

# Vernon Middle 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>	Vernon Middle School
<b>Street</b>	9775 Vernon Avenue
<b>City, State, Zip</b>	Montclair
<b>Phone Number</b>	909-624-5036
<b>Principal</b>	Kim Medeiros-Tovar
<b>Email Address</b>	kim.tovar@omsd.net
<b>School Website</b>	www.omsd.net/vernon
<b>County-District-School (CDS) Code</b>	36-67819-6036420

## 2021-22 District Contact Information

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

## 2021-22 School Overview

The mission of Vernon Middle School, a diverse community, is to inspire and empower our students to become life-long achievers through a shared commitment to a superior education. This year, Vernon Middle School is celebrating its 64th year of serving students in the Ontario-Montclair School District. Vernon is a leader in technology innovations for instruction. All teachers and administrative staff are issued laptop computers which access a school-wide wireless network. All academic classrooms are equipped with Interactive Projectors and document cameras (digital overhead projectors). A rigorous staff development plan has been implemented to give Vernon's staff the training necessary to transfer this new technology into improved student learning. Vernon has five sections of AVID and continues to provide a successful program with about 110 AVID students. Vernon is also an AVID Demonstration school. Vernon is a District leader in offering electives in the visual and performing arts. We offer over 30 sections of electives and are coordinating with Buena Vista Magnet school for visual and performing arts to provide additional services. The Vernon staff is dedicated to meeting the academic and sociological needs of early adolescents. The staff works hard toward providing appropriate activities to enhance the academic, personal and social development of each student. Vernon employs one student services counselor, and one family outreach assistant to identify individual student needs and provide interventions and enrichment opportunities to give students every opportunity to reach their potential. Vernon students are provided with many opportunities to excel and achievements are recognized in a variety of activities, including recognition assemblies, performing arts, and athletic competitions. To continue to meet our goal of reductions in office discipline, the Administration and our Campus Mentor/Security oversees all student behavior management issues. A student uniform requirement has also greatly added to a positive learning environment. Additionally, Vernon implemented PBIS (Positive Behavior Intervention Support) school wide and will continue and expand this implementation in the upcoming school year. We achieved a Silver Medal for PBIS implementation in 2016-2017 and a Gold Medal recognition for the 2017-2018 and 2018-2019 school years. As a district-wide initiative, teachers have and will continue to receive professional development with Common Core Standards and Smarter Balanced Assessments. New performance tasks in ELA and math took the place of the district created benchmarks. The data from these assessments are used to inform instruction.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	330
Grade 8	254
Total Enrollment	584

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
American Indian or Alaska Native	0.5
Asian	2.1
Black or African American	3.3
Filipino	0.9
Hispanic or Latino	88
Native Hawaiian or Pacific Islander	0.9
Two or More Races	0.9
White	3.6
English Learners	16.8
Foster Youth	0.9
Homeless	5.7
Socioeconomically Disadvantaged	89.4
Students with Disabilities	17.5

## 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.1	92.4	847.8	91.4	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	6.0	0.6	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	13.8	1.5	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.1	3.8	6.0	0.7	12115.8	4.4
<b>Unknown</b>	1.1	3.8	54.1	5.8	18854.3	6.9
<b>Total Teaching Positions</b>	31.5	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
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0

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

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	1.1
<b>Total Out-of-Field Teachers</b>	1.1

## 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 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016	Yes	0%
<b>Mathematics</b>	TK-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program. K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards.  *TK mathematics materials are from the most recent local adoption. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020	No	0%
<b>Science</b>	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

Vernon Middle School first opened in 1957 as Vernon Junior High School. The school has 28 regular and 12 portable classrooms on the campus (one of the 12 is owned by the county and is not accessible to Vernon staff/students). Five of the portables were installed prior to 1990 and the rest were added in 2001-2002. A recent addition to our campus includes a new facility (gym, makerspace, and multimedia lab) August of 2019. Vernon has a small multi-purpose room (500 max. occupancy), an administration building, a staff workroom/meeting room, a room which houses our attendance clerk, outreach assistant and shared outreach assistant, a library, and a kitchen facility operated by OMSD food services department. Vernon serves two SDC/SH classrooms, two SDC/LH classrooms, and RSP inclusion. A small room houses our Special Education files and school psychologist. This room is used for IEP and COST meetings on a daily basis. Another small room is shared by our speech therapist and the ASES after-school program. There are no current of planned facility improvements.

