

Cope Middle School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Cope Middle School
Street	1000 West Cypress Avenue
City, State, Zip	Redlands, CA 92373
Phone Number	(909) 307-5420
Principal	Stephanie Lock
Email Address	stephanie_lock@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/cope
County-District-School (CDS) Code	36-67843-6059422

2021-22 District Contact Information

District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Mauricio Arellano
Email Address	mauricio_arellano@redlands.k12.ca.us
District Website Address	www.redlands.k12.ca.us

2021-22 School Overview

Mission statement: We the members of the Cope community, students, parents, and staff together are committed to mutual respect, critical thinking, and problem solving through participation in our own education, demonstration of our own work ethic, and pursuit of our own personal potential.

Cope will continue to focus on building a positive campus culture, implementing schoolwide AVID strategies, increasing student literacy, providing safe schools, and writing across the curriculum. We will also continue to improve the availability and implementation of technology across campus, as well as focusing on improving the overall campus facilities through various modernization projects.

School Summary: Cope Middle School is one of four middle schools in the Redlands Unified School District. Approximately 1,300 sixth, seventh and eighth grade students attend Cope Middle School on a modified traditional 180-day calendar. The majority of students walk to school or are transported by their parents, and some students from distances beyond a two-mile radius are bussed from communities including Redlands, Loma Linda, and areas of San Bernardino. In addition to the rigorous

2021-22 School Overview

academic offerings available here at Cope, our campus offers a wide variety of activities, clubs, and programs in which students can become involved. An award winning performing arts program, including instrumental music, chorus, and theater, provide meaningful connections for students, as well as many opportunities for community involvement. Students can become involved in clubs such as Drama Club, Math Club, Chess Club, ESports Club, or Ski and Snowboarding Club, or can participate in student leadership activities such as ASB and WEB. Students also have the opportunity to participate in AVID, Yearbook, Journalism, Digital Storytelling, CSTEM, and honors classes in English and Math. Cope also offers a four-sport afterschool sports program where students can tryout and compete in soccer, basketball, volleyball, and softball as part of the RUSD Redlands Student Connection League, where students also compete against the other RUSD middle schools. Cope also offers after-school programs to support students academically, including ASES, Cope After School Tutoring (CAST), and EL tutoring.

Cope Middle School's faculty, staff, students and parents nurture the intellectual, physical, emotional, and moral capacities of each student to the fullest extent possible. This commitment guides our students so that each student can benefit with continued schooling and a successful and productive future. Our staff has committed to developing a positive campus culture built on the foundation of SOAR - Safe, Organized, Accountable, and Respectful - to foster school wide expectations and positive reinforcements. Cope students are provided programs that empower them to grow academically and socially within a safe environment and students are encouraged to involve themselves with extracurricular activities in order to further connect with the Cope Community. Cope Middle School encourages students to be self-advocates who take risks and become active participants in their own learning, focusing on their future college and career choices. The focus of each staff member is to engage fully each student within a positive learning environment focused on high quality thinking and rigorous meaning-centered curriculum in an articulated instructional program.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	443
Grade 7	438
Grade 8	448
Total Enrollment	1,329

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
American Indian or Alaska Native	0.3
Asian	11.4
Black or African American	7.6
Filipino	4
Hispanic or Latino	44.6
Native Hawaiian or Pacific Islander	0.8
Two or More Races	6.4
White	24.9
English Learners	7.3
Foster Youth	0.2
Homeless	14.5
Socioeconomically Disadvantaged	75
Students with Disabilities	14.3

A. Conditions of Learning

State Priority: Basic

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	44.3	77.5	832.1	85.9	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	6.7	0.7	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.1	5.5	35.2	3.6	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.6	2.8	29.8	3.1	12115.8	4.4
Unknown	8.1	14.2	65.1	6.7	18854.3	6.9
Total Teaching Positions	57.2	100.0	969.1	100.0	274759.1	100.0

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

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

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	3.1
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	3.1

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

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.8
Local Assignment Options	0.8
Total Out-of-Field Teachers	1.6

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The California State Board of Education reviews textbooks and adopts those that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators. They review the materials that have been approved for purchase. Teachers at each site have an opportunity to preview texts prior to selection, and to pilot the textbook programs for a period of time in their classrooms with their students. Textbooks are selected and purchased on a seven-year cycle, rotating by content area. Copies of student books are available at the Instructional Resource Center for parent review. Both programs feature a variety of instructional materials and technology to enhance the instructional program for our students. Sufficient textbooks are available for all students regardless of English proficiency or disability.

