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

Contact -

San Joaquin County Special Education 2707 Transworld Dr.

Stockton, CA 95206-3948

Phone: (209) 468-9279 Email: mvallerga@sjcoe.net

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name San Joaquin County Office of Education

 Phone Number
 (209) 468-4800

 Superintendent
 Brown, Troy A.

 Email Address
 trbrown@sjcoe.net

 Website
 www.sjcoe.org

School Contact Information (School Year 2021—2022)

School Name San Joaquin County Special Education

 Street
 2707 Transworld Dr.

 City, State, Zip
 Stockton, CA , 95206-3948

Phone Number (209) 468-9279

Principal Monica Vallerga, Division Director

Email Address mvallerga@sjcoe.net

Website http://sjcoe.org/specialeducation

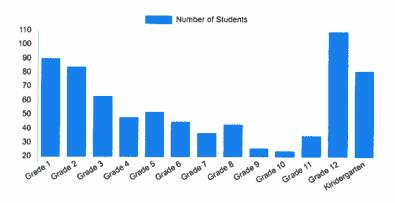
County-District-School (CDS) Code 39103976069215

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.

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

Grade Level	Number of Students
Grade 1	90.
Grade 2	84
irade 3	63
irade 4	48
irade 5	52
irade 6	45
irade 7	37 .
rade 8	43
rade 9	26
rade 10	24
rade 11	35
rade 12	109
indergarten	81
otal 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 Disavantaged	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- N// 12)	A	N/A	0%

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

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: 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
-		

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.

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 Enroliment	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	-	11 21			
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.

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	× 4-	11.00			
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	Ö
Socioeconomically Disadvantaged	154	110	71,43	28.57	1.82
Students Receiving Migrant Education Services	-				- 3.0
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.

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.

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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.

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		# # TO SEE # 11			
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					The second section of the second section of the second section of the section of
English Learners					
Foster Youth				VMV	
Homeless	and the second of the second		ik ingen ngen mengenten permanan mengelapan per ^k ancapa berbasa bar		
Military		e th de an the standard and the standa			
Socioeconomically Disadvantaged			-b-th-fieles-dfieles fan Gelessenske amerikensens		e film franch von Martin von State von S
Students Receiving Migrant Education Services			elipelipelipelipelipelipelipelipelipelip	о и 1-16 вобичениями минен у вое начене начениям, у д от	PASS TO THE GOOD PASS AND AND CONTRACTOR CON
Students with Disabilities		ar as an an an ann an ann an an an an an an a	-the statement that the restal drawner was as assume		riti bili di dandirina di dinasi di didi masar na sa asa an asa an asanana. Asan aya asanana an asan asan

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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 Leve!
All Students				य गढ	and an ending series
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					p tum een eigt som austrobracksproproprinters som tellegregiskringstrige fledering menemense redes
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities				anna anna an anna a a ngan-pha-app pipi	-97 - 974-brown below drough and restandant to the second procedure according to the second second second second

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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	1 22		***		* ** **
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					raphillips of the state of the
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	Procedinal menumenak dentambahan kelebahan denakan menumbah di dalam sebahan kelabahan sebahan beraman sebagai			enterente de la companya de la comp	N-10-10-10-10-10-10-10-10-10-10-10-10-10-
Students Receiving Migrant Education Services	tradici i primerinti kantifetti tradici italia tandici tandici tandici tandici ita kantifetti tandici italia ta			garanteelanteen eta korta katalainen katalainen erikitainen erikit	
Students with Disabilities	electrical process in Fig. 2 recommendation of real alternation and process real or according to the contract of the contract			ter warmed distancement and as almost when all manufactures and as almost when all manufactures are also as all manufactures and as almost when all manufactures are also as all manufactures are also as almost when all manufactures are also as all manufactures are also as almost when all manufactures are also as all manufactures are also also as all manufactures are also as all manufactures are also all manufactures are	

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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					thinken the standard of the secret in the second of the se
White					
English Learners					
Foster Youth					
Homeless	orderhander som farerderderderde had visit flad forer flevel (med per flevel per var bekenne som a som		mana maning Agen geneg an op yearns byte-p-parking	An derkensterle decknist hands and had home securities	
Military					1
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services		A MI BAPT BY THE ME THE METER AND A STATE	manner hay apin il year o the gray garagean years as-		
Students with Disabilities					nama a manaman punama na manaman ayan a ga ayan ayan ayan a ayan a ayan a ayan a ayan a ayan a ayan aban ab

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Local AssessmentTest 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

