

Fenton Primary Center
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	11351 Dronfield Ave. Pacoima, CA , 91331-1404	Principal:	Richard Parra, Director
Phone:	(818) 485-5900	Grade Span:	K-2

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

About This School

Richard Parra, Director

📍 Principal, Fenton Primary Center

About Our School

Fenton Primary Center is located in the East San Fernando Valley. We are part of the Fenton Charter Public School organization. We currently serve transitional kindergarten through 2nd-grade students. Our school provides an invigorating learning environment with many resources and support systems in place for all children. Fenton Primary Center provides students with music classes to support the growth of the performing arts in every child. The school also provides a rich social-emotional learning environment with an emphasis on collaboration and team building. There are many positive opportunities for all children to learn. Come visit!

Director,

Richard Parra

Contact

Fenton Primary Center
11351 Dronfield Ave.
Pacoima, CA 91331-1404

Phone: [\(818\) 485-5900](tel:8184855900)

Email: rparra@fentoncharter.net

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Reilly, Megan
Email Address	megan.reilly@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2021—2022)

School Name	Fenton Primary Center
Street	11351 Dronfield Ave.
City, State, Zip	Pacoima, CA , 91331-1404
Phone Number	(818) 485-5900
Principal	Richard Parra, Director
Email Address	rparra@fentoncharter.net
Website	http://www.fpc.fentoncharter.net
County-District-School (CDS) Code	19647330115048

Last updated: 1/19/22

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

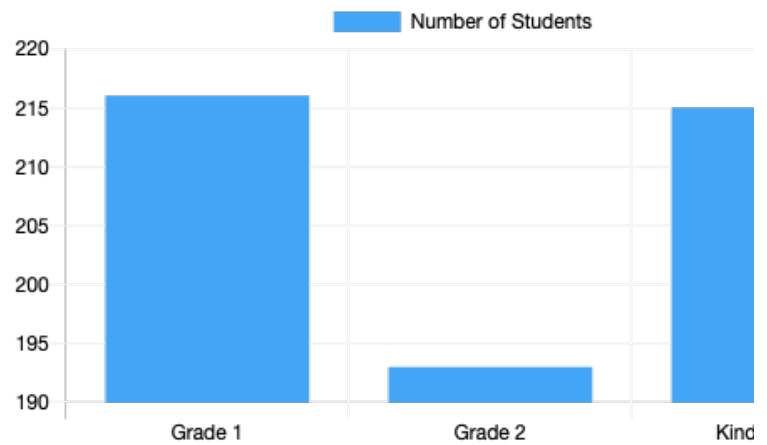
Fenton Primary Center is a Fenton Charter Public School that serves students in transitional kindergarten through second grade and is located at 11351 Dronfield Avenue, Pacoima, CA 91331. The Director of the school is Richard Parra. This is Mr. Parra's eleventh year as Director of the school. The state-of-the-art building opened its doors in 2013 after moving from the co-located site at Fenton Avenue Charter School in Lake View Terrace. Fenton Primary Center has 30 classrooms with an enrollment average of 20 students per class. The school's highly qualified staff continues to provide the best educational practices and are fully trained to deliver the state standards in Language Arts and Mathematics. Fenton Primary Center has 100% highly qualified teachers. Fenton Primary Center's classrooms have the latest technology with interactive white boards and iPads at a ratio of 1 per student. Our students grow and learn every day in highly interactive classrooms. Fenton Primary Center is a happy, engaging, and collaborative environment that brings out the best in all children!

Mission Statement: The mission of the Fenton Primary Center is to build a foundation for academic and social success for all students through a language-rich learning environment where hands-on experiences and research-based strategies come together.

