Pioneer Middle School .
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Pioneer Middle School .
Street	2700 Pioneer Road
City, State, Zip	Tustin, CA 92782
Phone Number	(714) 730-7534
Principal	Tracey Vander Hayden
Email Address	tvanderhayden@tustin.k12.ca.us
School Website	https://www.tustin.k12.ca.us/pioneer
County-District-School (CDS) Code	30-73643-6116305

2021-22 District Contact Information

District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Mark Johnson, Ed.D.
Email Address	mjohnson@tustin.k12.ca.us
District Website Address	https://www.tustin.k12.ca.us/

2021-22 School Overview

Pioneer's Vision: Our primary purpose is to develop positive, contributing members of society who are innovative, resilient, and responsible individuals in a complex and ever-changing world. Pioneer's Mission: "Maximizing every student's academic potential and personal responsibility."

Pioneer Middle School opened in the fall of 1999, and currently has a population of 880 students. Pioneer is a comprehensive, 3-year middle school located in the city of Tustin, and welcomes students from the West Irvine/Tustin Ranch area of Orange County. Since its opening, Pioneer Middle School has seen significant, sustained, and continuous improvement in student achievement. Steadily, we are making our mission a reality. Pioneer is recognized at national, state, and local levels for its student-centered Pyramid of Intervention (POI) program. In 2019, Pioneer Middle School was named an International Model Professional Learning Community (PLC), in 2018, 2015 & 2013 a National & California Schools to Watch-Taking Center Stage (STW-TCS) School, a California Gold Ribbon School, an Apple Distinguished Program, a California Distinguished School, an AVID Highly Certified School (2011-2020), a Scholar School by the California Business Education of Excellent (CBEE) (2012-2019), and a recipient of the Milken Education Award.

Pioneer shares an unwavering belief that all students will learn at their maximum potential. This conviction expands our emphasis beyond grade level proficiency to encompass mastery of rigorous curriculum for all students. In order to ensure all Pioneer students achieve at this level, we have designed a Multi-tiered Support System (MTSS) through a Pyramid of Interventions (POI). This pyramid consists of 24 different forms of support for students on 3 levels that become more targeted, intensive, and focused as students' support needs increase. Level one of the pyramid is our Core Program, which consists entirely of classes that meet/exceed state standards. Teachers identify essential standards and then differentiate, accelerate, and compact instruction, using a variety of research-based methods and strategies to ensure the learning needs of all students are met. Through age-appropriate experiences in all curricular areas, our students' learning is supported by the use of hands-on exploration and real-life experiences, which offers students universal access to essential learning.

While academic success is a priority, Pioneer also believes that middle school should be a place for all students to explore new disciplines, experience new opportunities, and connect fun with learning. Our R.E.A.L. Wildcat program supports the personal/social/emotional development of all students. This acronym stands for Respect, Explore, Achieve and Lead—the traits we teach and expect from all students. Students set quarterly, "R.E.A.L. Wildcat" goals for academic achievement, extra-curricular involvement, exploration, leadership, and service. Hundreds of students participate in our visual and performing arts

2021-22 School Overview

(VAPA), associated student body (ASB), Peer Assistance Leadership (PAL), and Career Technical Education pathways in Design and Modeling, Robotics, Computer Programing, Video Production, and Graphic Design. In addition, Pioneer students participate in an annual Club Rush where students generate student interest clubs and they participate in local and county academic and VAPA competitions.

Pioneer Middle School's faculty always looks to its future; we believe as educators that we have an obligation to prepare our students today for the jobs and careers of their future. Pioneer has adopted several "Signature Practices" and multiple "Collaborative Structures" ensuring student success in mastering California's Common Core State Standards (CCSS) while using technology as the platform to enhance student learning. Teachers are implementing explicit rhetorical pre-reading, reading, and post-reading tools with AVID strategies of "Marking the Text" and Teaching Points through Readers/Writers Workshop models with additional support through the Expository Reading and Writing Course (ERWC). Connections to Readers/Writers Workshop Models, AVID reading strategies, and the implementation of a growth mindset and mindfulness practices are being made school-wide. Pioneer teachers are masters at integrating technology within their daily instruction and are models for many districts outside of TUSD. Staff development and coaching in Readers/Writers Workshop, College Preparatory Math, (CPM) Collaborative Structures, Digital Learning, ERWC, AVID, Haiku, Google Classroom, and Apple Classroom ensures teacher success. The entire community of learners at Pioneer is committed to ensuring that our students have access to the most effective and engaging instruction. Pioneer's PTO has donated over $75,000 to support our College and Career Pathway courses (Graphic Design, Culinary Arts, Fashion Design, Art Production, Coding/Gaming, Video Production, VAPA, and Foreign Languages) so that all students have the opportunity to connect to their interests.

