

**San Joaquin County Special Education**  
**2020—2021 School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

**Address:** 2707 Transworld Dr.  
Stockton, CA , 95206-3948

**Principal:** Monica Vallerga, Division Director

**Phone:** (209) 468-9279

**Grade Span:** P-12

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, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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) <https://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.

## About This School

### Monica Vallerga, Division Director

Principal, San Joaquin County Special Education

### About Our School

San Joaquin County Special Education

2707 Transworld Drive

Stockton, CA 95206-3948

Phone: 209-468-9279

Email: [mvallerga@sjcoe.net](mailto:mvallerga@sjcoe.net)

### Contact

San Joaquin County Special Education

2707 Transworld Dr.

Stockton, CA 95206-3948

Phone: (209) 468-9279

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## Contact Information (School Year 2021—2022)

### District Contact Information (School Year 2021—2022)

<b>District Name</b>	San Joaquin County Office of Education
<b>Phone Number</b>	(209) 468-4800
<b>Superintendent</b>	Brown, Troy A.
<b>Email Address</b>	<a href="mailto:trbrown@sjcoe.net">trbrown@sjcoe.net</a>
<b>Website</b>	<a href="http://www.sjcoe.org">www.sjcoe.org</a>

### School Contact Information (School Year 2021—2022)

<b>School Name</b>	San Joaquin County Special Education
<b>Street</b>	2707 Transworld Dr.
<b>City, State, Zip</b>	Stockton, CA , 95206-3948
<b>Phone Number</b>	(209) 468-9279
<b>Principal</b>	Monica Vallerga, Division Director
<b>Email Address</b>	<a href="mailto:mvallerga@sjcoe.net">mvallerga@sjcoe.net</a>
<b>Website</b>	<a href="http://sjcoe.org/specialeducation">http://sjcoe.org/specialeducation</a>
<b>County-District-School (CDS) Code</b>	39103976069215

Last updated: 1/25/22

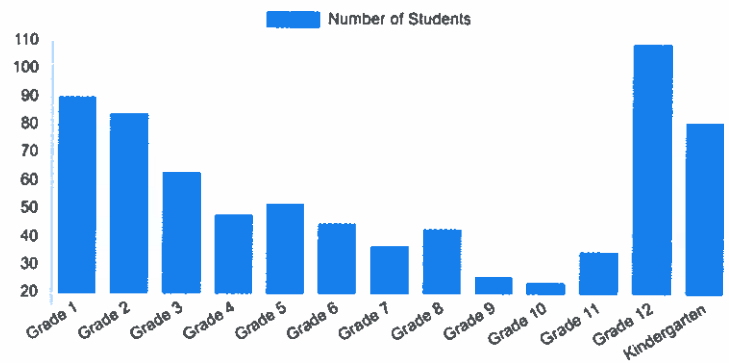
**School Description and Mission Statement (School Year 2021—2022)**

The San Joaquin County Office of Education, Special Education Programs supports every student's right to an education designed to meet individual needs. It is essential to provide experiences that will enable students to (1) attain their ultimate functioning level, (2) learn in a comfortable, secure environment that is not limited by physical barriers, and (3) develop those critical skills and attitudes necessary to adapt and function in everyday life. Ultimately, we believe in the "whole individual". All students are active learners and have the potential for growth. It is our goal to protect and nurture personal dignity, ensure health and safety, and promote understanding of the individual.