Last updated: 1/19/22

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

Grade Level	Number of Students
Grade 1	216
Grade 2	193
Kindergarten	215
Total Enrollment	624



Last updated: 1/19/22

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

Student Group	Percent of Total Enrollment
Female	49.80%
Male	50.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.30%
Black or African American	4.60%
Filipino	1.80%
Hispanic or Latino	92.00%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	0.00%
White	1.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	33.00%
Foster Youth	1.80%
Homeless	2.40%
Migrant	0.00%
Socioeconomically Disadvantaged	75.40%
Students with Disabilities	9.70%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

Last updated:

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

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

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

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

Last updated:

Class Assignments (School Year 2020—2021)

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

Last updated:

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

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

Year and month in which the data were collected: August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The school uses Benchmark Advance for Language Arts. This curriculum is on the state adoption list.	Yes	0%
Mathematics	The school uses McGraw Hill My Math Curriculum.	Yes	0%
Science	The school uses Mystery Science.	Yes	0%
History-Social Science	We use the Benchmark curriculum which has the history-social studies standards embeded in the K-2nd grade curriculum.	Yes	0%
Foreign Language	N/A - As a primary center we do not have a foreign language curriculum.		0%
Health	N/A - as a primary center we do not have a health curriculum.		0%
Visual and Performing Arts	We currently do not use a curriculum. Our contracted teachers use the state standards to provide lessons for our TK- 2nd grade students.		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/19/22

School Facility Conditions and Planned Improvements

Our state-of-the-art building opened in 2013. The custodial and maintenance staff of Fenton Primary Center make every effort to ensure a safe, clean, secure environment for students and staff. Classrooms are cleaned daily, and student restrooms are cleaned at least three times a day. Classroom floors are stripped and waxed at least two times a year, and all carpets are professionally cleaned three times a year. The facility is maintained by the Fenton custodial and maintenance staff with the added assistance of a contracted gardener two days a month and contracted cleaning service. The gardener trims plants and trees, weeds, rakes planted areas and removes and replaces plants and flowers. Any areas of the school that are in need of repair are taken care of immediately. Routine maintenance, such as interior and exterior painting, is conducted regularly.

Last updated: 1/19/22

School Facility Good Repair Status

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

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

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
Interior: Interior Surfaces	Good	N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	N/A
Electrical: Electrical	Good	N/A
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Currently, water fountains are closed temporarily due to COVID. We are using water bottles.
Safety: Fire Safety, Hazardous Materials	Good	N/A
Structural: Structural Damage, Roofs	Good	N/A
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	N/A

Overall Facility Rate

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

Overall Rating

Exemplary

Last updated: 1/19/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

- **SARC Reporting in the 2020–2021 School Year Only**

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

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

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

undefined

State Priority: Pupil Engagement

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

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

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

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	649	644	125	19.4
Female	309	305	53	17.4
Male	340	339	72	21.2
American Indian or Alaska Native	3	3	0	21.2
Asian	1	1	1	100.0
Black or African American	32	31	9	29.0
Filipino	10	10	1	10.0
Hispanic or Latino	595	592	114	19.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	0	0	0	0.0
White	7	6	0	0.0
English Learners	273	272	46	16.9
Foster Youth	17	17	8	47.1
Homeless	18	18	7	38.9
Socioeconomically Disadvantaged	554	550	117	21.3
Students Receiving Migrant Education Services	0	0	0	0.0

Students with Disabilities	68	68	22	32.4
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Last updated:

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	0.13%		0.65%		3.47%	
Expulsions	0.00%		0.02%		0.08%	

Note: Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only

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

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.00%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Last updated: 1/19/22

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

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

Last updated:

School Safety Plan (School Year 2021-2022)

The Fenton Primary Center follows the established standards of health and safety as commonly practiced in California public schools according to the California Education Code and California Health and Safety Code, including Education Codes 44237, 45125.1 and 45122.1. All city, county and state building codes are also followed. To secure our campus, one full-time and two part-time campus security employees patrol the campus and surrounding perimeter daily. Additionally, a private security guard patrols the campus after the regular workday and on weekends. The school also has an intrusion and surveillance alarm with sensors in all classrooms, offices and supply areas. The result is a campus that is secure 24-hours a day, 7-days a week. Students are supervised at all times by certified teachers and/or by paraprofessionals while on campus. A nurse and/or nurse's aide serves students on a regular full-time basis. The school nurse or the full-time School Counselor coordinates on-site health and social services to our students and their families. They also coordinate parent education classes requested by the school community. The Fenton Primary Center's Safety Plan is reviewed yearly and revised as needed. It is located in the school's main office. All employees and volunteers are fingerprinted and cleared through the Department of Justice as required by Education Code 44237 and have a current TB test on file. In addition to the ongoing and daily review of school facilities by the facilities Manager, Fenton Primary Center is a member of ASCIP and CharterSafe and participates in their periodic health and safety reviews. The entire campus participates in the risk management program annually. Risk managers inspect all interior and exterior areas of the school including playground equipment, asphalt, cement, food service areas (kitchen and multi-purpose room), custodial storage areas and office (including areas for storage of hazardous materials) and report any findings or corrections that need to be made. The Illness and Injury Prevention Program is regularly updated and a summary of the program is posted in the workplace.

