

# Jordan Academy of Language and Computer Science

## 2021 School Accountability Report Card



# General Information about the School Accountability Report Card (SARC)

## SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

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

## DataQuest



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

## California School Dashboard



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

## Internet Access

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

## 2021-22 School Contact Information

School Name	Jordan Academy of Language and Computer Science
Street	4319 E. Jordan Ave.
City, State, Zip	Orange, CA 92869
Phone Number	(714) 997-6187
Principal	Lorena Rubio
Email Address	lrubio@orangeusd.org
School Website	<a href="https://www.orangeusd.org/jordan-academy">https://www.orangeusd.org/jordan-academy</a>
County-District-School (CDS) Code	30-66621-6029821

## 2021-22 District Contact Information

<b>District Name</b>	Orange Unified School District
<b>Phone Number</b>	(714) 628-4000
<b>Superintendent</b>	Gunn Marie Hansen, Ph.D.
<b>Email Address</b>	ghansen@orangeusd.org
<b>District Website Address</b>	www.orangeusd.org

## 2021-22 School Overview

Jordan Academy is one of 27 elementary schools in the Orange Unified School District. The school is located in a residential area adjacent to El Modena in the City of Orange. Approximately 385 students are enrolled in grades Pre-K through six in the 2021- 2022 school year. We also have a Transitional Kindergarten Program and a State Preschool on our campus.

Our Vision: Jordan Academy, in partnership with parents and community, will provide a safe and positive learning environment that prepares students to become responsible global citizens and excel as 21st Century learners in a diverse, technology-based world.

The staff at Jordan Academy is committed to our school vision and are dedicated individuals who are committed to providing every child with a quality education. The instructional program at Jordan is a reflection of our highly qualified staff. Students come first at Jordan School and this is reflected in our mission statement, "Jordan Academy teachers and staff are committed to providing every child with a quality education in which all students develop to their greatest potential and where diversity is celebrated, mutual respect is practiced, and where parents are seen as valued partners in laying the foundation of lifelong learning." Our staff ensures that our students are provided with an instructional program that focuses on building students' 21st Century skills so they can be College and Career Ready. At Jordan you will notice students actively engaged in the 4C's during lessons- Communication, Collaboration, Critical Thinking, and Creativity.

There is a positive school climate where students feel successful and take pride in their school. The students are well behaved, cooperative and respectful towards their peers and the adults on campus. There is a strong sense of community, which is rooted in the generations of families that have attended Jordan. It is our goal to provide instruction and follow-up support in a caring and stimulating environment where students are actively involved in learning academics as well as positive values.

Our School Goals include:

- By June of 2022, All of our students will show a growth in ELA as measured by our average point difference increase of 5 on SBAC for grades 3-6. All of our students will show growth in mathematics as measured by our average point difference of an increase of 5 on SBAC for grades 3-6.
- By June of 2022, 80% of Kindergarten students will achieve Benchmark or above as measured by the Acadience Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS) Benchmark #3 Assessment. 75% of 1st Grade students will achieve Benchmark or above as measured by the Acadience Oral Reading Fluency (DORF) Benchmark #3 Assessment. 60% of 2nd Grade students will achieve Benchmark or above as measured by the Acadience Oral Reading Fluency (DORF) Benchmark #3 Assessment. 60% of 3rd Grade students will achieve Benchmark or above as measured by the Acadience Oral Reading Fluency (DORF) Benchmark #3 Assessment. 65% of 4th Grade students will achieve Benchmark or above as measured by the Acadience Oral Reading Fluency (DORF) Benchmark #3 Assessment. 70% of 5th Grade students will achieve Benchmark or above as measured by the Acadience Oral Reading Fluency (DORF) Benchmark #3 Assessment. 70% of 6th Grade students will achieve Benchmark or above as measured by the Acadience Oral Reading Fluency (DORF) Benchmark #3 Assessment.
- By June of 2022, 45% of students will achieve Standard Exceeded or Met on iReady ELA and 45% of students will achieve Standard Exceeded or Met on iReady Math.
- By June of 2022, All our English Learners will show growth in overall ELA and math as measured by the claim subgroup data on the SBAC. 15% of our English Learners will score 4 on ELPAC and our Students with Disabilities will show growth in overall ELA and math as measured by the claim subgroup data on the SBAC.