To raise our current level of Developmental Responsiveness, Pioneer will continue providing staff development on the Readers/Writers Workshop, Next Generation Science Standards (NGSS), CPM Mathematics, and begin developing project-based and interdisciplinary experiences for our students. Pioneer is committed to fostering these collaborative and innovative teaching practices with scheduled release days for staff development, vertical and interdisciplinary planning, and visitations of other STW-TCS schools.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	291
Grade 7	328
Grade 8	378
Total Enrollment	997

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.1
Male	47.9
Asian	31.5
Black or African American	3.5
Filipino	2.8
Hispanic or Latino	27.6
Native Hawaiian or Pacific Islander	0.1
Two or More Races	6.3
White	27.1
English Learners	4.2
Foster Youth	0.3
Homeless	0.4
Socioeconomically Disadvantaged	21.8
Students with Disabilities	8.1

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	44
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4
Unknown	0
Total Teaching Positions	44

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
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

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

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	4
Local Assignment Options	0
Total Out-of-Field Teachers	4

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

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

Tustin Unified School District sets a high priority upon ensuring that high-quality, standards-based textbooks and materials are available for every student to support instructional programs in the schools. Prior to adoption, the Tustin Unified School District conducts a thorough review of its curriculum to ensure that it is aligned with the California Standards for the Common Core.

District K-8 textbooks in the subjects of English language arts, mathematics, history/social science, health, foreign language, visual and performing arts, and science have been adopted from those approved by the State Board of Education. The Tustin Unified School District Board of Education has adopted district textbooks in the subjects listed below. K-12 textbooks for mathematics, history/social science, science, English language arts (including reading), and foreign language are aligned with state-adopted content standards and state or national frameworks. All TUSD students, including all English learners, have textbooks* and instructional materials, including science laboratory equipment at the 9-12 level, that are current and in good condition in accordance with Education Code requirements. All textbooks* and instructional materials are provided in sufficient quantities for each student for use in class and to access from home.

On September 27, 2021, the Tustin Unified School District Board of Education verified by resolution that each student at this school has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State of California.

*textbooks may be digital or hard copy depending on textbook and adoption cycle

Year and month in which the data were collected	November 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Heineman: Units of Study in Reading: A Workshop Curriculum for Middle School Grades (2020) Heineman: Units of Study in Argument, Information, and Narrative Writing: A Workshop Curriculum for Middle School Grades (2020) Houghton Mifflin Harcourt: English3D - ELD (2020) Saddleback Publishing: Newcomers ELD (2020)	Yes	0%
Mathematics	CPM: Core Connections – Course 1, 2, and 3 (2018) McGraw Hill Glencoe: Algebra 1 (2018)	Yes	0%
Science	Pearson/Prentice Hall: Focus on Earth Science California Edition (2008), Focus on Life Science California Edition (2008), Focus on Physical Science California Edition (2008)	Yes	0%
History-Social Science	Holt, Rinehart and Winston: World History – Ancient Civilizations (2007), World History – Medieval to Early Modern Times (2007), United States History – Independence to 1914 (2007)	Yes	0%
Foreign Language	Pearson/Prentice Hall: Focus on Earth Science California Edition (2008), Focus on Life Science California Edition (2008), Focus on Physical Science California Edition (2008)	Yes	0%
Health	Health curriculum was developed by Tustin Unified School District based on the Positive Prevention Plus curriculum which is recommended by the State Board of Education (2017).	Yes	0%
Visual and Performing Arts	Not applicable.		N/A
Science Laboratory Equipment	Not applicable		N/A

(grades 9-12)				

School Facility Conditions and Planned Improvements

The Tustin Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction (OPSC). The results of this survey are available at the school office, the District office, or on the Internet at https://tinyurl.com/TUSD-Facility-Inspection-Tool. The District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Pioneer Middle School opened in the fall of 1999, the first new middle school in the Tustin Unified School District in over 25 years. Pioneer's design and built-in technologies for the new millennium make it one of the finest middle schools in the nation. Pioneer Middle School opened in two phases. Phase 2 was completed in June 2000. Inspired by both the Spanish Colonial architecture of early California and modern interpretations of great architects, the buildings are designed to relate to one another in a classic courtyard configuration.