To promote safety, Vernon Middle 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. Vernon offers student supervision before school, during school and after school. Supervision in the mornings is done by administrative team, support team, and noon aides. Lunch supervision is offered by teachers, and noon aides. After school supervision is offered by administration team, support staff as well as teachers. Students enter school in the morning through a gate next to the Multipurpose room. Students are monitored entering this gate by the Principal, Assistant Principal, Campus Mentor and Campus Safety Officer. Students congregate at the covered lunch shelter area until the bell rings at 8:00 to go to classrooms. Breakfast is available through the Food Services staff in the lunch area. Six other staff members are assigned duty before school to monitor students at the school entrance and in the areas where students congregate. Vernon students are divided into two 30 minute lunches which are supervised by the Principal, Assistant Principal, Campus Safety Officer and the campus mentor. We also employ four noon aides to help supervise during the lunch periods. After school, students must exit at the gate next to the multipurpose room or a gate on the north side of campus. Students are given 10 minutes to exit campus. Any remaining students are escorted to a waiting area just west of the office to wait for parent pick-up. Six staff members are assigned duty as well as the principal and assistant principal to monitor student activity as they exit the campus. All gates to the campus are locked during school hours, except the gate at the entrance to the administration building. All visitors must sign in at the front office and are issued a visitor pass to wear.

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.

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

August, 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			<ul style="list-style-type: none"> <li>9: Flooring tiles are missing (work order #221806 remedied 9/1/21)</li> <li>Library: Cabinets or counters are damaged or broken (work order #221827 in progress )</li> </ul>

## School Facility Conditions and Planned Improvements

				<ul style="list-style-type: none"> <li>Dance Room: Cabinets or counters are damaged or broken (work order #221829 remedied 9/29/21)</li> </ul>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			<ul style="list-style-type: none"> <li>Locker Room-Boy's: Unsecured items are stored too high and pose a safety hazard (remedied 9/1/21)</li> <li>Library: Unsecured items are stored too high and pose a safety hazard (remedied 9/1/21)</li> <li>Locker Room-Girl's: Unsecured items are stored too high and pose a safety hazard (remedied 9/1/21)</li> <li>11: Unsecured items are stored too high and pose a safety hazard (remedied 9/1/21)</li> <li>23: Unsecured items are stored too high and pose a safety hazard (remedied 9/1/21)</li> <li>12: Unsecured items are stored too high and pose a safety hazard (remedied 9/1/21)</li> <li>Multi-purpose Room: Area improperly used for storage (remedied 9/1/21)</li> <li>Gym: Area improperly used for storage (remedied 9/1/21)</li> </ul>
<b>Electrical</b>	X			<ul style="list-style-type: none"> <li>71: Electrical outlet/junction box covers or light switch covers are damaged or missing (work order #221807 remedied 9/9/21)</li> </ul>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			<ul style="list-style-type: none"> <li>Locker Room-Boy's: Stall doors or latches not functioning as designed (work order #221821 remedied 9/16/21)</li> </ul>
<b>Safety:</b> Fire Safety, Hazardous Materials	X			<ul style="list-style-type: none"> <li>Gym: Elevator/Wheel Chair Lift is not functioning (work order #219008 remedied 10/08/21)</li> <li>Grounds: Paint is peeling, chipping, or cracking (work order #221814 remedied 9/9/21)</li> </ul>