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Local AssessmentTest 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					et i familie de filologie de l'acces de l'accessorations accessoration person, et différence (il familie de l'accessité de la leur accessité de l'accessité
Filipino					- Parlie III ritaria barintaran tanà manana ao
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners			epantyan ta tahunga tangga kantangga kantangga penggangga penggangga penggangga penggangga penggangga penggang		
Foster Youth	erritikan kanan 1991 di serriti di Perdi serriti allam di serriti serriti delemente derbi di terremen meserkata serremente delemente del				
Homeless				a wart field familiarum field worter framework wollenforkenseld as the lawrence	
Military					
Socioeconomically Disadvantaged			to A Million (g. 1974 - New York of Aug (g. 1974 - 1974 - 1974 - 1974 - 1974)		
Students Receiving Migrant Education Services			ang apara samanan sampang merus atau anga ngamung mentum agan, nganggap ataunggaha	and the first the second the term of the second to the sec	
Students with Disabilities		AM A MILANI AMBAMBANJI AMBA AMANJA-QA-QA-QA-AMBANJI AYI AANA	nth dark the discount of the section and ordered strength has rendere com-		an anna anna aire anna haire na anna anna anna anna anna anna anna

^{*}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.

Local AssessmentTest 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			1117		
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					The state of the s
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services			n the COS COS ACT Show the Principal Show Substances to see such substances		
Students with Disabilities		a manama nagana, apanagan nanjangangan pa			N

^{*}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.

Local AssessmentTest 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	and the second second				
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino				All the state of t	to be the more than the second of the second
Native Hawaiian or Pacific Islander					
Two or More Races					
White			in the first of th		The first of the first shadow we had water makes are now a second or second
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged		kirkus Para Mirili rakaan kerasiran asar dir		Printer Production and Salman	
Students Receiving Migrant Education Services				landriddir Adilli, drawladir Alerbenerr dirib radio as an sano sarbs assessmen	
Students with Disabilities	ammananammanananan oleh Maringara bah Malana dan kalah salah kebal disuksian disubah salah salah Massaba		en menn megapapapa arap mandapabahkan gapandanga		en entere aparenty se experience may experience that the second second decision in the

^{*}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.

Local AssessmentTest 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	BW To the second se			7	
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					er enterententententententententententententente
Military					
Socioeconomically Disadvantaged	alah bilah kerapahkah mua bilah dilaksilah saksaritik sebagitik kepis ne kebasa serundan Asabibah kebasi tilak				
Students Receiving Migrant Education Services		overlicht ville deurlicht bilderundteilschelle von Antheise dasschen. I	Park and Park seeded was assessment assetud to a		-
Students with Disabilities	elands and their the same debasement of account the debasement between the transformation account and a soften an add	in-distant for refuse-serving for a sum fair-se			erri de Arbeit lebridaniskris urdensrid mint a minimu ke abinemanibumi

^{*}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.

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

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

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	reformation from the first of the form to tall through the tribulation or security of the following constant tribulations are secured to the first of the first o	10	83.33	16.67	
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races		fert-weir Ferthauf weistelteit-weit-siem A-manifeldem zermann zum Sein			
White	12	8	66.67	33.33	
English Learners		eterotral minis anatomati min			
Foster Youth					
Homeless			apamana antangana na apamana ya majayamajaji najaganjuya.		
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	7	50.00	50.00	ter di Mindrich di Andrich en de Perfection restressession seur de
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	19	\$7.58	42,42	0.00

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

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	mix maga		
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%

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
	N/A	N/A	N/A
	N/A	N/A	N/A
	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

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.

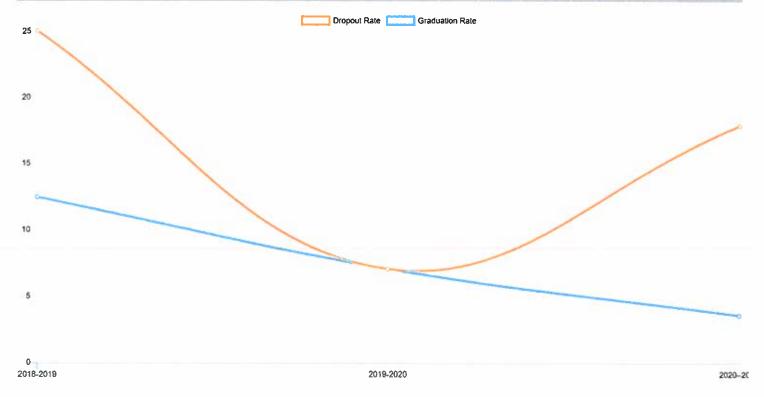
State Priority: Pupil Engagement

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
Fernale	75		
Male	18 - 2 William 19	0	0.0
Non-Binary	N/T	N/T	0.0
American Indian or Alaska Native	Case Case	<u> </u>	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	***	57.5	
White	The state of the state and the state one state described and state of the state of		
English Learners	BAR AND		
Foster Youth	A Control of the Cont		
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.