The 90,500 square foot facility is located on a 20-acre site. Classrooms are organized along a covered, outdoor pedestrian paseo. This walkway links classroom clusters while providing a buffer between the often-bustling central courtyard and the quieter classroom areas. This state-of-the-art two-story facility includes a library-media center, six fully-equipped science labs, a computer lab, a consumer education room, a digital photo lab, a large multi-purpose room that serves as a performing arts center, a music room, a full-size gymnasium, and a food-service area. During the 2018-2019 school year, a new roof was installed, during the 2019-2020 school year HVAC air conditioning units were replaced, and in the 2016-2017 school year, the locker rooms and gymnasium were remodeled to account for the growing enrollment. In addition, there are administrative offices, two ball fields, a track and two parking lots.

The school is networked and wired to accommodate teaching and learning technologies that include centralized technology centers. A data network and multimedia delivery system provide direct communications with all classrooms. Teachers and students have access to an expanding library of online and Internet resources along with the latest computer software to assist with their learning – all controlled by teachers within the classrooms. SMART Boards, Apple TV, projectors, amplification systems, and document cameras are installed in every classroom on campus. A state-of-the-art sound system has recently been installed in our multi-purpose room, creating a state-of-the-art Performing Arts Center. District maintenance and grounds personnel provide for well-maintained and repaired facilities and grounds.

Year and month of the most recent FIT report	November 2021

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	998	4	0.4	99.6	--
Female	518	1	0.19	99.81	--
Male	480	3	0.63	99.37	--
American Indian or Alaska Native	0	0	0	0	0
Asian	316	0	0	100	--
Black or African American	33	0	0	100	--
Filipino	19	0	0	100	--
Hispanic or Latino	278	3	1.08	98.92	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	83	0	0	100	--
White	268	1	0.37	99.63	--
English Learners	42	0	0	100	--
Foster Youth	--	--	--	--	--
Homeless	12	0	0	100	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	215	3	1.4	98.6	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	85	4	4.71	95.29	--

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	998	4	0.40	99.60	--
Female	518	1	0.19	99.81	--
Male	480	3	0.63	99.37	--
American Indian or Alaska Native	0	0	0	0	0
Asian	316	0	0.00	100.00	--
Black or African American	33	0	0.00	100.00	--
Filipino	19	0	0.00	100.00	--
Hispanic or Latino	278	3	1.08	98.92	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	83	0	0.00	100.00	--
White	268	1	0.37	99.63	--
English Learners	42	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	12	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	215	3	1.40	98.60	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	85	4	4.71	95.29	--

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

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

STAR Renaissance Student Groups	STAR Renaissance Total Enrollment	STAR Renaissance Number Tested	STAR Renaissance Percent Tested	STAR Renaissance Percent Not Tested	STAR Renaissance Percent At or Above Grade Level
All Students	1000	988	98.8	1.2	67.2
Female	518	513	99	1	69.5
Male	482	475	98.5	1.5	63.1
American Indian or Alaska Native	0	0	0	0	0

Asian	317	316	99.7	.3	85.5
Black or African American	33	33	100	0	30.3
Filipino	19	19	100	0	68.4
Hispanic or Latino	280	273	97.5	2.5	53.8
Native Hawaiian or Pacific Islander	1	1	100	0	0
Two or More Races	72	72	100	0	65.3
White	268	264	98.5	1.5	65.5
English Learners	43	41	95.3	4.7	17.1
Foster Youth	4	2	50	50	0
Homeless	5	5	100	0	20
Military	4	039	97.5	2.5	64.1
Socioeconomically Disadvantaged	328	322	98.2	1.8	50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	91	84	92.3	7.7	25