*Last updated: 1/25/22*

**Student Enrollment by Grade Level (School Year 2020—2021)**

Grade Level	Number of Students
Grade 1	90
Grade 2	84
Grade 3	63
Grade 4	48
Grade 5	52
Grade 6	45
Grade 7	37
Grade 8	43
Grade 9	26
Grade 10	24
Grade 11	35
Grade 12	109
Kindergarten	81
Total Enrollment	737



Last updated: 1/20/22

**Student Enrollment by Student Group (School Year 2020—2021)**

Student Group	Percent of Total Enrollment
Female	27.70%
Male	72.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.40%
Asian	11.80%
Black or African American	8.50%
Filipino	6.00%
Hispanic or Latino	47.10%
Native Hawaiian or Pacific Islander	0.40%
Two or More Races	6.00%
White	19.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	27.30%
Foster Youth	1.20%
Homeless	0.10%
Migrant	0.10%
Socioeconomically Disadvantaged	47.40%
Students with Disabilities	100.00%

## 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

### Teacher Preparation and Placement (School Year 2020—2021)

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)	18	24.7	84.7	33.5	228366.1	83.1
Intern Credential Holders Properly Assigned	11	15.1	17.8	7	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	19	26	36.6	14.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2	2.7	79.2	31.3	12115.8	4.4
Unknown	23	31.5	34.3	13.6	18854.3	6.9
Total Teaching Positions	73	100	252.8	100	274759.1	100

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.

Last updated:

### Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	10
Misassignments	9
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	19

Last updated:

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	2
Local Assignment Options	0
Total Out-of-Field Teachers	2

*Last updated:***Class Assignments (School Year 2020—2021)**

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	15
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.3

*Last updated:*

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

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)**

Year and month in which the data were collected: Not Available

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0%
Mathematics			0%
Science			0%
History-Social Science			0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 1/20/22

### School Facility Conditions and Planned Improvements

All the facilities owned and utilized by the San Joaquin County Office of Education are reviewed on a regular schedule by the maintenance staff. They are on the school campuses daily for our center-based programs and visit each satellite class once a week to make sure all facilities are safe and in good condition. The restrooms and classes are checked daily and a high standard of classroom hygiene procedures have been adopted.

Our two centers, John McFall and Redwood School, completed modernization at the beginning of the 2005-2006 school year. During the 2021-2022 school year, new gates were installed around the perimeter of each school to ensure student safety while on campus.

*Last updated: 1/25/22*

### School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2021

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

### Overall Facility Rate

Year and month of the most recent FIT report: August 2021

Overall Rating	Good
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*Last updated: 1/25/22*



## 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 assessments for 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.

- **College and Career Ready:** 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.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

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

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
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

Note: 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.

Note: 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.

*Last updated: 1/20/22*

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	344	242	70.35	29.65	4.55
Female	107	69	64.49	35.51	2.90
Male	237	173	73.00	27.00	5.20
American Indian or Alaska Native	--	--	--	--	--
Asian	38	29	76.32	23.68	6.90
Black or African American	30	20	66.67	33.33	0.00
Filipino	21	16	76.19	23.81	0.00
Hispanic or Latino	158	115	72.78	27.22	3.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	16	72.73	27.27	18.75
White	73	46	63.01	36.99	4.35
English Learners	81	63	77.78	22.22	3.17
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	154	112	72.73	27.27	5.36
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	344	242	70.35	29.65	4.55

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/20/22

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment**  
**Grades Three through Eight and Grade Eleven**  
**(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	344	238	69.19	30.81	2.10
Female	107	67	62.62	37.38	0.00
Male	237	171	72.15	27.85	2.92
American Indian or Alaska Native	--	--	--	--	--
Asian	38	30	78.95	21.05	0.00
Black or African American	30	20	66.67	33.33	0.00
Filipino	21	15	71.43	28.57	0.00
Hispanic or Latino	158	111	70.25	29.75	0.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	16	72.73	27.27	12.50
White	73	46	63.01	36.99	4.35
English Learners	81	61	75.31	24.69	1.64
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	154	110	71.43	28.57	1.82
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	344	238	69.19	30.81	2.10

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/20/22

## Local Assessment Test Results in ELA by Student Group

Assessment Name(s): N/A

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only 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.