Since COVID closure and reopening, we have added additional cleaning procedures that include disinfecting daily. We are testing for COVID two days a week. Every child and staff member gets tested at least once a week. Classrooms have upgraded air filters in addition to a medical grade air purifier.

Last updated: 1/19/22

D. Other SARC information

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

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

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	20.00	9	0	0
1	24.00	1	8	0
2	23.00	1	10	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	0.00	0	0	0

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

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

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

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	24.00	1	10	
1	23.00		8	
2	23.00		10	
3	0.00			
4	0.00			
5	0.00			
6	0.00			
Other**	0.00		1	

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

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

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

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	19.00	11		
1	24.00		9	
2	25.00		8	
3				
4				
5				
6				
Other**				

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

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

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

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

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

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

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

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

Last updated: 1/19/22

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
Pupils to Academic Counselor*	627

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	1.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	2.00
Other	1.00

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14754.00	\$4101.00	\$10653.00	\$82775.00
District	N/A	N/A	\$8823.00	\$78721.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/19/22

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

Types of Services Funded (Fiscal Year 2020–2021)

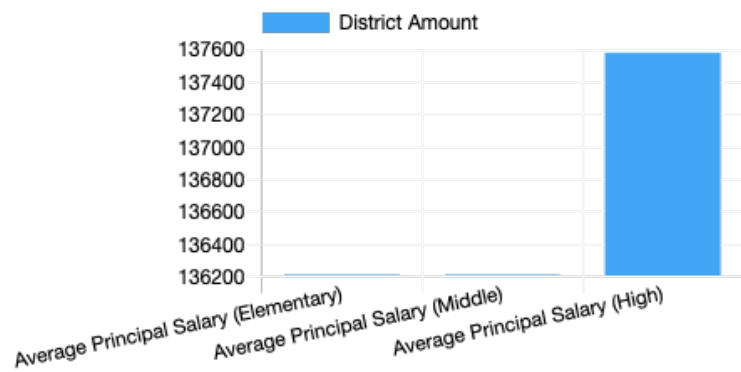
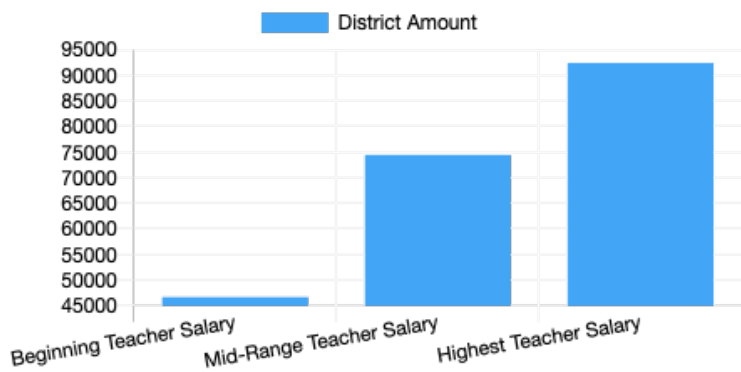
Fenton Primary has a variety of supplemental programs and services available at the school site for all students. The school contracts music specialists to work with all grades and all classrooms. The school provides a variety of afterschool programs including a school-funded chorus class once a week, after school care and Think Together program for over 200 students daily. Fenton Primary Center has a full-time positive behavior support room and an academic intervention support room for students in need. The school's positive behavior intervention and support (PBIS) program is coordinated by a full-time administrative coordinator. This person also oversees the discipline data and reviews the progress in positive school culture and discipline. The intervention room has a full-time certificated teacher that helps plan, schedule, and assess students performing at the bottom 15-20%. Students are carefully monitored for success. The additional support staff is available to support all students. The additional staff includes a full-time psychologist, a full-time school counselor, a full-time speech and language therapist, a full-time nurse's aide, a part-time registered nurse, and a part-time Family Center Director. The majority of our classrooms have a 2.5-hour paraprofessional that supports the instructional program by providing intervention activities created by the teacher for students with academic intervention needs. The school also has a robust technology implementation plan. Every child is provided an iPad to complete homework and use as a tool to succeed academically. 100% of our teachers create and use technology integrated lessons in the classroom.

