

Mission Elementray 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 | Mission Elementray School |
| Street | 10568 California St. |
| City, State, Zip | Redlands, CA 92373 |
| Phone Number | Redlands, CA 92373 |
| Principal | Denise Fee |
| Email Address | denise_fee@redlands.k12.ca.us |
| School Website | https://www.redlandsusd.net/mission |
| County-District-School (CDS) Code | 36-67843-0123851 |

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

School Vision Statement

The Parents, Teachers, Administrator and Support Staff of Mission Elementary School support the vision for Redlands 2025 and will focus on the five key areas:

- E - Enhanced Learning Through Innovation
- X - Excellence in Academics
- C - Collaborative Community and Parent Partnerships
- E - Equality through Equity
- L - Learning Environments are Safe and Secure

School Mission Statement

The total Mission Elementary Community will provide a curriculum aligned to Common Core State Standards through challenging and meaningful learning opportunities to our diverse student population so they achieve grade level academic standards, are college and career ready, and become lifelong learners.

Mission is one of 16 elementary schools in the Redlands Unified School District and serves just under 600 students on a traditional school schedule and went school-wide Title 1 in the 2016-2017 school year. A description of this process may be referenced in the 2016-2017 SPSA.

Mission Elementary School was "revitalized" in 2011 after nearly two decades of being closed as an elementary school. The school initially opened around 1851 as a one-room schoolhouse to serve the local students whose parents provided the labor force for constructing the Zanja, or watering canal, that irrigated the local orange groves. A second school was built in 1881, with a third being constructed in 1904. The current campus has four buildings containing 22 classrooms, a library, and large multipurpose room. The larger of the two structures was built in the 1937 as a "WPA" project and was the Mission School to replace the 1904 facility. Our current second building was constructed in the early 1970s as an orthopedically handicapped facility, known as the Heisner Center. A third building contains two classrooms and sit parallel to the outdoor jogging track. Eventually the two facilities were merged to become Mission Elementary School. More recently, six modular classrooms have been added.

Mission elementary is a California Distinguished School with the belief that all students deserve the opportunity to be educated in a way that prepares them for college and we believe this preparation begins in kindergarten. It is this belief that has fueled

2021-22 School Overview

our college preparation focus here on campus where we are committed to creating a school that knows no limits to the academic success and future readiness of each student. We teach every child with equitable practices to ensure they all have a chance to reach higher education if they select to do so. We recognize the challenges our students may have, however, we never make excuses for their success.

Building Better Futures...No Excuses is not only our motto, but how we live each day at Mission. You will find that this is a vibrant, engaging community of teachers and learners, a place high expectations are set for all students where every student without exception and without excuse will be proficient in reading, language arts and math. Our energies have been spent on building this belief by nurturing a culture of universal achievement of students by collaborating regularly as a school community to strengthen our alignment of standards, assessment of the standards being taught, and managing the data from the assessments. This systematic approach allows us the necessary information needed to offer meaningful interventions to our students, both remediation and acceleration interventions.

Approximately 79% of the students qualify for and are receiving Free and Reduced Lunch.

Instruction is provided by highly qualified teachers.

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 129 |
| Grade 1 | 90 |
| Grade 2 | 96 |
| Grade 3 | 88 |
| Grade 4 | 78 |
| Grade 5 | 100 |
| Total Enrollment | 581 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 51.8 |
| Male | 48.2 |
| American Indian or Alaska Native | 0.3 |
| Asian | 8.8 |
| Black or African American | 10.8 |
| Filipino | 5 |
| Hispanic or Latino | 51.8 |
| Native Hawaiian or Pacific Islander | 0.5 |
| Two or More Races | 5.3 |
| White | 16.4 |
| English Learners | 12 |
| Foster Youth | 0.5 |
| Homeless | 10.7 |
| Socioeconomically Disadvantaged | 83 |
| Students with Disabilities | 6.7 |

