Customization, Eureka Module Study, Focus on Fluency, Balanced Literacy, Developing the Wonders Adoption. Teachers are supported during implementation through the PLC process in which they meet weekly to discuss student performance data. Grade levels are given addition release time for grade level planning. Funding is available to offer additional support for supplemental materials needed.

Kingsley's 2017-2018 6th grade team were pioneers in piloting possible adoptions of the new History-Social Science materials. After providing feedback, the 6th grade team was fully trained in the newly adopted and approved program. During STPT, Structured Teacher Planning Time, the purpose to review data from a specific content area. With the data we use the 4R's process where we Research, Recall, Reflect, and Respond. During the Research portion of our data analysis, we use the data sources available, report the facts. Additionally, we look for trends or areas for concern, look for areas of success. This is an objective data discovery. During the Recall portion of our data analysis, we recall the instructional practices that support or hinder our data. Focusing on the prior school year, recall the realities of classroom, school, district, program, practice and policies. Moreover, we state facts only and discuss what happened. During the Reflect portion of our data analysis, we connect performance (Research) with prior year practices, programs and policies (Recall). Additionally, we consider possible reasons about what occurred last year and how that may have impacted the performance that we observe. During the Respond portion of our data analysis, we discover what might be some possible ways to move forward? These responses tie directly to what was discovered in the reflection process. The purpose of Kagan Cooperative Learning trainings, which have continued through the 20-21 school year, are to provide staff with researched-based instructional strategies that have been proven to increase students' academic achievement and social outcomes by actively engaging all students. Instructional Program trainings- Over the past 5 years, we have adopted many programs that are aligned to our Common Core State Standards. These trainings provided to staff supports the implementation of the standards-based academic programs.

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	26	25	34

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	12994	NT	NT	NT	NT
Female	6378	NT	NT	NT	NT
Male	6616	NT	NT	NT	NT
American Indian or Alaska Native	92	NT	NT	NT	NT
Asian	257	NT	NT	NT	NT
Black or African American	394	NT	NT	NT	NT
Filipino	81	NT	NT	NT	NT
Hispanic or Latino	11629	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	31	NT	NT	NT	NT
Two or More Races	140	NT	NT	NT	NT
White	370	NT	NT	NT	NT
English Learners	2756	NT	NT	NT	NT
Foster Youth	73	NT	NT	NT	NT
Homeless	2320	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11552	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	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
All Students	12994	NT	NT	NT	NT
Female	6378	NT	NT	NT	NT
Male	6616	NT	NT	NT	NT
American Indian or Alaska Native	92	NT	NT	NT	NT
Asian	257	NT	NT	NT	NT
Black or African American	394	NT	NT	NT	NT
Filipino	81	NT	NT	NT	NT
Hispanic or Latino	11629	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	31	NT	NT	NT	NT
Two or More Races	140	NT	NT	NT	NT
White	370	NT	NT		NT
English Learners	2756	NT	NT	NT	NT
Foster Youth	73	NT	NT	NT	NT
Homeless	2320	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11552	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	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.