Year and month in which the data were collected

December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collections-Grade 6 Houghton Mifflin Harcourt (2014) Collections-Grade 7 Houghton Mifflin Harcourt (2014) Collections-Grade 8 Houghton Mifflin Harcourt (2014)	Yes	0%
Mathematics	Carnegie Learning Math Series: Course 1 [Sixth] Carnegie Learning (2017) Carnegie Learning Math Series: Course 2 [Seventh] Carnegie Learning (2017) Carnegie Learning Math Series: Course 3 [Eighth] Carnegie Learning (2017)	Yes	0%
Science	Science: Focus on Earth Science McDougal Littell (2007) Science: Focus on Life Science McDougal Littell (2007) Science: Focus on Physical Science McDougal Littell (2007)	Yes	0%
History-Social Science	Ancient World History Discovery Ed (2018) Medieval and Early Modern World History Discovery Ed (2018) United States History Discovery Ed (2018)	Yes	0%

School Facility Conditions and Planned Improvements

Built in 1956, Cope Middle School has 48 permanent classrooms and 18 relocatable classrooms. The governing board has adopted cleaning standards for all schools in RUSD. A summary of these standards is available at the school office, at the District Office, or at www.redlands.k12.ca.us. The Assistant Principal works regularly with the custodial staff to develop cleaning schedules to ensure a clean and safe school, and students and staff work hard to keep the campus clean and safe. The 48 permanent classrooms were modernized during the 2005-2006 school year, providing new interior paint, lighting, ADA accessibility with sinks and lab stations, concrete and blacktop improvements and new flooring.

Security fencing around the front of the campus was installed during the summer of 2018 creating a single point of entry, and during the summer of 2019, the installation of a mobilized security gate for the M-wing parking lot was completed. Additionally, the front campus gating was restructured to provide a gathering/sitting area for students, while at the same time, maintaining access to the front office through a single point of entry.

During the end of the 2019-2020 school year and during the 2020-2021 school year, Cope Middle School took advantage of Distance Learning to rehabilitate campus facilities and classrooms. Many classrooms have had furniture updated and/or replaced as needed and additional outdoor picnic tables and benches were purchased to accommodate additional needs for student sitting and eating areas. Campus trees have been trimmed, planters have been reconstructed with drought-resistant plants, new water wise drip systems, and sitting rocks, and the campus waterfall feature by the library has been refurbished and repaired to working order. The campus library was remodeled with new carpet, furniture, and paint to promote a more modern, inviting atmosphere for both students and staff.

Additionally, canvas photographs of all campus murals were hung in the library to commemorate Cope's history over the years. The entire campus was repainted and the majority of the existing campus murals were painted over to provide space for updated murals to promote school spirit and to promote a college-going culture. Several murals were painted to recognize the RUSD University and College Partnerships, Cope's AVID Program recognition, the campus culture of SOAR, and Cope Eagles for school spirit.

The school's network allows every classroom access to the Internet and email, which supports the students' use of Google Chromebooks in all classrooms. New desktop all-in-one computers were purchased for the majority of the classrooms in 2021 and all classrooms are scheduled to have updated computers by the end of the 2021-2022 school year. Each classroom is equipped with "smart room" technology with a desktop computer, web cam, tuner/receiver, wall mounted speakers, ceiling mounted LCD projector, and printer. The LCD projector is connected to all of the aforementioned components, which allows for instruction via the computer or internet. Our library has a computerized checkout system and a broadcast unit, which allows us to broadcast into all of our classrooms for special bulletins or programs. All core subject classrooms have computer carts with 35 Chromebooks with internet access that students may utilize on a daily basis.