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) | 26.6 | 99.6 | 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) | 0.0 | 0.0 | 35.2 | 3.6 | 11216.7 | 4.1 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.0 | 0.0 | 29.8 | 3.1 | 12115.8 | 4.4 |
| Unknown | 0.1 | 0.4 | 65.1 | 6.7 | 18854.3 | 6.9 |
| Total Teaching Positions | 26.7 | 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 | 0.0 |
| Vacant Positions | 0.0 |
| Total Teachers Without Credentials and Misassignments | 0.0 |

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

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

2020-21 Class Assignments

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

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

The California State Board of Education reviews elementary level 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. Textbooks are selected and purchased on a seven-year cycle, rotating by content area. All Mentone Elementary School students are provided with all state and district adopted materials. Each student has available a copy of all necessary textbooks and curriculum materials in the classroom.

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 | Journeys Common Core Houghton Mifflin Harcourt (2014)***Not from a most recent state adoption for K-5 but is considered from the most recent local adoption for TK. ***The Current Adoption is considered to be aligned to the Common Core State Standards. | No | 0% |
| Mathematics | Math In Focus Houghton Mifflin Harcourt (2015) | Yes | 0% |
| Science | California Science Macmillian/McGraw-Hill (2008) | Yes | 0% |
| History-Social Science | Social Studies Alive! TCI (2019) | Yes | 0% |

School Facility Conditions and Planned Improvements

Mission Elementary School underwent a total revitalization, which was completed in August, 2011. This includes a facility with 20 classrooms, a cafeteria/multipurpose room, a library, and complete athletic field and playground structure. The buildings remain in good condition although interior/exterior paint will need some refreshing in the future. Summer, 2018 two new modular classrooms were added due to our increased student enrollment, and summer of 2021, four additional modular classrooms were added. Play structures are starting to experience wear and tear and are beginning to require repairs/replacements. The rubber mat at our main play structure area was replaced with astro turf during fall of 2020 however, it is already in need of repair/replacement. Paint on outer buildings, curbs, and ground is wearing. The paint on parking lot curbs, parking lots, door clearance markings and basketball courts have been refreshed in the fall of 2020. Asphalt in parking lot and on basketball courts needs re-surfacing due to large cracks and pot holes. For now, they have been patched. An electromnic marquee was installation on the front of building A in the spring of 2021. In addition, we had three beautiful murals painted on two ball walls and the wall of building D. These murals depict our cultue of diversity, college/career preparation, and Positive Beahvior Intervention Supports 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 principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Since the start of COVID-19, we have implemented safety and sanitation protocols to ensure additional cleanliness.

Year and month of the most recent FIT report November 2021

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|--|
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

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 | 267 | NT | NT | NT | NT |
| Female | 136 | NT | NT | NT | NT |
| Male | 131 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 26 | NT | NT | NT | NT |
| Black or African American | 32 | NT | NT | NT | NT |
| Filipino | 11 | NT | NT | NT | NT |
| Hispanic or Latino | 142 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 14 | NT | NT | NT | NT |
| White | 39 | NT | NT | NT | NT |
| English Learners | 34 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 68 | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 226 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 24 | 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 | 267 | NT | NT | NT | NT |
| Female | 136 | NT | NT | NT | NT |
| Male | 131 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 26 | NT | NT | NT | NT |
| Black or African American | 32 | NT | NT | NT | NT |
| Filipino | 11 | NT | NT | NT | NT |
| Hispanic or Latino | 142 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 14 | NT | NT | NT | NT |
| White | 39 | NT | NT | NT | NT |
| English Learners | 34 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 68 | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 226 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 24 | 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 | 266 | 227 | 85.3% | 14.7% | 44.9% |
| Female | 130 | 113 | 86.9% | 13.1% | 45.1% |
| Male | 136 | 114 | 83.8% | 16.2% | 44.7% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 100.0% | 0% |
| Asian | 24 | 21 | 87.5% | 12.5% | 57.1% |
| Black or African American | 33 | 21 | 63.6% | 36.4% | 38.0% |
| Filipino | 12 | 11 | 91.7% | 8.3% | 63.6% |
| Hispanic or Latino | 139 | 127 | 91.4% | 8.6% | 38.6% |
| Native Hawaiian or Pacific Islander | 3 | 3 | 100.0% | 0.0% | 100.0% |
| Two or More Races | 13 | 12 | 92.3% | 7.7% | 50.0% |
| White | 42 | 32 | 76.2% | 23.8% | 53.2% |
| English Learners | 35 | 31 | 88.6% | 11.4% | 25.9% |
| Foster Youth | 3 | 1 | 33.3% | 66.7% | 0.0% |
| Homeless | 32 | 26 | 81.3% | 18.8% | 50.0% |
| Military | 0 | 0 | 0% | 0 | 0% |
| Socioeconomically Disadvantaged | 219 | 193 | 88.1% | 11.9% | 43.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0 | 0% |
| Students with Disabilities | 23 | 19 | 82.6% | 17.4% | 10.5% |