Parent engagemnet will maintain at 15% as measured by parent meeting virtual sign in sheets. Online and physical volunteer hours will be tracked online by PTA.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	56
Grade 2	41
Grade 3	40
Grade 4	55
Grade 5	51
Grade 6	50
Total Enrollment	376

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
American Indian or Alaska Native	0.3
Asian	1.1
Black or African American	0.3
Filipino	0.5
Hispanic or Latino	93.9
Two or More Races	0.8
White	2.4
English Learners	47.1
Foster Youth	0.3
Socioeconomically Disadvantaged	79.8
Students with Disabilities	22.6

## 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>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	



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

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 15-21-22 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on September 30, 2021.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw-Hill Reading Wonders ELA/ELD Program adopted in 2017 for Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
<b>Mathematics</b>	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
<b>Science</b>	Amplify Science was adopted in 2019 for grades K-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
<b>History-Social Science</b>	TCI (Teacher's Curriculum Institute) California Social Studies Alive (grades K-5) and TCI California History Alive (Grade 6) was adopted in 2021 and selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
<b>Health</b>	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. Fully available to all students.	Yes	0%

## School Facility Conditions and Planned Improvements

Jordan Academy's modernization was completed in April 2008. Maintaining the appearance, safety and functionality of Jordan Academy is a priority in the Orange Unified School District. The safety of buildings and grounds are of utmost importance, and renovations and improvements are scheduled as resources permit. In the summer of 2018, Jordan Academy's exterior was repainted.

Other facility renovations included bathrooms and water fountains that are handicap accessible. Handicapped ramps were installed throughout the school. The 70 building was reconfigured to include the school library, a work space for the speech specialist, psychologist and school nurse. A computer lab was installed with built-in desks for 33 computers, a teaching station and a laser printer for student use. The computer lab and classrooms are wired to provide students with internet access. The computer lab has an LED TV Monitor that is utilized by classroom teachers to model technology as a learning tool.

There is adequate classroom space and playground area for all students. The primary playground equipment was installed with special ground surfacing for safety. The playground is inspected by our Head Custodian to ensure it is in working order. The Maintenance Department ensures that our playground equipment is kept in working order and provides the necessary repairs immediately upon receiving a work-order request.

The main office building contains the teacher's workroom, administrative offices, a student health area and lobby area for visitors. The campus modernization included a new entry portico for the school office, new energy conserving windows, new stucco, new paint and a new roof. A covered lunch shelter was built. New grass, shrubs, and flowers were planted around the school campus. The school driveway was redone to include drive through and specially marked drop off lanes. The back parking lot was extended to include more parking. Some new fencing was installed, and all asphalt was resealed and striped.

The classrooms are vacuumed and cleaned on a regular basis. The restrooms and school office are cleaned and inspected on a daily basis by the custodial staff. Any needed maintenance is taken care of by our custodians. Maintenance that cannot be done by the custodians is put on a district work order and taken care of in a timely and effective manner. A monthly inspection form is sent to the district office detailing the status of facilities and work orders are done for needed repairs. The district Emergency Crew responds to emergency repairs as soon as possible.

The information in the following table is taken from the school site inspection. Our school facilities data is collected by our District Office Maintenance Department and our Risk Management Department.

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

9/20/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		Admin 802: 2 lights out. Girls RR 207: 1 light out Room 11: 2 lights out Room 24: 1 Light out Room 42: 1 light out. Room 51: 1 light out Workroom 810: 2 lights out.  These concerns were addressed and have been fixed.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements				
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<b>Safety:</b> Fire Safety, Hazardous Materials	X			405 Boys RR: 407 Girls RR: Lunch Area: Custodial supplies left in lunch area. Should be put away daily.  These concerns were addressed and have been fixed.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
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Exemplary	Good	Fair	Poor
	X		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

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

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

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

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

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

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

## 2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	202	NT	NT	NT	NT
Female	95	NT	NT	NT	NT
Male	107	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	195	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	100	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	171	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	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	202	NT	NT	NT	NT
Female	95	NT	NT	NT	NT
Male	107	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	195	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	100	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	171	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	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.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	202	202	100.00%	0.00%	19.80%
Female	95	95	100.00%	0.00%	17.89%
Male	107	107	100.00%	0.00%	21.50%
American Indian or Alaska Native	1	1	100.00%	0.00%	0.00%
Asian	1	1	100.00%	0.00%	0.00%