## School Facility Conditions and Planned Improvements

				<ul style="list-style-type: none"> <li>Restrooms by Room 33 Boy's: Interior paint is peeling, chipping or cracking (work order #221824 remedied 9/10/21)</li> <li>Grounds: Exterior paint is peeling, chipping or cracking (work order #221798 In progress)</li> </ul>
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<ul style="list-style-type: none"> <li>Grounds: Significant holes and deterioration - trip hazard (work order #221799 remedied 9/3/21)</li> <li>Quad area: Seating and/or tables are broken, damaged or deteriorating (work order #221828 in progress)</li> <li>Grounds: Play/sports equipment is broken, damaged or deteriorating (work order #221819 remedied 9/9/21)</li> <li>Grounds: Stationary equipment not properly stored (work order #221818 remedied 9/24/21)</li> <li>Grounds: Low hanging or broken tree branches pose a safety issue (work order #221817 remedied 9/7/21)</li> <li>Grounds: Overgrown vegetation poses a trip/safety hazard (work order #221805 remedied 9/3/21)</li> <li>Grounds: Sections of fence damaged or missing (work order #221820 remedied 9/7/21)</li> <li>Grounds: Fence has damaged or missing posts/crossbars/top rail (work order #221816 remedied 9/9/21)</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>	575	NT	NT	NT	NT
<b>Female</b>	286	NT	NT	NT	NT
<b>Male</b>	289	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	12	NT	NT	NT	NT
<b>Black or African American</b>	19	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	505	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>	22	NT	NT	NT	NT
<b>English Learners</b>	92	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	82	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	511	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	91	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	575	NT	NT	NT	NT
Female	286	NT	NT	NT	NT
Male	289	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	12	NT	NT	NT	NT
Black or African American	19	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	505	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	22	NT	NT	NT	NT
English Learners	92	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	82	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	511	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	91	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	573	527	91.98%	8.03%	36.82%
Female	287	264	91.99%	8.01%	47.04%
Male	286	263	91.96%	8.04%	26.57%
American Indian or Alaska Native	3	3	100.00%	0.00%	0.00%
Asian	12	12	100.00%	0.00%	0.00%

<b>Black or African American</b>	22	20	90.91%	9.09%	0.00%
<b>Filipino</b>	6	6	100.00%	0.00%	0.00%
<b>Hispanic or Latino</b>	505	464	91.88%	8.12%	35.64%
<b>Native Hawaiian or Pacific Islander</b>	5	5	100.00%	0.00%	
<b>Two or More Races</b>	0	0	0	0	
<b>White</b>	20	17	85.00%	15.00%	0.00%
<b>English Learners</b>	91	87	95.60%	4.40%	0.00%
<b>Foster Youth</b>	3	3	100.00%	0.00%	
<b>Homeless</b>	40	36	90	1000.00%	27.50%
<b>Military</b>	0	0	0	0	N/A
<b>Socioeconomically Disadvantaged</b>	573	527	91.97%	8.03%	36.82%
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	N/A
<b>Students with Disabilities</b>	90	84	93.33%	6.67%	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>	571	508	88.97%	11.04%	46.56%
<b>Female</b>	286	252	88.11%	11.89%	31.12%
<b>Male</b>	285	256	89.82%	10.18%	15.44%
<b>American Indian or Alaska Native</b>	3	3	100%	0.00%	
<b>Asian</b>	12	12	100.00%	0.00%	0.00%
<b>Black or African American</b>	22	20	90.91%	9.09%	0.00%
<b>Filipino</b>	6	4	66.67%	33.33%	0.00%
<b>Hispanic or Latino</b>	505	449	88.91%	11.09%	21.98%
<b>Native Hawaiian or Pacific Islander</b>	5	4	80.00%	20.00%	
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	18	16	88.89%	11.11%	0.00%
<b>English Learners</b>	91	83	91.21%	8.79%	0.00%
<b>Foster Youth</b>	3	3	100%	0.00%	
<b>Homeless</b>	40	37	92.50%	7.50%	30.30%
<b>Military</b>	0	0	0	0	na
<b>Socioeconomically Disadvantaged</b>	571	508	88.97%	11.03%	23.29%
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	na