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

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

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

STAR Renaissance Student Groups	STAR Renaissance Total Enrollment	STAR Renaissance Number Tested	STAR Renaissance Percent Tested	STAR Renaissance Percent Not Tested	STAR Renaissance Percent At or Above Grade Level
All Students	1000	989	98.9	1.1	57.7
Female	518	514	99.2	.8	56.6
Male	482	475	98.5	1.5	57.7
American Indian or Alaska Native	0	0	0	0	0
Asian	317	316	99.7	.3	83.6
Black or African American	33	33	100	0	18.2
Filipino	19	19	100	0	63.2
Hispanic or Latino	280	273	97.5	2.5	33.3
Native Hawaiian or Pacific Islander	1	1	100	0	0
Two or More Races	72	72	100	0	65.3
White	268	265	98.9	1.1	55.5
English Learners	43	41	95.3	4.7	22
Foster Youth	4	2	50	50	0
Homeless	5	5	100	0	20
Military	40	39	97.5	2.5	56.4

Socioeconomically Disadvantaged	328	322	98.2	1.8	38.8
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	91	84	92.3	7.7	19

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

CAASPP Test Results in Science for All Students

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

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

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

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

2020-21 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	379	NT	NT	NT	NT
Female	200	NT	NT	NT	NT
Male	179	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	119	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	104	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	27	NT	NT	NT	NT
White	107	NT	NT	NT	NT
English Learners	13	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	87	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	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

For the 2021-2022 school year, schools are closely following CDPH Guidance to ensure the health and safety of students and staff, as well as the school community. Tustin Unified and school leaders are working hard to ensure that there are many opportunities in the district for parental involvement through virtual SSC and ELAC meetings, virtual parent and community meetings, participation in parent surveys, support organizations, booster clubs, school site councils, DELAC and district-level advisory committees with the superintendent.

Parents at Pioneer participate in activities and organizations such as:

The Pioneer Parent Teacher Organization (PTO):
Pioneer's PTO is vital to Pioneer's success. Our PTO provides a wealth of resources and support for teachers, parents, and students. The PTO meets every month and meeting dates can be found on the Pioneer or PTO website. Volunteers organize school events and raise funds to support school-wide programs. The PTO publishes a monthly newsletter, which is emailed to all homes. The PTO sponsors parent education nights on a variety of topics, family "restaurant" nights, and supports the instructional program by providing funds supporting all students.

School Site Council (SSC):
Pioneer's SSC is the governing body of our school. With representation from our students, parents, and staff, this group meets once each quarter to discuss school goals, allocate resources, and plans for school improvement. SSC meetings are open to the public.

English Language Advisement Committee (ELAC):
Pioneer's ELAC is a parent organization that represents the needs of our English language learner students. Meetings are held four times per year, one time per quarter. Multiple opportunities for EL parent education occur throughout the year are provided through Coffee with the Counselors.

Gifted and Talented Education:
Pioneer's teachers are committed to offering GATE students rigorous and challenging curricular activities with the use of GATE

instructional strategies and techniques learned through TUSD's two-year GATE training.

Challenge Success:
Pioneer values the input from parents and students to drive school-wide goals and programs. Challenge Success participation through surveys, collaborative meetings, training, and conferences promotes parent and student input and contributes to a sense of belonging.

At Pioneer, we also believe that the key to a strong home/school relationship is effective communication. While it is Pioneer's mission to maximize your child's academic potential and personal responsibility, we must always remember that this transition from childhood to adulthood is a challenging and ever-changing process. As parents and teachers, we must coordinate our efforts to support our students. To this end, Pioneer provides numerous and varied communication options to keep you informed about your child's progress, school programs, and extra-curricular events. These options include:

Individual Information Regarding Your Child's Progress

Zoom/Google Meet/E-mail/Phone Calls:
All Pioneer teachers have a district Google and e-mail account. For a list of staff email addresses, please see our school website or call our main office. Additionally, phone messages can be left for staff members by calling our main office at 730-7534. As most of our teachers teach over 200 students and additionally provide after-school tutoring/coaching/advising, please allow 48 hours for our staff to return emails and phone messages.

Aeries Parent Portal Online Grade Access:
Through the use of the web-based company, Aeries, parents can view their child's overall grades and individual assignment/project/test scores for every class. Additionally, parents can access Pioneer's master calendar of school events. To access this secure information, parents need a personalized access code, which can be obtained from the Pioneer main office.