<b>Black or African American</b>	1	1	100.00%	0.00%	0.00%
<b>Filipino</b>	0	0	0.00%	0.00%	0.00%
<b>Hispanic or Latino</b>	195	195	100.00%	0.00%	20.00%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00%	0.00%	0.00%
<b>Two or More Races</b>	1	1	100.00%	0.00%	100.00%
<b>White</b>	3	3	100.00%	0.00%	0.00%
<b>English Learners</b>	100	100	100.00%	0.00%	4.00%
<b>Foster Youth</b>	2	2	100.00%	0.00%	50.00%
<b>Homeless</b>	3	3	100.00%	0.00%	0.00%
<b>Socioeconomically Disadvantaged</b>	172	172	100.00%	0.00%	19.19%
<b>Students with Disabilities</b>	51	51	100.00%	0.00%	3.92%

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

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

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

<b>i-Ready Student Groups</b>	<b>i-Ready Total Enrollment</b>	<b>i-Ready Number Tested</b>	<b>i-Ready Percent Tested</b>	<b>i-Ready Percent Not Tested</b>	<b>i-Ready Percent At or Above Grade Level</b>
<b>All Students</b>	202	202	100.00%	0.00%	14.85%
<b>Female</b>	95	95	100.00%	0.00%	9.47%
<b>Male</b>	107	107	100.00%	0.00%	19.63%
<b>American Indian or Alaska Native</b>	1	1	100.00%	0.00%	0.00%
<b>Asian</b>	1	1	100.00%	0.00%	0.00%
<b>Black or African American</b>	1	1	100.00%	0.00%	0.00%
<b>Filipino</b>	0	0	0.00%	0.00%	0.00%
<b>Hispanic or Latino</b>	195	195	100.00%	0.00%	14.87%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00%	0.00%	0.00%
<b>Two or More Races</b>	1	1	100.00%	0.00%	100.00%
<b>White</b>	3	3	100.00%	0.00%	0.00%
<b>English Learners</b>	100	100	100.00%	0.00%	2.00%
<b>Foster Youth</b>	2	2	100.00%	0.00%	0.00%
<b>Homeless</b>	3	3	100.00%	0.00%	0.00%
<b>Socioeconomically Disadvantaged</b>	172	172	100.00%	0.00%	15.70%
<b>Students with Disabilities</b>	51	51	100.00%	0.00%	1.96%

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

## CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	34.95	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	50	NT	NT	NT	NT
<b>Female</b>	23	NT	NT	NT	NT
<b>Male</b>	27	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	50	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	24	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	43	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	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

Jordan Academy recognizes the important role that parents play in ensuring that their children excel in their education. With that in mind, Jordan is committed to providing parents with many opportunities to participate in our school community. During a normal school year, parents are highly encouraged to participate in school events, volunteer in classrooms, attend parent workshops, as well as in supporting our highly motivated and dedicated PTA. Our parent involvement opportunities promote parents as instructional partners. Parent volunteers assist in classrooms, preparing instructional materials, field trips and other school activities. Parents are also encouraged to get involved in school committees. Jordan Academy has a School Site Council (SSC), an English Learners Advisory Committee (ELAC) and an active PTA. Committees meet regularly during the school year. The ELAC committee is comprised of parents, whose children are English Language learners, who review the school plan and focus on the needs of English learners and give input to SSC, especially as it pertains to how Local Control Federal Funding will be utilized to support English Learners. The PTA promotes and has a goal of building stronger social interactions among our students, parents and staff that promote a sense of community. Our School Site Council, comprised of parents and Jordan staff, is a decision making committee that focuses on the school budget, academic programs and student achievement. All Parents are encouraged to attend these meetings as an opportunity to provide input on how to involve parents, make decisions about how to best utilize TITLE I and LCFF funding, as well as to modify and monitor the School Plan.

All current practices are done virtually and/or modified to accommodate current COVID safety protocols and procedures:

At the beginning of the year, parents are invited to have "Coffee with the Principal", so the principal can have a chat with parents about new incentives or school events. Our library is opened to parents four times a week, before and after school, to check out books as our school wide Family Literacy Project. We also hold a Family Literacy Night and STEM Night during the year. Jordan holds monthly school wide assemblies on the first Friday of the month, where classes and students are recognized for perfect attendance and one Jaguar of the Month for each class.