We refined the disaster preparedness plan during the summer of 2020. The plan includes steps for ensuring student and staff safety during a disaster, such as an earthquake or fire. The plan calls for regular practice of the "duck and cover" procedure for earthquake and fire drills. If present, graffiti is removed immediately by site or District staff. The school facilities are inspected weekly, and needed repairs are submitted to the District. Rooms and buildings are all adequately prepared to meet the needs of students.

During the 2020-2021 school year, the library and four classrooms were refurbished with traditional and flexible seating. Other classroom furniture was reorganized to remove old and broken items and to "match" desks and chairs from other classrooms and storage in order to provide classroom "sets" of furniture. Office window blinds were replaced to provide adequate window coverage and classroom window coverings are also in the process of being replaced where deemed necessary.

The four portables located at the east end of campus (Z49, Y48, X47, and the weight room) will be removed and replaced with four new structures during the 2021-2022 school year. This project will also include some ADA upgrades to campus access ramps and restrooms as well. The library will be getting further upgrades for to the digital presentation system with two built in large screen monitors, sound system, and control system. The second circulation desk in the library will also be updated to complete the overall library remodeling project.

Ongoing facilities upgrades include repair to buildings and walkways, installation of windows in doors and storage rooms, painting additional campus murals, providing additional student seating and covered areas, and completing campus watering systems and vegetation in the campus planters.

Year and month of the most recent FIT report

November 2021

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Inspected monthly
Interior: Interior Surfaces	X			Inspected monthly
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Facility is inspected monthly.
Electrical	X			Inspected monthly
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Inspected monthly
Safety: Fire Safety, Hazardous Materials	X			Inspected monthly
Structural: Structural Damage, Roofs	X			inspected monthly, observations are done daily as well
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			inspected monthly, observations are done daily as well

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1334	NT	NT	NT	NT
Female	667	NT	NT	NT	NT
Male	667	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	152	NT	NT	NT	NT
Black or African American	96	NT	NT	NT	NT
Filipino	46	NT	NT	NT	NT
Hispanic or Latino	604	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	93	NT	NT	NT	NT
White	330	NT	NT	NT	NT
English Learners	95	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	380	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	1000	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	199	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1334	NT	NT	NT	NT
Female	667	NT	NT	NT	NT
Male	667	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	152	NT	NT	NT	NT
Black or African American	96	NT	NT	NT	NT
Filipino	46	NT	NT	NT	NT
Hispanic or Latino	604	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	93	NT	NT	NT	NT
White	330	NT	NT	NT	NT
English Learners	95	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	380	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	1000	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	199	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	1,329	1005	75.6%	24.4%	56.2%
Female	661	512	77.5%	22.5%	58.8%
Male	668	493	73.8%	26.2%	53.6%
American Indian or Alaska Native	4	3	75.0%	25.0%	33.3%
Asian	152	126	82.9%	17.1%	70.7%
Black or African American	101	64	63.4%	36.6%	37.6%
Filipino	53	41	77.4%	22.6%	85.4%
Hispanic or Latino	593	431	72.7%	27.3%	42.9%
Native Hawaiian or Pacific Islander	10	6	60.0%	40.0%	66.7%
Two or More Races	85	78	91.8%	8.2%	74.4%
White	331	256	77.3%	22.7%	66.0%
English Learners	97	64	66.0%	34.0%	7.8%
Foster Youth	6	6	100.0%	0.0%	33.0%
Homeless	181	134	74.0%	26.0%	47.0%
Military	0	0	0%	0	0%
Socioeconomically Disadvantaged	991	715	72.1%	27.9%	46.4%
Students Receiving Migrant Education Services	0	0	0%	0	0%
Students with Disabilities	188	136	72.3%	27.7%	16.9%