<b>Students with Disabilities</b>	89	81	91.01%	8.99%	0.00%
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\*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>	251	NT	NT	NT	NT
<b>Female</b>	125	NT	NT	NT	NT
<b>Male</b>	126	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	218	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>	11	NT	NT	NT	NT
<b>English Learners</b>	26	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	28	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	217	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	39	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

Vernon Middle School encourages meaningful parental involvement through programs and services that stimulate student motivation, success, and emotional support. Parents are encouraged to join Vernon's School Site Council (SSC). School Site Council is the decision-making body for their involvement in the planning, review, and improvement of categorical programs such as Title 1, At-Risk, and English Learner Programs. Parents of English Learners are invited to join Vernon's Site English Language Parent Advisory Committee (SELPAC), which is the advisory group for ensuring the progress of English language development for English Language Learners. We also hold regular meetings for Gifted and Talented Education (GATE) parents and parents for our Students With Disabilities (SWD). We offer a Coffee with the Principal every second Tuesday of each month as a way for parents to dialogue with the administration and to learn about new opportunities at Vernon. Our Vernon VAPA Booster Club is an active parent group that fundraises for activities and incentives for students in The Arts Conservatory at Vernon. All parents have access to School Loop as a way to monitor student progress, communicate with teachers, and to stay connected with Vernon. Parents are always welcome at our school site.

Contact: Kim Medeiros-Tovar (909) 624-5036

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	596	592	23	3.9
Female	295	293	10	3.4
Male	301	299	13	4.3
American Indian or Alaska Native	3	3	0	0.0
Asian	12	12	1	8.3
Black or African American	19	19	0	0.0
Filipino	5	5	0	0.0
Hispanic or Latino	522	520	19	3.7
Native Hawaiian or Pacific Islander	5	5	0	0.0
Two or More Races	7	5	1	20.0
White	23	23	2	8.7
English Learners	104	103	5	4.9
Foster Youth	5	5	0	0.0
Homeless	42	42	3	7.1
Socioeconomically Disadvantaged	528	528	20	3.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	102	102	8	7.8

### 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>	9.40	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>	6.51	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

Vernon Middle School maintains a safe and clean environment, both on the school grounds and in the classrooms. Students are regularly supervised before, after, and during school hours by staff and administration. We greet all of the students in the morning and they are required to enter through one main entrance. During the day, all main gates are locked and students are required to enter through one entrance that leads to our main office. Our Campus Safety Officer regularly checks all gates, hallways, and restrooms throughout the day. He also provides supervision before school, during passing periods, throughout class periods, lunches, after school, and special events. All visitors must sign in at the front office using the Raptor system and wear a visitor's identification tag if moving to any other area of Vernon's campus. The school safety plan is reviewed annually and updated by the Principal and the safety committee. The plan is reviewed with the staff annually at a staff meeting prior to the opening of school each year. The plan was last updated in July 2021. The School Safety Planning Committee meets to review and update the safety plan. Key elements of the plan include:

1. A disaster preparedness plan with identified personnel and assigned teams
2. Ten scheduled disaster preparedness drills
3. School rules and discipline procedures communicated in each students' agenda book
4. Staff training reviewing the current behavior management and safety systems

## 2018-19 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	7	14	9
Mathematics	26	4	18	4
Science	27	4	15	6
Social Science	28	5	11	8

## 2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	11	14	4
Mathematics	27	6	16	4
Science	27	5	13	5
Social Science	25	5	15	3

## 2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	11	18	
Mathematics	26	4	18	
Science	26	6	16	
Social Science	24	8	16	