*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 | 266 | 222 | 83.5% | 16.5% | 24.3% |
| Female | 130 | 108 | 83.1% | 16.9% | 25.0% |
| Male | 136 | 114 | 83.8% | 16.2% | 23.7% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 100.0% | 0.0% |

| | | | | | |
|--|-----|-----|--------|-------|-------|
| Asian | 24 | 21 | 87.5% | 12.5% | 57.1% |
| Black or African American | 33 | 20 | 60.6% | 39.4% | 5.0% |
| Filipino | 12 | 11 | 91.7% | 8.3% | 18.2% |
| Hispanic or Latino | 139 | 123 | 88.5% | 11.5% | 14.7% |
| Native Hawaiian or Pacific Islander | 3 | 3 | 100.0% | 0.0% | 66.7% |
| Two or More Races | 13 | 12 | 92.3% | 7.7% | 16.7% |
| White | 42 | 32 | 76.2% | 23.8% | 53.1% |
| English Learners | 35 | 30 | 85.7% | 14.3% | 16.7% |
| Foster Youth | 3 | 1 | 33.3% | 66.7% | 0.0% |
| Homeless | 32 | 26 | 81.3% | 18.8% | 34.6% |
| Military | 0 | 0 | 0% | 0 | 0% |
| Socioeconomically Disadvantaged | 219 | 188 | 85.8% | 14.2% | 23.4% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0 | 0% |
| Students with Disabilities | 23 | 19 | 82.6% | 17.4% | 5.3% |

*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 | 101 | NT | NT | NT | NT |
| Female | 50 | NT | NT | NT | NT |
| Male | 51 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 11 | NT | NT | NT | NT |
| Black or African American | 11 | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 52 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | -- | NT | NT | NT | NT |
| White | 13 | NT | NT | NT | NT |
| English Learners | -- | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 28 | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 90 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 13 | 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

Mission has active involvement and support of our parent community. Parent volunteers support Mission students, families, and staff through PTA, School Site Council, ELAC, Safety Committee, classroom volunteers, chaperoning field trips, and organizing family and student events such as Family Literacy Night, Family Math Night, a Talent Show, and our annual Fall Festival. Parents are invited to participate in a school-wide open house as well as parent conferences. Parents join us for our monthly college rallies and regularly scheduled awards ceremonies. Teachers stay in frequent contact with parents through emails, phone calls, and electronic applications such as Class Dojo, Remind, and Google Classroom. Parents stay updated with school and community events and opportunities through our school website, twitter, and our automated call-out phone system which includes emails and texts. Parents are invited to regular Coffee with the Principal sessions as well as parent education classes hosted by our school counselor.

Due to COVID-19, our in-person parent involvement has been modified to mostly outside opportunities and events, and even those events and opportunities have been reduced in number, for safety reasons.