Report Cards/Progress Reports:
Report cards are mailed home every quarter (approximately every 9 weeks) to update you on your child's progress. At the mid-point of each quarter, progress reports are sent for students who are in danger of failing and/or have unsatisfactory citizenship.

Weekly Progress Reports:
At any time a parent can call our main office and request a weekly progress report for their child. The child will be given a "progress report" form to take to his/her teachers to receive a current grade update.

Binder Reminders:
Your child's binder reminder is an excellent tool for recording student assignments and written communication between home and school.

Parent Information for Upcoming Events & School-Wide News

Coffee with the Counselors and Parent Workshops:
Each month, the counselors invite the parent community to attend information meetings with topics that include healthy lifestyle choices, internet safety, and achieving overall success in middle school. Pioneer also offers "Toolkit" workshops during conference week to address specific needs for student not making academic progress; six workshops are offered to parents to attend before or after their student's conference with the teachers.

"PTO Newsletter":
Our monthly Pioneer PTO newsletter provides timely information from our PTO, school staff, and site administration and is sent out via email.

Pioneer's School Web Page:
Pioneer's school web page (www.tustin.k12.ca.us/pioneer) has our daily school bulletin, the latest Wildcat News, staff links, and numerous useful online resources.

The Weekly Wildcat and Monthly Newsletter:
A weekly update of schedules and events is sent to parents on Friday afternoons. A monthly newsletter, which is emailed home, provides our parents with specific information about Pioneer Middle School and tools for achieving success at Pioneer.

Aeries Communication Calls/Emails:

2021-22 Opportunities for Parental Involvement

With this calling system, we can record important school information and have it immediately sent to every Pioneer household.

The School News by Tustin News:
Our weekly local newspaper has four, must-read School News Roll Call Issues

Student Information Provided at Pioneer:

Pioneer's Daily Bulletin:
This written bulletin of daily events is posted in all classes and at our attendance office window display case. The bulletin is also posted daily on our school web page.

Morning Announcements:
All students gather together on the blacktop each morning for the Pledge of Allegiance, daily announcements, and the celebration of birthdays.

Pioneer Video Production Shows:
On a regular basis, our Pioneer video production classes produce school "video shows" about our school.

P.E. Bulletin Boards:
Next to the entrances of our locker rooms are two display boards that list our current sports activities.

6th Grade Mentoring:
Eighth-grade WEB Leaders meet with our sixth-grade students to review student progress on goals and upcoming events.

Student-of-the-Month Assemblies:
At these bi-monthly assemblies, we provide positive recognition for our students and information about important events for the upcoming month.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1035	1024	8	0.8
Female	538	533	4	0.8
Male	497	491	4	0.8
American Indian or Alaska Native	0	0	0	0.0
Asian	327	321	0	0.0
Black or African American	35	35	0	0.0
Filipino	27	27	0	0.0
Hispanic or Latino	293	291	5	1.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	65	65	1	1.5
White	277	274	2	0.7
English Learners	60	56	0	0.0
Foster Youth	4	4	0	0.0
Homeless	6	6	0	0.0
Socioeconomically Disadvantaged	237	234	6	2.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	92	92	3	3.3

C. Engagement	State Priority: School Climate
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6): • Pupil suspension rates; • Pupil expulsion rates; and • Other local measures on the sense of safety

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.82	0.00	2.08	0.10	3.47	0.20
Expulsions	0.16	0.00	0.10	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.91	0.93	2.45
Expulsions	0.17	0.07	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

Date Last Reviewed by School Site Council (SSC): 10/20/2021
Date Updated and Approved by SSC: 10/20/2021
Date Discussed by Staff: 09/29/2021

Our School Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, attestation plan for COVID-19, routine and emergency; suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; discrimination/harassment policy; provisions of any school-wide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; hate crime reporting; school safety goals and objectives. We run monthly drills and work closely with our Student Services department to ensure that we have updated procedures and practices in place to ensure school-wide safety.

A safety committee meets annually to discuss school and facility concerns. At the beginning of each school year, the safety committee updates the Safe School Plan. Various drills are held monthly and extend beyond traditional fire and earthquake drills to include lockdown, blackout, and a mock disaster. The staff is encouraged to maintain updated CPR training. The PTO provides emergency backpacks for every classroom. The campus is kept clean and exceptionally maintained by an excellent custodial crew. The Tustin Unified School District also created "Emergency Procedures" posters for every classroom, office, and meeting place on campus.