We have a school newsletter that is sent home on a regular basis to announce school events and to provide families with ideas on how to support their children at home and support our school goals. In order to ensure all families receive all important information, we translate all our home-school communication and we have an school wide communication application. In addition, each teacher has his or her own system of home/school communication so that parents are kept informed of their

## 2021-22 Opportunities for Parental Involvement

children's assignments, achievement, citizenship and opportunities to be involved in school activities. Orange Unified participates with School News that publishes district news and events. Jordan staff writes articles that are published in the School News publication. The articles communicate the good news at our school and are sent home to parents and community in our school district. Communication of current events, news are also on Jordan Academy's social media pages on Facebook and Instagram. Jordan's website is also consistently updated to reflect upcoming important dates.

There is a strong sense of community, which is rooted in the generations of families that have attended Jordan Academy. Some of our volunteers and donors no longer have students that attend our school and yet they continue to support our school community. Jordan benefits from the support of community partnerships. Local businesses also provide assistance with student incentives, given at our quarterly awards assemblies. The Orange Rotary Club donated a new Kindergarten Playground and the Elks Club provided dictionaries for every third grade student.

If anyone is interested in receiving more information about our volunteer opportunities or other ways to become involved at our school, please contact Mrs. Lorena Rubio, Principal, at (714) 997-6187.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	406	399	34	8.5
Female	200	197	17	8.6
Male	206	202	17	8.4
American Indian or Alaska Native	1	1	0	0.0
Asian	4	4	0	0.0
Black or African American	1	1	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	381	374	31	8.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	1	33.3
White	11	11	2	18.2
English Learners	220	216	22	10.2
Foster Youth	2	2	0	0.0
Homeless	7	7	1	14.3
Socioeconomically Disadvantaged	318	316	30	9.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	97	97	6	6.2

## C. Engagement

### State Priority: School Climate

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

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

### Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.00	0.00	2.56	0.19	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.01	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.25	2.03	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
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

Each district school develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required to annually review, and if necessary, update their plan. Each school forwards its Safe School Plan to the district through the office of Student and Community Services. The office of Student and Community Services provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

A Comprehensive School Safety and Disaster Preparedness Plan is revised by the Instructional Leadership Team, also our Safety Team, and is put in effect at the beginning of every school year. The Safety Plan is reviewed and updated by the Principal, ILT, Staff and SSC. The Safety Plan was reviewed and was last approved by the School Site Council on January 28, 2021 and was reviewed and approved by March 2021. The plan and emergency procedures were discussed at our first staff meeting of the year, August 16, 2021. Our ILT reviewed the school plan at our first ILT Meeting of the year on October 2021. Fire, earthquake and other disaster drills are conducted monthly or quarterly. In compliance with SB187, the safety committee has prepared a Safe School Plan, which is on file in the school office and is available for review upon request. Key elements of our Safety Plan include information on how we keep our campus safe for students on a daily basis, and our specific plan for dealing with strangers on campus (campus lock-down), our procedures in case of fire or a disaster. There is also an explanation of our school-wide discipline plan, how it is implemented and preventive measures dealing with bullying.

In order to ensure the safety of all our students, the school is completely fenced. Jordan operates under a closed campus policy during school hours. All visitors on campus must enter through the school office to obtain a visitor pass before entering the school grounds. There are four supervisors assigned to lunch duty supervision. Certificated staff members are assigned to supervisory duties during recess and before and after school.

The school and district work closely with the municipalities in establishing precautions for a possible emergency. All schools have a red phone in the office that is to be used for emergencies and is directly linked to the District emergency system. An evacuation map of the school is posted in every classroom, offices, the library and computer lab. Disaster team roles are

## 2021-22 School Safety Plan

updated each school year to reflect changes in staff. Our ASES program, the YMCA, is also aware of our evacuation plan for all emergencies and also have available emergency cards for all students attending the after-school program. The YMCA Coordinator also has their own emergency procedures and practice drills are also conducted.

## 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	26	1	3	
1				
2	28		2	
3	28		2	
4	25		1	
5	29		2	
6	26	1	2	
Other	17	1		

## 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	25		3	
1	30		1	
2				
3	31		1	
4				
5	56			1
6	29		2	
Other	27	3	3	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	27		3	
1	51			2
2	26		1	
3				
4	32		1	
5	19	2	2	
6	19	3	2	
Other	27	3	2	1

## 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	376

## 2020-21 Student Support Services Staff

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

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



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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6080.07	\$360.80	\$5719.27	\$62359.46
District	N/A	N/A	\$6616.90	\$87,379
Percent Difference - School Site and District	N/A	N/A	-14.6	-33.4
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-38.5	-30.3

## 2020-21 Types of Services Funded

Jordan Academy received the following categorical funding for the 2020/2021 school year.