Last updated: 2/1/22

**Local Assessment Test Results in ELA by Student Group**

Assessment Name(s): N/A

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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

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Last updated: 2/1/22

## Local Assessment Test Results in ELA by Student Group

Assessment Name(s): N/A

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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

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Last updated: 2/1/22

## Local Assessment Test Results in ELA by Student Group

Assessment Name(s): N/A

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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Last updated: 2/1/22

**Local Assessment Test Results in ELA by Student Group****Assessment Name(s): N/A****Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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

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Last updated: 2/1/22



## Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s): N/A

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

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

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Last updated: 2/1/22

**Local Assessment Test Results in Mathematics by Student Group****Assessment Name(s):** N/A**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only 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.

*Last updated: 2/1/22*

## Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s): N/A

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only 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.

Last updated: 2/1/22

**Local Assessment Test Results in Mathematics by Student Group**

Assessment Name(s): N/A

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only 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.

Last updated: 2/1/22

**Local Assessment Test Results in Mathematics by Student Group****Assessment Name(s):** N/A**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only 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.

*Last updated: 2/1/22*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and High School****Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2019-2020</b>	<b>School 2020-2021</b>	<b>District 2019-2020</b>	<b>District 2020-2021</b>	<b>State 2019-2020</b>	<b>State 2020-2021</b>
Science (grades 5, 8, and high school)	N/A	0.00	N/A	7.19	N/A	28.72

Note: 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.

Note: For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

*Last updated: 1/20/22*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	33	19	57.58	42.42	0.00
Female	16	10	62.50	37.50	--
Male	17	9	52.94	47.06	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	12	10	83.33	16.67	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	8	66.67	33.33	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	7	50.00	50.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	19	57.58	42.42	0.00

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/20/22

**Career Technical Education (CTE) Programs (School Year 2020—2021)**

null

Last updated: 1/20/22

**Career Technical Education (CTE) Participation (School Year 2020—2021)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/20/22

**Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/20/22



**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

**California Physical Fitness Test Results (School Year 2020—2021)**

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

*Last updated: 1/20/22*

## 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 for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2021-2022)

Parents play a vital role in the education of their children. Opportunities for parents to participate in their child's education include assisting in classrooms, attending workshops established for Early Start parents, participating in the Community Advisory Committee, and parent training groups for children with autism. The county Programs are also training parents to support parents as part of the continuum of Alternate Dispute Resolution options. Although parents come from all over the San Joaquin County SELPA, they go the extra mile to participate in fundraisers, school events and support their child's learning at home.