## 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	584

## 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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9316.0	2130.0	7185.0	85507.0
District	N/A	N/A	1608.0	\$92,686
Percent Difference - School Site and District	N/A	N/A	126.9	-8.1
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-16.1	-0.4

## 2020-21 Types of Services Funded

Vernon is a school-wide Title 1 school. Our school site council and leadership team determine which services are needed and prioritize these different categorical funds to provide programs that will best benefit our school population. Services provided by these funds include: a teacher on assignment for Special Education, one student services counselor, one counselor outreach consultant (CORC), one instructional coach, two intervention teachers, one bilingual instructional assistant, and clerical support staff. Funds from categorical grants also fund several technology advancements in language arts and math classrooms such as interactive whiteboards and digital document projectors. These are all technology supported academic programs to increase student achievement in language arts and math. These funds also provide for staff development opportunities and Professional Learning Community training for teachers. These programs help Vernon achieve its goals for staff development and student achievement. In addition, categorical funds provide for additional instructional supplies such as supplemental reading materials and classroom computers. Categorical funds were used to support classrooms with technology and instructional materials to meet the needs of intensive level reading students. These types of services are monitored by our School-Site Council and our Site English Learner Parent Advisory Committee (SELPAC) to make sure students are being served according to our strategic plan and that parents are being involved in all decision making processes and communicated with on a regular basis.

## 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

Vernon Middle School offers research-based, on-going professional development for certificated and classified employees aligned with the district's initiatives. 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 SIST team and PLC Leadership team which has worked to offer staff differentiated staff development for the last four school years. The focus of all professional development is based on the August 2021 instructional priorities outlined in the goals and objectives of our Leadership Team and by the needs expressed by both our classified and certificated employees. Professional development at the site level addresses the core curriculum instructional delivery through distance learning model, instructional strategies, standards-based instruction, and classroom management. In addition, the site level professional development includes workshop sessions and classroom support for teachers, support for beginning teachers through the district's induction program, courses for teachers working towards on their teaching credentials, technology training and classroom support, compliance related workshops and a variety of job-specific and mandated trainings for classified and certificated employees. Vernon has several sustained initiatives that are aligned with the OMSD's long-term goals and initiatives which include preparation for the implementation of the CCSS and SBAC testing. All certificated employees have received training in close reading strategies, dialogic talk, positive behavior intervention supports, and AVID strategies. Vernon's Special Education TOA is trained by the district to provide ongoing support for our site to ensure and support the correct implementation in each classroom. Professional Development occurs three Tuesdays a month from 1:15-3:15. One Tuesday is devoted to training; the other is typically devoted to Professional Learning Committees or AVID Training. Generally, what is learned at the training Tuesday, is discussed and implemented at the PLC Tuesday. The main focuses for staff development this year has been on effective distance learning teaching practices and student engagement. Over the last three years of professional development the focus remains on preparing teachers for the implementation of Common Core State Standards and the creation of our PBIS system. Substitutes are provided for Math, Language Arts, Science, and Social Studies teachers after their standards-based benchmark tests, to analyze student progress toward overall school and district goals. Release time is also provided for PLC teams to plan and create Common Core lessons together. Teachers carefully monitor individual ELL and Special Needs students to determine not only their progress but to discuss and plan for student-specific interventions. Through the PLC and data analysis process, teachers determine their specific department's needs, including such things as subject-specific training, lesson studies, and sharing best practices. The site TOA has trained teachers on the use of our data system "Illuminate". Teachers have direct access to up-to-date data for individual, class, and grade level students. Through the use of Illuminate software and scanning cameras, teachers and students get instant results on teacher made, benchmark, and common assessments. Additional training is provided by OMSD for teachers teaching ILit, AVID, and Integrated Mathematics. PLC lead teachers attend monthly training on the implementation of school-wide PLC's. The Administrative Team attends most of the meetings mentioned above.

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>	35	15	16

# 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.