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

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	1,329	1055	79.4%	20.6%	42.1%
Female	661	536	81.1%	18.9%	43.1%
Male	668	519	77.7%	22.3%	41.0%
American Indian or Alaska Native	4	3	75.0%	25.0%	0.0%

Asian	152	127	83.6%	16.4%	69.3%
Black or African American	101	68	67.3%	32.7%	19.2%
Filipino	53	43	81.1%	18.9%	74.4%
Hispanic or Latino	593	460	77.6%	22.4%	27.6%
Native Hawaiian or Pacific Islander	10	6	60.0%	40.0%	33.0%
Two or More Races	85	81	95.3%	4.7%	59.2%
White	331	266	80.4%	19.6%	50.4%
English Learners	97	66	68.0%	32.0%	13.7%
Foster Youth	6	5	83.3%	16.7%	0.0%
Homeless	181	144	79.6%	20.4%	35.4%
Military	0	0	0%	0	0%
Socioeconomically Disadvantaged	991	754	76.1%	23.9%	34.4%
Students Receiving Migrant Education Services	0	0	0%	0	0%
Students with Disabilities	188	145	77.1%	22.9%	9.6%

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

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	448	NT	NT	NT	NT
Female	238	NT	NT	NT	NT
Male	210	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	61	NT	NT	NT	NT
Black or African American	40	NT	NT	NT	NT
Filipino	14	NT	NT	NT	NT
Hispanic or Latino	189	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	34	NT	NT	NT	NT
White	106	NT	NT	NT	NT
English Learners	28	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	132	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	332	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parent involvement is an ongoing priority for Cope Middle School and there are multiple opportunities for parents to be both informed and involved with school activities. Our school website is a link for parents to stay informed of activities and events occurring at Cope Middle School. The website has an updated calendar of events for the entire year and the Student Bulletin is posted daily as a resource to keep parents and students informed. Cope utilizes the Aeries Parent Portal, which allows parents access to their students' report card grades, attendance, and emergency contact information from their home computer. Most teachers also manage their gradebooks and assignments on Aeries Parent Portal, thus allowing parents current information regarding their students' academic performance. Cope regularly uses Instagram and Minga to post and communicate about upcoming events, deadlines, and reminders to numerous parent and student followers. Additionally, Parent Square (Aeries Communication) is used regularly to send emails, texts, and phone calls to parents and students informing them of important dates, school-related information, and reminders. Parents are also surveyed for their input on topics such as campus culture, upcoming event ideas, and changes/upgrades to facilities. The Assistant Principals also solicit parent input as part of the site Safety Committee, School Site Council, and other committees as deemed necessary through the use of Parent Square and Google Forms.

Cope has an active PTSA that is routinely involved in serving and supporting a variety of activities at the school. The PTSA, in conjunction with school administration, also hosts a variety of Parent Education Nights throughout the school year, and PTSA supports Cope through various fundraisers such as the dine out meal nights and spirit wear purchases. Cope's ELL parents attend evening meetings with the site ELL Coordinator, focusing on specific topics related to ongoing concerns and effective ways to be involved in the academic, social and emotional life of their children while attending middle school. The Cope School Site Council also meets monthly to review and focus on the school's mission as well as to guide the expending of categorical site funds. Parents are encouraged and solicited to be a part of any and all of the aforementioned parent involvement opportunities.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1379	1363	36	2.6
Female	692	683	18	2.6
Male	687	680	18	2.6
American Indian or Alaska Native	4	4	1	25.0
Asian	157	155	0	0.0
Black or African American	102	101	5	5.0
Filipino	53	53	0	0.0
Hispanic or Latino	625	617	21	3.4
Native Hawaiian or Pacific Islander	10	10	0	0.0
Two or More Races	88	87	3	3.4
White	339	335	6	1.8
English Learners	101	100	3	3.0
Foster Youth	7	7	0	0.0
Homeless	210	210	8	3.8
Socioeconomically Disadvantaged	1033	1029	36	3.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	204	203	9	4.4

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	7.90	0.29	3.62	0.22	3.47	0.20
Expulsions	0.00	0.00	0.02	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.59	2.61	2.45
Expulsions	0.07	0.03	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.29	0.00
Female	0.00	0.00
Male	0.58	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	1.96	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.32	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.39	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.49	0.00

2021-22 School Safety Plan

Cope Middle School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the current status of school crime. A Safe School Plan is adopted in August of each school year and is reflective of the school's safety needs. The key components of Cope's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures.