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 623 | 606 | 63 | 10.4 |
| Female | 322 | 315 | 27 | 8.6 |
| Male | 301 | 291 | 36 | 12.4 |
| American Indian or Alaska Native | 2 | 2 | 1 | 50.0 |
| Asian | 54 | 52 | 2 | 3.8 |
| Black or African American | 71 | 66 | 16 | 24.2 |
| Filipino | 32 | 30 | 0 | 0.0 |
| Hispanic or Latino | 321 | 317 | 38 | 12.0 |
| Native Hawaiian or Pacific Islander | 3 | 3 | 0 | 0.0 |
| Two or More Races | 34 | 33 | 1 | 3.0 |
| White | 99 | 96 | 5 | 5.2 |
| English Learners | 79 | 75 | 3 | 4.0 |
| Foster Youth | 3 | 3 | 3 | 100.0 |
| Homeless | 66 | 65 | 13 | 20.0 |
| Socioeconomically Disadvantaged | 505 | 500 | 61 | 12.2 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 56 | 53 | 6 | 11.3 |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

| Subject | School 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 2.64 | 0.00 | 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 | 0.63 | 2.61 | 2.45 |
| Expulsions | 0.00 | 0.03 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

The Mission Elementary School Safety Plan is currently being reviewed and amended by our School Safety Committee and the staff. Mission Elementary 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 each school year and is reflective of the school's safety needs. Some of the key components of Mission's Safe School Plan which are being evaluated and amended currently 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.

School Safety - To ensure student safety before school, teachers, campus monitors and administrators supervise the school grounds including the bus drop-off area, Parent drop off area, cafeteria, and playground. During the school day all entrance areas to the school are locked with the exception of the front entrance, which is near the administration office. Signs are posted to indicate all visitors must report to the administration office and may not be on school grounds unless they have a visitor's pass. After school, staff is present at the main parking pick-up area and bus loading zone. Staff and administration supervise the areas until all students have left the campus for home. The Raptor system continues to be utilized where visitors must always scan their ID before being given permission to remain on campus. In addition to the monthly fire drills, Mission holds monthly Lock Down Drills to include Safe and Secure, Lock Down, and Critical Alert Lock Downs. Safety and disaster supplies have been purchased and updated with the help of our PTA and community donations.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 24 | | 5 | |
| 1 | 24 | | 4 | |
| 2 | 20 | 2 | 2 | |
| 3 | 26 | | 4 | |
| 4 | 26 | | 3 | |
| 5 | 37 | | | 4 |
| 6 | | | | |

2019-20 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 22 | 1 | 4 | |
| 1 | 24 | | 4 | |
| 2 | 22 | | 4 | |
| 3 | 17 | 4 | | |
| 4 | 32 | | 2 | 1 |
| 5 | 30 | | 3 | |
| 6 | | | | |
| Other | 39 | 1 | | 1 |

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 26 | 1 | 4 | |
| 1 | 23 | | 4 | |
| 2 | 24 | | 4 | |
| 3 | 22 | | 4 | |
| 4 | 26 | | 3 | |
| 5 | 25 | | 4 | |
| 6 | | | | |

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 | 581 |

2020-21 Student Support Services Staff

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

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist (non-teaching) | 0 |
| Other | 0.7 |

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 | \$7,878.46 | \$1,099.23 | \$6,779.23 | \$82,471.33 |
| District | N/A | N/A | \$6,440.60 | \$89,813 |
| Percent Difference - School Site and District | N/A | N/A | 5.1 | -8.5 |
| State | | | \$8,444 | \$86,376 |
| Percent Difference - School Site and State | N/A | N/A | -21.9 | -4.6 |

2020-21 Types of Services Funded

Mission Elementary uses its Title I funding to employ two part-time intervention teachers to oversee reading intervention programs and to support our students who qualify for Limited English Proficiency support. The reading intervention is on a push-in basis during the school day. Three para-professionals are funded through T1 to extend student learning experiences through innovation in our MakerSpace Lab and to support students in need of behavior/academic modifications and accommodations on a one-on-one basis our small group setting in classrooms. A full-time math intervention teacher is funded through district LCAP funds as a push in math intervention to serve students who need extra math remediation/support. Additionally, district LCAP funds two Extended Learning Opportunity (ELOP) teachers (Math and Reading) who push into classrooms daily to support the acceleration of student learning during Student Support Time. These teachers also serve students after school for extended learning time.