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

Student Group	Cumulative Enrollment	Chronic Absenteeism Eiigible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
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
oster Youth	14	12	6	50.0
Homeless	1	1	1	100.0
ocioeconomically Disadvantaged	398	388	168	43.3
tudents Receiving Migrant Education Services	2	2	1	50.0
itudents 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.

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

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	Ō	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	C
Two or More Races	0	0
White	0	0
English Learners	0	. 0
Foster Youth	O	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 houses 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.

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		de Level Average Class Size Number of Classes *1-20		Average Class Size Number of Classes *1-20 Number of Classes *21-32		Number of Classes 33+		
K	10.00	13						
1			rumman (1-) y (10,000 to 10,000 y (10) (10,000 to 10,000					
2	DOS ESTAS VIETA SE MATTA Established vietavidas bidauskalainida vietavidas Telepidas (THE THE STATE OF T				
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).

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	,,		_//>	7 P A 4
1				
2				
3				anne anne anne anne anne anne anne anne
4			territorio de la compansa de la comp	
5			radiila kiis adaysis lak kalendiselamadiselamadi saarakaansad aramadasenaanaa anaan anaana anaa joon oo oo oo o	
6				
Other**	9.00	50	PPP-Service PPS-Service PPS-Service PPS-Service PPS-Service PPS-Service PPS-Service PPS-Service Service Servic	

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

^{** &}quot;Other" category is for multi-grade level classes.

^{** &}quot;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+	
К	HI KONEK MEKEENA	NATIONAL PROPERTY OF THE PARTY			
1					
2					
3					
4					
5			THE RESEARCH OF THE PARTY OF TH	an ann a mha ann a mhaill ann a thuig ghuideachd ghlair deighideann ann an ann an ann ann ann ann ann a	
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).

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		THE STATE OF THE S
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				

^{** &}quot;Other" category is for multi-grade level classes.

^{*} 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*		o

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			
Sociał 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

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	**************************************	The Publish Special Statement for colds were commenced as a constraint and an action of the colds and an action of the colds and action of the colds are action of the colds and action of the colds are action of the colds and action of the colds and action of the colds are action of the colds and action of the colds and action of the colds a	
Percent Difference – School Site and District	N/A	N/A		TO THE PARTY OF TH	
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.

^{*} 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.

Types of Services Funded (Fiscal Year 2020–2021)

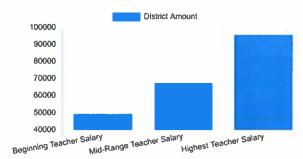
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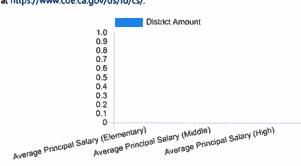
Last updated: 1/24/22

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)	ww.			
Average Principal Salary (Middle)	-	-		
Average Principal Salary (High)		TT Y		
Superintendent Salary	\$254410.00			
Percent of Budget for Teacher Salaries	77	44		
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	o		
Foreign Language	o		
Mathematics	0		
Science	0		
Social Science	0		
Total AP Courses Offered*	0.00%		

Last updated: 1/24/22

Professional Development

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

^{*} Where there are student course enrollments of at least one student.

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 S8E 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	850			~**	
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				-	T-
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				to a differential access and the contract of t	
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.

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	\$3.70	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			ana mananan in in pamaya ani ya ya farajira da da barar da manan ka manan ka manan ka manan ka manan ka manan k Prife		
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	-				t desimilar de te disab disabilità y dipenden y a sygregar hagar assuma
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.

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	NAME OF THE PARTY		S-OMPO	1 - 1	
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					American (Control to the Artist or terror Televasive artistic relations to a terror Televasive (Control to the Artist of Control to Control to the Artist of Control to the Artist of Control to the
Students Receiving Migrant Education Services	inn, magangan inn bywydinian i sweddinianian o'n, birkeprein Ordensial salaman bel ara la sebr web e orbe				mmer men men kalinderde kelence servalleris ar beh dellakrada eksterlakraturasa e
Students with Disabilities			shirt from the rate. Are and had automission to assume the		to be the district or and the second over the second of the second or second

^{*}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.