To ensure student safety before school and during both lunches, campus monitors, teachers, counselors, and administrators supervise the school grounds, including the bus drop-off/pick-up area, cafeteria, and quad area. During the school day all entrance areas to the school are locked. Signs are posted to indicate all visitors must report to the administration office and may not be on school grounds unless in possession of a visitor's pass. All staff members wear visible identification when on campus to ensure a safe environment, and to assist in the easy identification of non-staff members. After school, teachers, campus monitors, counselors, and administrators supervise the areas until all students have left the campus for home. The Assistant Principal meets with the School Safety Committee quarterly to review the campus infrastructure, facilities and safety materials/equipment needs, and to determine the overall and ongoing safety needs for Cope Middle School.

During the Fall of 2020, Cope Middle School inventoried, refreshed, and replaced all classroom disaster supplies. This included all classroom and office emergency backpacks as well as the purchasing of privacy tents and "potty" toilets for every classroom. In addition, the schoolwide supplies located in the land/sea container were also replenished and replaced, including the water in the recycled water barrels/ Land/sea containers hold the disaster supplies and water bottles and snacks are replenished yearly with site and PTSA funds/support.

Cope Middle School has implemented a Positive Behavior Intervention System with the acronym SOAR. SOAR, which stands for Safe, Organized, Accountable, and Respectful, has been established on campus under the direction of Cope's SOAR Team, consisting of teachers, counselors, and administrators. Campus banners and classroom posters promote SOAR classroom expectations, online expectations, and on campus expectations throughout the campus. Continuous reminders are shared with students through the daily bulletin, Google Classroom, and Minga, Cope's main social media platform.

Upgrades to Cope facilities include the use of one campus entrance and the installation of a pass through gate in the administration office to limit the public access to campus. Additionally, student drop-off and pick-up traffic patterns in the front parking lot provide safer student entrance to and exit from the campus. Parents and other visitors must provide ID and check-in through the office via the Raptor system and are not allowed on campus during the school day, except with pre-approval. Cones and yellow chains help provide directional access for students to certain areas on the campus as well.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	21	18	6
Mathematics	23	16	19	5
Science	30	3	12	16
Social Science	30	3	17	11

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	14	16	10
Mathematics	24	11	19	8
Science	28	5	17	11
Social Science	30	3	13	15

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	13	17	8
Mathematics	29	11	14	9
Science	28	4	19	8
Social Science	26	6	20	7

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	265.8

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	0.3
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,704.99	\$1,240.48	\$5,464.50	\$78,626.04
District	N/A	N/A	\$6,440.60	\$89,813
Percent Difference - School Site and District	N/A	N/A	-16.4	-13.3
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-42.8	-9.4

2020-21 Types of Services Funded

In 2020-2021, Cope received approximately \$260,865.00 in special funds for supplementary educational programs. This included funds from our School Improvement Plan, Music Education, Instructional Media, Character Education, and the General Fund, which provides supplies, furniture, equipment, instructional materials, curriculum support, etc.

Cope Middle School provides a well-rounded articulated program for our students. The sixth grade staff members work in teams so students have one teacher for two subjects, such as Math/Science, and another for Language Arts/Social Studies. Team teachers coordinate their programs in order for students to have the best opportunity to achieve in all subjects. To further student success, teachers have developed a special program of exploratory classes for sixth graders focused on college/career exploration and math/English intervention. The reading intervention course in the 6th grade includes reading comprehension, evaluation of different reading materials, and computer skills, and the math intervention course utilizes both the Accelerated Math program and targeted student instruction. Students who do not require additional intervention participate in the other exploratory classes with the ability to enroll in four different classes during the year, since each is a quarter in length. Instrumental music and choir classes are scheduled at the same time as the exploratory classes, so students enrolled in music do not miss any core curriculum instruction. All students also participate in one period of PE per day.