Special Education Services: A wide range of special education services are available to students based on their areas of need and qualifying eligibility area. These services are provided based on IEP Team decisions and by staff with credentials, certificates, and/or degrees in specific areas.

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

(*The below noted NUMBER OF SCHOOL DAYS DEDICATED TO STAFF DEVELOPMENT AND CONTINUOUS IMPROVEMENT ARE THE APPROXIMATE TOTALS INCLUDING HOURS FROM PARTIAL PROFESSIONAL DEVELOPMENT DAYS SUCH AS 1 AND 2 HOUR SESSIONS AND 1/2 DAYS.)

Mission teachers regularly engage in professional development sessions at the school site and district level. This school year, most have been virtual due to the COVID-19 safety concerns. These include Social and Emotional Behavior, Cultural Proficiency, Universal Design for Learning, California English Learner Roadmap, Lego WeDo, Google, Z-space, and more. Occasionally, teachers will attend other professional development workshops provided by outside entities. Additional in-service days have been used to analyze student data from the district-wide "Benchmarks" and grade-level "STAR Screeners," conduct grade level staff meetings, support professional learning communities, plan for Student Support Time and provide instruction in using the Internet and implement technology into curricular areas. Our calendar includes monthly 1-hour grade level meetings, three 1-hour monthly staff collaboration days where teachers participate in professional development, and eight minimum days through out the school that are dedicated to professional development. Our staff has utilized some of that time for our book study, BE THE ONE FOR KIDS. In addition, three full days a year is a non-student day where teachers participate in professional development. Newly hired teachers also participate in a week long teacher orientation at the district and receive support through the District Induction program.

Due to COVID Restrictions for the 20-21 school year, professional development opportunities had been modified, and thus far have all been virtual. Monthly staff collaboration for professional development purposes have been limited to two 1-hour meetings, with no monthly minimum days scheduled as noted in previous years. Voluntary district grade level collaboration is offered monthly to support Distance Learning. Teachers started the school year with three mandatory PD days and two additional voluntary days to support Distance Learning. In addition, out new teachers attended five New Teacher Training days.

The Redlands Unified School District administration evaluates permanent teachers every other year or every 5 years, depending on the evaluation process administered. Probationary teachers are evaluated two consecutive years and, if made permanent, every other year subsequent to their probationary period. The evaluation process provides the opportunity for administrators to assist teachers to improve or enhance their instructional skills and methods. During the evaluation process, teachers are formally observed twice, informally observed as needed, and receive a summary evaluation report every year they are evaluated. Orientation to the evaluation process is covered in meetings with each teacher to be evaluated prior to November 1 of each school year. The formal observations follow and a written summary is presented to and reviewed with the teacher after each formal observation during the specified time period between September and March. In the formal observation summary meetings, the principal offers suggestions for improvement or recognizes appropriate teaching strategies being utilized. Following both observations, a formal meeting to discuss the final evaluation document is held prior to the March 1 deadline for probationary teachers and the May 15 deadline for permanent teachers. The teachers have the option of an Alternative Evaluation which begins with an orientation, goal setting and meeting to discuss the plan for the alternative evaluation. A minimum of two meetings are held with administration to review the progress toward goals and to address needs the teachers may have. Informal observations occur throughout the year and the teacher(s) submit a written report/student work to show the results and learning of their alternative evaluation. The system of certificated evaluation complies with the requirements of the Education Code. Areas required to be addressed by the evaluation system include, but are not limited to the following: suitable learning environment; instructional techniques and strategies, achievement of curricular objectives; and pupil progress - CSTPs.

The previously-used Progress Adviser tool where administrators can log observations in order to better support student and teacher needs in the classroom, is not being utilized this year.

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 | 22 | 15 | 22 |

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.