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		uarkeliki kurilancer ilar Arrama u kulumanakelaharkana u sakuman	-		vide and a vide table to a face for a face f
Students Receiving Migrant Education Services		NATION CONTEST AND CONCESSION WAS SINCE STORED AND INTERFERENCE AND			e le PiPPis PiPere de suit e selvels se te Pose-lusers lank sensidergalad surress en de
Students with Disabilities	termine kalentaria (in indicate de la filo d				

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

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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	m-V ₉		K 1 28 9		
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				TO THE COME OF THE	
Homeless					
Military				The state of the s	
Socioeconomically Disadvantaged	kalipuntuk mengalan kelalan pengangan pengangan pengangan pengangan pengangan pengangan pengangan pengangan pe				
Students Receiving Migrant Education Services			THE REPARTS OF THE PARTY OF THE	от то била когат частия постоя на намери	artikk geme. Benedisch halter der urbeit einerhällte der untscheine der der der behannen besonden.
Students with Disabilities	they will divid deal full released with relation recovered were desire to the following seen assess, we assess, we assess, where they are also as the second section of the section of		terpholographic for the trade and defined as desired		AND ARM ARMS TO SEE A COMMENT AND THE SEE AS A SECOND SECO

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

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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			C. C		
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipìno					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged		and the second s	three to the term to the term of the term		4 ()
Students Receiving Migrant Education Services			t et Philip er kal - helt elmer het millesenen belte Arbeissesskalenbeke		
Students with Disabilities	and making anglang-paragraphing bernarian appropriation of the property of the	Anthropin Britharts Automobile and the second second second			a Antoniana a de Lambera, pira raggio describir de chemicidade de

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

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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			100 JS 1011 =		
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			alerer kururikasak kas abikas ale sukiskalusukhusesususususus		

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

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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					N
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					er an'endere a lei sedere emmenence en Amerik, menempena, en Agli
Two or More Races					
White					
English Learners					The Arms of the Section Sec
Foster Youth					
Homeless			a manangan mangan gan kannangan pangan p		om namen menggammy (g.y. n.g.)-is flagt valri-p-laderkommenhammilman
Military		THE STATE OF THE S			
Socioeconomically Disadvantaged	and a supply of the supply of		Note that the second		
Students Receiving Migrant Education Services			germanikan in mening seram, serim sang serangkan sesakan sesakan kenangkan serim se	artei ^a -sar ² -san-san-san-san-san-sar ² sar-san-sa sa san-san-san-san-san-san-san-san-san-san-	in in the matter than all much distributes associated their resease association of
Students with Disabilities	Makati Makati Ada sekesah sah Afrika, sarah dalah sara asasar kata asasar karasasar san asasasan asas				The section is the same and debut and a section to the section of

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

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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	n				
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				to draw make have bank and an analysis of the second secon	
Military		The state of the s			
Socioeconomically Disadvantaged	etr. 1994 (1994) Priffurbild Annua fun (Perr) remainistration particles fundires and many particles (1994) (19				anni a anni
Students Receiving Migrant Education Services				a salvante ano san annual a san te astas succession sa	anni, pame typin migrama mini in
Students with Disabilities		maga magazira a aram-a a apop gara gasa a gay			TOPPER STATEMENT

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

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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.

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			* 020		· · · · · · · · · · · · · · · · · · ·
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					d to be to b
Foster Youth					
Homeless			ng Printing the British needs. Secure at the second and also had not the needs reconstruction		
Military		No. 19 No			
Socioeconomically Disadvantaged				д особинення на объем нешен пророж в особо особ, у востой особу,	
Students Receiving Migrant Education Services		frin western war as an a time in anne sen, at a qua dan h _{esp} ani	untillinger golder ochstellige golden som in versicher dere an annerer auch a		A
Students with Disabilities	i periodi della dicella seria desenti seria della seria della della discreta di seria di seri				

^{*}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.

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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		XIII II		416 24 23	
Female					
Male					
American Indian or Alaska Native					
Asian					
Błack or African American					
Filipino			y ditributu di Basarahada dela Adalahar e dasara		
Hispanic or Latino					a manadiribaniya ma manada. Majiya dinin kaya (Ari dininka aya yerimaniya manadiribaniya ma
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth			V		
Homeless				AMARINE SING SANDERSON STATES AND SINGEST STATES AND ASSESSMENT STATES AND ASSESSMENT STATES AND ASSESSMENT SANDERSON STATES AND ASSESSMENT SANDERSON SANDER	
Military	and the second s			, , , , , , , , , , , , , , , , , , , ,	Ad-Indiahan and an analysis an
Socioeconomically Disadvantaged					mann speinne para ann an Airge speinn an Airge
Students Receiving Migrant Education Services		attenti genin genin genin gi hin mende yaht danama bib Amazasani	and the second of Seconds of	-PAPA Mille Server-Mir Selfes or affective resource conserve or focus on	ann ann ann an de d'ann ann an de ann an
Students with Disabilities		and and of the state field as the state of t		· vilos-io	MARIEN August State (State of State of

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

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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			÷ 54		
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				and the second contract contract contract and the second contract	viter (4) verseus aus aureir aum aureir aum a adarent
Students with Disabilities	rivalle hitak forset birkeliyasi data ar ar ar kil dirianti ambidaran amadamanin amazin amazin amazin dirikati		mann, and it access from major from an firefriend whe	akiri dan Mirani sirilaan dalahkan akirakat maanasad akama	

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

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