In grades seven and eight, advanced classes are offered in the subject areas of English, Science, and Math. Our math curriculum includes all strands, including calculators and computers as part of the instructional program. History/social studies uses group discussions and exposure to controversial issues, and students are encouraged to apply the principles of history to their daily lives. Our physical education program incorporates health, lifelong wellness and well being through student fitness, and students participate in a variety of sports and recreational activities. The English/language arts curriculum emphasizes reading skills, grammar, writing and listening. Our existing literature books are utilized for instruction and our library is a tremendous resource for research. Science continues to utilize hands-on activities for instruction, with a large funded budget for science laboratory materials, which enables students to expand on higher-level thinking skills. Writing is an integral part of all of our academic subjects, as Cope emphasizes that students are able to read and write, utilizing academic vocabulary, in each discipline of study. Students also participate in a variety of exploratory classes such as ASB, WEB, Photography, Digital Storytelling, Theater, Art, College and Career Exploration, C-STEM Coding and Robotics, Newspaper, and Yearbook.

To assist students outside of the classroom with academic needs, teachers are available for extra support. Cope After School Tutoring (CAST) is also available to all students. Cope also offers ASES, an after school program to provide enrichment activities and additional tutoring as well. For our ELL students, after school tutoring and support is also provided.

Based on the District's LCAP goals and Cope's School Plan for Student Achievement, the following goals are areas of focus for the 2021-2022 school year:

- Provide all students with equitable access to programs within a positive and safe learning environment.

* Provide students with a high quality standards-based instructional program utilizing tiered supports to ensure all students achieve at high levels.

2019-20 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,965	\$52,562
Mid-Range Teacher Salary	\$86,521	\$83,575
Highest Teacher Salary	\$109,075	\$104,166
Average Principal Salary (Elementary)	\$133,996	\$131,875
Average Principal Salary (Middle)	\$143,214	\$137,852
Average Principal Salary (High)	\$155,485	\$150,626
Superintendent Salary	\$240,400	\$260,243
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

Cope staff is committed to continuing their professional growth as educators. Yearly buy-back and monthly staff professional days have been used to improve skills in technology, set school and department-wide goals, review and practice disaster preparedness, establish and implement PBIS, learn and incorporate AVID strategies, and to coordinate grade and subject level curriculum. During the 2019-2020 and 2020-2021 school years, the primary focus was on developing a positive and connected campus-wide culture, as well as reinforcing the five school-wide goals from our School Plan for Student Achievement. With Distance Learning being the primary method of instruction for 2020-2021, an increased focus on technology was emphasized as well.

During the 2021-2022 school year, professional development has been focused on campus safety procedures/policies, implementation of technology, SPED policies/instruction/support, ELD strategies and support, UDL understanding and implementation, and related classroom curriculum/technology support.

Typically, on-site professional development topics are presented, discussed, and implemented at monthly staff meetings, at monthly professional development meetings, and throughout the year on planned minimum days. Teachers also integrate the professional development topics into their various department meetings and one day a year is dedicated to a full-day professional development in conjunction with the other three middle schools. Professional development has been provided by outside presenters, expert teachers or counselors, and administrators in a variety of formats from large group instruction to small breakout groups, similar to a conference format. Teachers are supported by offering follow-up support/training, as well as regular discussions/reminders through their various meetings and collaboration times in departments, and the master schedule is built to allow for common department and/or grade level planning periods for ongoing collaboration as well.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Redlands Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Mauricio Arellano
Email Address	mauricio_arellano@redlands.k12.ca.us
District Website Address	www.redlands.k12.ca.us