In August of 2021, the Pioneer administrative team reviewed the existing Safety Plan for thoroughness, effectiveness, and any needed revisions. During this time new staff members were added to Safety Teams, classroom backpacks were inventoried, and the school goals for improving school safety were developed based on anecdotal evidence and discipline records.

2018-19 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	5	7	17
Mathematics	29	2	22	5
Science	33		10	17
Social Science	33	1	5	19

2019-20 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	6	9	15
Mathematics	29	2	19	7
Science	33	1	7	16
Social Science	31	2	9	15

2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	41	6	
Mathematics	26	5	13	9
Science	35		4	16
Social Science	16	38	6	

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	997

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)	1
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	1
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	$11,099	$3,328	$7,771	$94,652
District	N/A	N/A	$8,081	$90,508
Percent Difference - School Site and District	N/A	N/A	-3.9	4.5
State			$8,444	$84,665
Percent Difference - School Site and State	N/A	N/A	-8.3	11.1

2020-21 Types of Services Funded

In addition to base funding, Pioneer Middle School receives LCFF-EL and site supplemental funds to support all students and student subgroups in academic achievement. The Tustin Public Schools Foundation and site PTO/PTA also supports the school with donations and financial support throughout the year to support school-wide programs and events for students. The school's Single Plan for Student Achievement (SPSA) identifies student needs and addresses specifically how these funds will support student learning and achievement through a Multi-Tiered System of Supports. The base and supplemental funds are used to provide tiered and targeted supports or interventions for at-risk students in the areas of academics, behavior and social-emotional learning, and absenteeism, professional development, instructional materials, additional personnel to support all students in accessing academic standards, and technology resources.

EL funds are used to support instruction in our two designated ELD classrooms: ELD C Reading, ELD A ELA, and ELD A Social Science.   TUSD Teachers on Special Assignment (TOSA) in EL, Math, and Reading/Writing Workshop work with the EL teacher and classroom teachers who are teaching Pioneer's integrated EL classes. School-wide professional development on Collaborative Structures is modeled by the EL teacher. Supplemental materials are purchased to provide additional support for at-risk students. Some of these funds are used to pay teachers to offer before/after school intervention classes to assist students in mastering the curriculum standards in English language arts and mathematics.   Funds are also used to pay for release time allowing teachers to collaborate about student assessment data and to plan how to respond when students do not master the standards. Additionally, EL funds are used to pay for ELPAC testing for our EL learners.

2019-20 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$53,195	$50,897
Mid-Range Teacher Salary	$85,813	$78,461
Highest Teacher Salary	$114,221	$104,322
Average Principal Salary (Elementary)	$140,298	$131,863
Average Principal Salary (Middle)	$148,473	$137,086
Average Principal Salary (High)	$167,470	$151,143
Superintendent Salary	$356,744	$297,037
Percent of Budget for Teacher Salaries	35%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Tustin Unified School District provides dedicated time for professional development for all staff. Schools often provide additional professional development time based on specific school-site scheduling and budgetary decisions. The District provides intensive workshops in August during the week before school starts to provide teachers with new knowledge and enhanced skills for the upcoming year. Staff development opportunities are also offered after school and by release time throughout the school year. New teachers are provided an extensive new teacher training program throughout the year to support their implementation of effective instruction.

A comprehensive professional development plan supports Pioneer's Single Plan for Student Achievement (SPSA). Staff development is designed once student achievement data is analyzed from the previous year and SMART goals are established for the current year. Intensive staff development on research-based instructional practices that support all standards-based instructional programs are provided by the site and district-wide. Ongoing staff development for Pioneer teachers includes intensive training in Collaborative Structures, Reading and Writing Workshop models, CPM, Expository Reading, and Writing Curriculum (ERWC), AVID, NGSS, Project Lead the Way (PLTW), and Science Technology Engineering and Math (STEM). Teachers in all content areas across the entire district explore the topic of writing across the curriculum and the integration of technology.