- Title I
- LCFF
- School Readiness (Pre-K)
- After School Educational Services (ASES)

Jordan Academy operated the following categorical programs for the 2020/2021 school year to provide students additional academic support:

- Resource Teacher
- Intervention/EL Support Program for students not meeting grade level standards
- Instructional Specialist (full time)
- Before and After School Tutoring for targeted students provided by our classroom teachers
- Parent Workshops and Parent Involvement Activities that promote academic achievement for their children

\* Extra After-school Enrichment opportunities such as Spanish, drawing, music and dance.

\* Rosetta Stone and ELD support afterschool for targeted English Learner Students

Jordan Academy purchased the following supplemental materials from categorical funds for 2020/2021

- Leveled Readers to provide differentiated instruction for students, primarily for our English Learners
- Student supplemental workbooks of state adopted language arts and math programs

\* Purchase of iReady Math Supplemental Program for grades K-6th

\* Purchase of iReady Reading Supplemental Program for grades K-6th

\* Purchase of Reading Counts Licenses to monitor reading progress

- Technology to enhance curriculum (LED TVs, iPads and Laptops. LEGO Express)
- Materials and supplies for parent training classes
- Other supplemental materials as outlined in the Single School Plan for Student Achievement

Jordan Academy operated the following supplemental services for 2020/2021 funded by OUSD and state grants:

- Pre K program with parent education and opportunities to volunteer
- ASES after school program that includes one hour of academic support and one hour of Physical Education.

## 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
<b>Beginning Teacher Salary</b>	\$53,446	\$50,897
<b>Mid-Range Teacher Salary</b>	\$83,885	\$78,461
<b>Highest Teacher Salary</b>	\$109,082	\$104,322
<b>Average Principal Salary (Elementary)</b>	\$130,156	\$131,863
<b>Average Principal Salary (Middle)</b>	\$137,808	\$137,086
<b>Average Principal Salary (High)</b>	\$165,215	\$151,143
<b>Superintendent Salary</b>	\$256,476	\$297,037
<b>Percent of Budget for Teacher Salaries</b>	34%	32%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## Professional Development

Focus for Staff Development:

Jordan Academy Staff are provided professional development opportunities twice a month for 100 minutes. Our focus for professional development is determined by our classroom teachers in collaboration with the School Administrator. Our Instructional Leadership Team provides feedback in planning our professional development calendar.

For the 2019-2020 school year, Jordan implemented a new Kindergarten Spanish Dual program with the integration of Computer Science Standards. Grades 1-6 are piloting Computer Science standards applications. Professional Development for the Dual Kinder teachers will be provided and Computer Science standards professional development will be ongoing throughout the year for all grades.

For the 2020-2021 school year, Jordan continued the implementation of Kindergarten and first grade Spanish Dual program with the integration of Computer Science Standards. Grades 2-6 are piloting Computer Science standards applications. Professional Development for the Dual Kinder and first grade teachers will be provided and Computer Science standards professional development will be ongoing throughout the year for all grades. Current COVID situation has also provided for ongoing teacher PD for livestreaming teaching and learning and social emotional learning during COVID. Teachers will continue to provide differentiated small group instruction in current times and further develop meaningful and purposeful lessons during independent time.

For the 2021-2022 school year, Jordan continues implementation of Kindergarten thru second grade Spanish Dual program with the integration of Computer Science Standards. Grades 3-6 are piloting Computer Science standards applications. Professional Development for the Dual Kinder thru second grade teachers will be provided and Computer Science standards professional development will be ongoing throughout the year for all grades. Current COVID situation has also provided for ongoing teacher PD for live streaming teaching and learning and social emotional learning during COVID. In preparation for the following year's computer science and dual immersion program, 3rd grade teachers will be receiving additional professional development. Teachers will continue to provide differentiated small group instruction in current times and further develop meaningful and purposeful lessons during independent time.