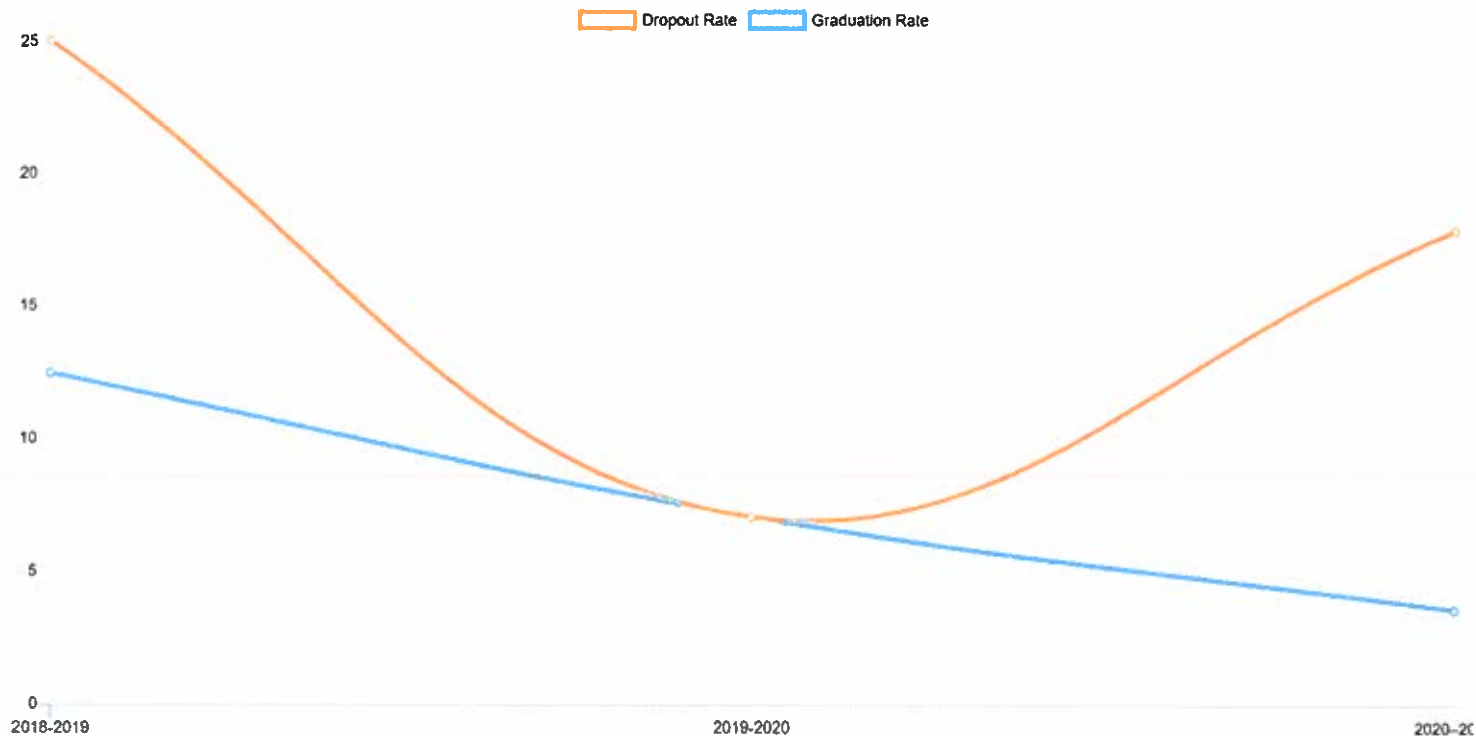
### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	25.00%	7.10%	17.90%	27.90%	19.60%	35.10%	9.00%	8.90%	9.40%
Graduation Rate	12.50%	7.10%	3.60%	46.50%	48.30%	42.20%	84.50%	84.20%	83.60%



**Graduation Rate by Student Group (Four-Year Cohort Rate)**  
**(School Year 2020—2021)**

Student Group	Number of Students In Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	28	1	3.6
Female	--	--	--
Male	18	0	0.0
Non-Binary	N/T	N/T	0.0
American Indian or Alaska Native	--	--	0.0
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	15	0	0.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	N/T	N/T	0.0
Socioeconomically Disadvantaged	18	0	0.0
Students Receiving Migrant Education Services	N/T	N/T	0.0
Students with Disabilities	28	1	3.6

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

*Last updated:*

**Chronic Absenteeism by Student Group**  
**(School Year 2020—2021)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	813	790	304	38.5
Female	232	223	104	46.6
Male	581	567	200	35.3
American Indian or Alaska Native	95	93	40	35.3
Asian	6	5	2	40.0
Black or African American	67	65	23	35.4
Filipino	45	45	7	15.6
Hispanic or Latino	390	379	153	40.4
Native Hawaiian or Pacific Islander	5	5	1	20.0
Two or More Races	46	46	14	30.4
White	150	143	60	42.0
English Learners	219	213	89	41.8
Foster Youth	14	12	6	50.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	398	388	168	43.3
Students Receiving Migrant Education Services	2	2	1	50.0
Students with Disabilities	813	790	304	38.5

*Last updated:*

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	1.81%	0.00%	6.93%	1.14%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.09%	0.00%	0.08%	0.00%

Note: 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.

### Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.51%	5.41%	2.45%
Expulsions	0.00%	0.06%	0.05%

Note: 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.

*Last updated: 1/24/22*

**Suspensions and Expulsions by Student Group**  
**(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

**School Safety Plan (School Year 2021-2022)**

All Special Education Program school sites have a comprehensive school safety plan in accordance with the Safe Schools policy, which includes a specific emergency operations plan. In compliance with SB 187, the plan is reviewed and revised annually for each school site. Site safety plans are aligned with the National Incident Management System (NIMS) and California Standardized Emergency Management Systems (SEMS) utilizing Incident Command Systems (ICS). Each document is prepared for the use of employees at a specific school site in the event of an emergency, disaster, or crisis situation. At the beginning of each school year, Special Education Programs school site staff update their site-specific Emergency Plan. The site specific Emergency Plan includes the site safety plan, San Joaquin County Office of Education's Disaster Plan, updated site maps/evacuation routes, and Emergency Medical Services Authority (EMSA), EMSA emergency first aid guidelines of California Schools. School are issued first aid kits and "grab and go" emergency packs in the event of an evacuation. The school nurse collaborates with parents/guardians of students with special needs in order to provide medical emergency kits in accordance with their Individualized School Health Plan (ISHP). A copy of the Emergency Plan binder is housed at the school site and the Special Education Program Director's office and is available for parent/guardian review. Special Education Programs also collaborates with community agencies that focus on violence prevention and who provide direct services to students/families.

The Alert, Lockdown, Inform, Counter, and Evacuate (ALICE) professional development training was provided for all Administrative, Support, and Teaching staff at the beginning of the 2018-2019 school year and is reviewed at Redwood and John McFall schools annually by the School Director.

Last updated: 1/25/22

**D. Other SARC information**

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

**Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019**

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	10.00	13		
1				
2				
3	8.00	2		
4	5.00	3		
5	4.00	1		
6	4.00	6		
Other**	10.00	14		0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020**

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6				
Other**	9.00	50		

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.



**Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021**

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	1.00	1		
Other**	9.00	52		

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018—2019)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	10.00	3		
Math	10.00	3		
Science	10.00	3		
Social Science	10.00	3		

\* Number of classes indicates how many classrooms 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019—2020)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	6.00	3		
Math	6.00	3		
Science	6.00	3		
Social Science	6.00	3		

\* Number of classes indicates how many classrooms 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

*Last updated: 1/24/22*

\* Number of classes indicates how many classrooms 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.

**Ratio of Pupils to Academic Counselor (School Year 2020—2021)**

Title	Ratio
Pupils to Academic Counselor*	0

Last updated: 12/31/99

\* 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.

**Student Support Services Staff (School Year 2020—2021)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	1.00
Speech/Language/Hearing Specialist	12.80
Resource Specialist (non-teaching)	1.00
Other	3.00

Last updated: 12/31/99

\* 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.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12456.13	\$12456.13	--	\$67330.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/31/22

Note: Cells with N/A values do not require data.

## Types of Services Funded (Fiscal Year 2020–2021)

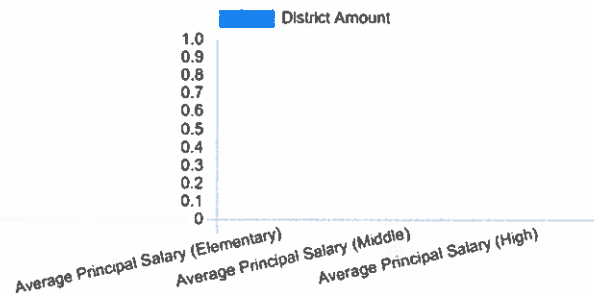
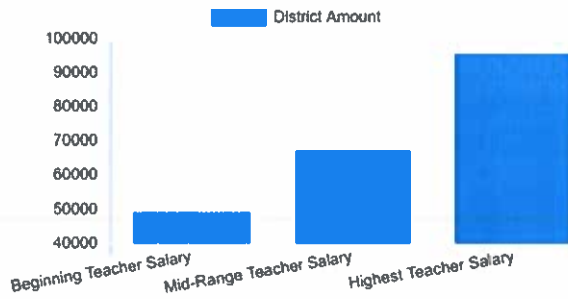
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Last updated: 1/24/22

## Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49221.00	--
Mid-Range Teacher Salary	\$67330.00	--
Highest Teacher Salary	\$95669.00	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	\$254410.00	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated:

**Advanced Placement (AP) Courses (School Year 2020—2021)****Percent of Students in AP Courses** 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 1/24/22

\* Where there are student course enrollments of at least one student.

**Professional Development**

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	3

## Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application 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 Web Application. 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.

**LEA-Level CAASPP Test Results in ELA by Student Group**  
**for students taking and completing a state-administered assessment**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	795	439	55.22	44.78	9.36
Female	268	145	54.10	45.90	8.28
Male	527	294	55.79	44.21	9.90
American Indian or Alaska Native	--	--	--	--	--
Asian	61	34	55.74	44.26	11.76
Black or African American	98	47	47.96	52.04	6.52
Filipino	24	17	70.83	29.17	0.00
Hispanic or Latino	429	235	54.78	45.22	9.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	50	27	54.00	46.00	14.81
White	124	77	62.10	37.90	10.39
English Learners	167	98	58.68	41.32	3.06
Foster Youth	40	16	40.00	60.00	20.00
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	541	276	51.02	48.98	10.55
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	403	268	66.50	33.50	4.49

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/22

**LEA-Level CAASPP Test Results in Mathematics by Student Group**  
**for students taking and completing a state-administered assessment**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	795	416	52.33	47.67	1.69
Female	268	133	49.63	50.37	0.00
Male	527	283	53.70	46.30	2.48
American Indian or Alaska Native	--	--	--	--	--
Asian	61	35	57.38	42.62	0.00
Black or African American	98	45	45.92	54.08	0.00
Filipino	24	16	66.67	33.33	0.00
Hispanic or Latino	429	222	51.75	48.25	0.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	50	27	54.00	46.00	7.41
White	124	70	56.45	43.55	4.29
English Learners	167	95	56.89	43.11	1.05
Foster Youth	40	13	32.50	67.50	0.00
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	541	258	47.69	52.31	1.56
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	403	262	65.01	34.99	1.91

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/22

**LEA-Level Local Assessment Test Results in ELA by Student Group**  
**Assessment Name/s: NA**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 2/1/22



**LEA-Level Local Assessment Test Results in ELA by Student Group****Assessment Name/s: NA****Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 2/2/22

**LEA-Level Local Assessment Test Results in ELA by Student Group****Assessment Name/s: NA****Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
LEAwide					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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

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Last updated: 2/1/22

## LEA-Level Local Assessment Test Results in ELA by Student Group

Assessment Name/s: NA

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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

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Last updated: 2/1/22

## LEA-Level Local Assessment Test Results in ELA by Student Group

Assessment Name/s: NA

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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

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Last updated: 2/1/22

## LEA-Level Assessment Test Results in Mathematics by Student Group

Assessment Name/s: NA

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 2/1/22

## LEA-Level Assessment Test Results in Mathematics by Student Group

Assessment Name/s: NA

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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

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Last updated: 2/1/22

## LEA-Level Assessment Test Results in Mathematics by Student Group

Assessment Name/s: NA

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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Last updated: 2/1/22

## LEA-Level Assessment Test Results in Mathematics by Student Group

Assessment Name/s: NA

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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Last updated: 2/1/22



## LEA-Level Assessment Test Results in Mathematics by Student Group

Assessment Name/s: NA

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
Female					
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Native Hawaiian or Pacific Islander					
Two or More Races					
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Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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