TUSD's professional development provides all middle schools with monthly professional development through faculty meetings, department meetings, and PLCs. Through Pioneer's weekly PLC process, teachers regularly review data and share best practices that are leading to student learning, resources that support rigorous standards, and other helpful information across all disciplines. The development of both formative and summative common assessments in each content area provides all teachers with the data for teachers to meet all students' academic and personal needs.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	11	13	11

Tustin Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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

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

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

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

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

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

2021-22 District Contact Information

District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Mark Johnson, Ed.D.
Email Address	mjohnson@tustin.k12.ca.us
District Website Address	https://www.tustin.k12.ca.us/

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	12162	1721	14.15	85.85	65.01
Female	5867	833	14.20	85.80	71.27
Male	6290	888	14.12	85.88	59.12
American Indian or Alaska Native	13	4	--	69.23	--
Asian	2582	390	15.10	84.90	86.89
Black or African American	205	19	9.27	90.73	47.37
Filipino	217	24	11.06	88.94	62.50
Hispanic or Latino	5691	816	14.34	85.66	49.57
Native Hawaiian or Pacific Islander	42	9	21.43	78.57	--
Two or More Races	733	88	12.01	87.99	70.45
White	2679	371	13.85	86.15	76.28
English Learners	2124	225	10.59	89.41	14.80
Foster Youth	55	6	10.91	89.09	--
Homeless	540	62	11.48	88.52	38.71
Military	--	--	--	--	--
Socioeconomically Disadvantaged	4937	673	13.63	86.37	48.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1359	196	14.42	85.58	17.35

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	12163	1627	13.38	86.62	45.68
Female	5867	776	13.23	86.77	47.61
Male	6291	851	13.53	86.47	43.91
American Indian or Alaska Native	13	3	--	76.92	--
Asian	2582	378	14.64	85.36	77.39
Black or African American	205	18	8.78	91.22	33.33
Filipino	217	23	10.60	89.40	39.13
Hispanic or Latino	5692	782	13.74	86.26	24.42
Native Hawaiian or Pacific Islander	42	7	16.67	83.33	--
Two or More Races	733	84	11.46	88.54	55.95
White	2679	332	12.39		58.01
English Learners	2125	218	10.26	89.74	8.41
Foster Youth	55	7	12.73	87.27	--
Homeless	540	62	11.48	88.52	12.90
Military	--	--	--	--	--
Socioeconomically Disadvantaged	4938	650	13.16	86.84	26.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1360	199	14.63	85.37	9.23

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

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

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	9694	9155	94.4	5.6	55.3
Female	4700	4484	95.4	4.6	55
Male	4988	4665	93.5	6.5	49.6
American Indian or Alaska Native	8	8	100	0	37.5
Asian	2046	2008	98.1	1.9	79.6

Black or African American	172	160	93	7	37.5
Filipino	176	169	96	4	72.2
Hispanic or Latino	4600	4214	91.6	8.4	34.9
Native Hawaiian or Pacific Islander	31	29	93.5	6.5	41.4
Two or More Races	562	545	97	3	73.8
White	2057	1983	96.4	3.6	67.5
English Learners	1707	1516	88.8	11.2	7
Foster Youth	35	29	82.9	17.1	24.1
Homeless	221	188	85.1	14.9	26.6
Military	437	413	94.5	5.5	47.5
Socioeconomically Disadvantaged	4700	4304	91.6	8.4	35.3
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1156	969	83.8	16.2	24

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

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

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

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	9694	9127	94.2	5.8	43.5
Female	4700	4475	95.2	4.8	38.8
Male	4988	4647	93.2	6.8	43.1
American Indian or Alaska Native	8	8	100	0	25
Asian	2046	1996	97.6	2.4	77.6
Black or African American	172	162	94.2	5.8	18.5
Filipino	176	165	93.8	6.2	62.4
Hispanic or Latino	4600	4201	91.3	8.7	20.9
Native Hawaiian or Pacific Islander	31	29	93.5	6.5	17.2
Two or More Races	562	544	96.8	3.2	59.6
White	2057	1981	96.3	3.7	51.6
English Learners	1707	1522	89.2	10.8	7.6
Foster Youth	35	28	80	20	17.9
Homeless	221	178	80.5	19.5	14
Military	437	411	94.1	5.9	43.3
Socioeconomically Disadvantaged	4700	4294	91.4	8.6	23.8
Students Receiving Migrant Education Services	0	0	0	0	0

| Students with Disabilities | 1156 | 967 | 83.7 | 16.3 | 16.1 |

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