We are in year three of implementation of a new ELA program and are fully committed to using what ever program is adopted to it's fullest capacity. In addition, we have added a technology plan which calls for further training of appropriate applications of technology. Teachers are committing to share with fellow staff members the use of apps that have proven to be successful in their own classrooms. The Principal assures that professional development strategies are implemented in the classroom by doing classroom walkthroughs and providing constructive feedback on the implementation of professional development strategies. Teacher surveys and classroom observations by the principal and our ILT allow us to determine professional development needs. Our School Plan for Student Achievement (SPSA) reflects the strong emphasis on professional development and outlines the areas and cost of staff development. Jordan Academy will also be focusing on expanding our AVID program as best as possible with COVID limitations of handling material and paperwork, with the commitment to reaching our third and fourth grades more quickly. We are planning to send more teachers to the AVID Summer Institute.

Teachers receive training during our designated professional development time on Wednesdays, in an Afterschool mini-PD model, and/or in a release time model in which substitutes are ordered. Our SPSA reflects opportunities for teachers to attend conferences and/or professional development that focus on strategies that meet the learning needs of our English Learners, increase student engagement, improve our students' writing skills, just to name a few. We are fortunate to have a full time Instructional Specialist that can provide individualized training to teachers based on their specific needs. Grade levels provide support to each other in creating lessons and participating in learning walks. Teacher leaders are provided specific training on being effective facilitators during learning walks that focus on best instructional practices.

In order to support teachers during the implementation process, our Instructional Specialist guides our teachers through the Cycle of Effective Instruction focusing on strategies learned during professional development. This gives teachers the opportunity to implement the strategies and receive specific feedback on their delivery of instruction. During staff meetings, teachers are provided time to share how they implemented best practices learned during professional development. Principal provides written feedback to teachers during classroom visits, pre/post observation conferences, and during Principal Chats. GLC meetings are another way in which teachers discuss implementation of PD practices learned and discuss how to support each other in being accountable for implementing strategies.

Jordan Academy is committed to ensuring that our classroom teachers are continuously growing professional and receiving the most current research-based professional development that will impact student learning.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	19	40	17

# Orange 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

<b>District Name</b>	Orange Unified School District
<b>Phone Number</b>	(714) 628-4000
<b>Superintendent</b>	Gunn Marie Hansen, Ph.D.
<b>Email Address</b>	ghansen@orangeusd.org
<b>District Website Address</b>	www.orangeusd.org

## 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	11928	2026	16.99	83.01	54.10
Female	5816	1016	17.47	82.53	58.84
Male	6112	1010	16.52	83.48	49.36
American Indian or Alaska Native	20	7	--	65.00	--
Asian	1093	216	19.76	80.24	83.33
Black or African American	143	26	18.18	81.82	30.77
Filipino	186	44	23.66	76.34	70.45
Hispanic or Latino	7162	1097	15.32	84.68	43.09
Native Hawaiian or Pacific Islander	27	4	14.81	85.19	--
Two or More Races	509	75	14.73	85.27	65.33
White	2788	557	19.98	80.02	62.48
English Learners	2223	204	9.18	90.82	14.29
Foster Youth	73	12	16.44	83.56	41.67
Homeless	254	22	8.66	91.34	18.18
Military	28	5	17.86	82.14	--
Socioeconomically Disadvantaged	5836	872	14.94	85.06	41.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1594	271	17.00	83.00	12.18

## 2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	11928	2009	16.84	83.16	31.30
<b>Female</b>	5816	1000	17.19	82.81	30.99
<b>Male</b>	6112	1009	16.51	83.49	31.61
<b>American Indian or Alaska Native</b>	20	8	--	60.00	--
<b>Asian</b>	1093	214	19.58	80.42	71.03
<b>Black or African American</b>	143	26	18.18	81.82	15.38
<b>Filipino</b>	186	42	22.58	77.42	47.62
<b>Hispanic or Latino</b>	7162	1083	15.12	84.88	17.70
<b>Native Hawaiian or Pacific Islander</b>	27	4	14.81	85.19	--
<b>Two or More Races</b>	509	74	14.54	85.46	55.41
<b>White</b>	2788	558	20.01		38.67
<b>English Learners</b>	2223	202	9.09	90.91	3.54
<b>Foster Youth</b>	73	13	17.81	82.19	15.38
<b>Homeless</b>	254	24	9.45	90.55	0.00
<b>Military</b>	28	5	17.86	82.14	--
<b>Socioeconomically Disadvantaged</b>	5836	864	14.80	85.20	16.49
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	1594	268	16.81	83.19	5.97

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

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

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

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

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

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