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10793	2	0.02	99.98	--
Female	5248	0	0.00	100.00	--
Male	5543	2	0.04	99.96	--
American Indian or Alaska Native	30	0	--	100.00	--
Asian	878	0	0.00	100.00	--
Black or African American	679	1	0.15	99.85	--
Filipino	213	0	0.00	100.00	--
Hispanic or Latino	5701	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	37	0	0.00	100.00	--
Two or More Races	590	1	0.17	99.83	--
White	2665	0	0.00	100.00	--
English Learners	829	0	0.00	100.00	--
Foster Youth	79	0	0.00	100.00	--
Homeless	3504	0	0.00	100.00	--
Military	124	0	0.00	100.00	--
Socioeconomically Disadvantaged	7762	2	0.03	99.97	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1645	2	0.12	99.88	--

2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10793	2	0.02	99.98	--
Female	5248	0	0.00	100.00	--
Male	5543	2	0.04	99.96	--
American Indian or Alaska Native	30	0	--	100.00	--
Asian	878	0	0.00	100.00	--
Black or African American	679	1	0.15	99.85	--
Filipino	213	0	0.00	100.00	--
Hispanic or Latino	5701	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	37	0	0.00	100.00	--
Two or More Races	590	1	0.17	99.83	--
White	2665	0	0.00		--
English Learners	829	0	0.00	100.00	--
Foster Youth	79	0	0.00	100.00	--
Homeless	3504	0	0.00	100.00	--
Military	124	0	0.00	100.00	--
Socioeconomically Disadvantaged	7762	2	0.03	99.97	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1645	2	0.12	99.88	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	10,676	8459	79.2%	20.8%	50.3%
Female	5,186	4184	80.7%	19.3%	52.5%
Male	5,487	4,272	77.9%	22.1%	48.2%
American Indian or Alaska Native	34	20	58.8%	41.2%	35.0%
Asian	880	727	82.6%	17.4%	71.3%
Black or African American	673	472	70.1%	29.9%	35.8%
Filipino	253	178	70.4%	29.6%	69.7%
Hispanic or Latino	5,613	4,435	79.0%	21.0%	40.4%
Native Hawaiian or Pacific Islander	43	31	72.1%	27.9%	51.6%
Two or More Races	537	483	89.9%	10.1%	60.5%
White	2,652	2,096	79.0%	21.0%	63.4%
English Learners	841	607	72.2%	27.8%	13.3%
Foster Youth	103	51	49.5%	50.5%	23.5%
Homeless	1,639	1,284	78.3%	21.7%	38.6%
Military	0	0	0%	0	0%
Socioeconomically Disadvantaged	7,606	5,956	78.3%	21.7%	42.0%
Students Receiving Migrant Education Services	0	0	0%	0	0%
Students with Disabilities	1,570	1,219	77.6%	22.4%	18.3%

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

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	10,676	8,284	77.6%	22.4%	32.2%
Female	5,186	4,100	79.1%	20.9%	30.3%
Male	5,487	4,181	76.2%	23.8%	33.9%
American Indian or Alaska Native	34	22	64.7%	35.3%	18.2%

Asian	880	714	81.1%	18.9%	61.6%
Black or African American	673	465	69.1%	30.9%	15.1%
Filipino	253	176	69.6%	30.4%	52.8%
Hispanic or Latino	5,613	4,304	76.7%	23.3%	22.2%
Native Hawaiian or Pacific Islander	43	31	72.1%	27.9%	32.3%
Two or More Races	537	476	88.6%	11.4%	41.6%
White	2,652	2,078	78.4%	21.6%	42.6%
English Learners	841	583	69.3%	30.7%	9.8%
Foster Youth	103	51	49.5%	50.5%	5.9%
Homeless	1,639	1252	76.4%	23.6%	22.9%
Military	0	0	0%	0	0%
Socioeconomically Disadvantaged	7,606	5,861	77.1%	22.9%	25.1%
Students Receiving Migrant Education Services	0	0	0%	0	0%
Students with Disabilities	1,570	1,214	77.3%	22.7%	11.2%

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