Last updated: 1/19/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46587.00	\$50897.00
Mid-Range Teacher Salary	\$74412.00	\$78461.00
Highest Teacher Salary	\$92389.00	\$104322.00
Average Principal Salary (Elementary)	\$124955.00	\$131863.00
Average Principal Salary (Middle)	\$136210.00	\$137086.00
Average Principal Salary (High)	\$137581.00	--
Superintendent Salary	\$350000.00	\$297037.00
Percent of Budget for Teacher Salaries	28.00%	32.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated:

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	6

Addendum

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

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

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	222912	21007	9.42	90.58	52.72
Female	107922	11009	10.20	89.80	58.06
Male	114989	9997	8.69	91.31	46.83
American Indian or Alaska Native	233	29	12.45	87.55	57.14
Asian	7482	1076	14.38	85.62	77.27
Black or African American	17834	1438	8.06	91.94	41.01
Filipino	3888	548	14.09	85.91	74.11
Hispanic or Latino	171373	16293	9.51	90.49	50.00
Native Hawaiian or Pacific Islander	607	63	10.38	89.62	54.84
Two or More Races	4032	260	6.45	93.55	73.62
White	17463	1300	7.44	92.56	65.99
English Learners	43571	1512	3.47	96.53	6.91
Foster Youth	2078	106	5.10	94.90	38.24
Homeless					
Military	388	17	4.38	95.62	64.71
Socioeconomically Disadvantages	191418	18049	9.43	90.57	50.47
Students Receiving Migrant Education Services	533	62	11.63	88.37	63.33
Students with Disabilities	31849	1893	5.94	94.06	15.06

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

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

Last updated: 12/10/21

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	222916	19632	8.81	91.19	27.98
Female	107921	10327	9.57	90.43	28.50
Male	114994	9304	8.09	91.91	27.40
American Indian or Alaska Native	233	28	12.02	87.98	28.57
Asian	7482	838	11.20	88.80	72.88
Black or African American	17835	1360	7.63	92.37	17.42
Filipino	3888	499	12.83	87.17	49.70
Hispanic or Latino	171376	15409	8.99	91.01	23.85
Native Hawaiian or Pacific Islander	607	61	10.05	89.95	21.67
Two or More Races	4032	238	5.90	94.10	51.68
White	17463	1199	6.87	93.13	47.43
English Learners	43572	1432	3.29	96.71	5.94
Foster Youth	2079	100	4.81	95.19	9.09
Homeless					
Military	388	17	4.38	95.62	52.94
Socioeconomically Disadvantaged	191421	16889	8.82	91.18	25.38
Students Receiving Migrant Education Services	533	60	11.26	88.74	32.20
Students with Disabilities	31849	1830	5.75	94.25	5.18

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

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

Last updated: 12/10/21

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

Assessment Name/s:

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

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

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

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

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

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

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

Assessment Name/s:

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

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

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

Assessment Name/s:

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

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

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

Assessment Name/s:

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

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

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

Assessment Name/s:

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

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

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LEA-Level Assessment Test Results in Mathematics by Student Group

Assessment Name/s:

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

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

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LEA-Level Assessment Test Results in Mathematics by Student Group

Assessment Name/s:

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantages					
Students Receiving Migrant Education Services					
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LEA-Level Assessment Test Results in Mathematics by Student Group

Assessment Name/s:

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

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Female					
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American Indian or Alaska Native					
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Hispanic or Latino					
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Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantages					
Students Receiving Migrant Education Services					
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