

# Will Rogers 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/](http://www.cde.ca.gov/ta/ac/sa/)

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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	Will Rogers Middle School
<b>Street</b>	4924 Dewey Drive
<b>City, State, Zip</b>	Fair Oaks CA, 95628
<b>Phone Number</b>	(916) 971-7889
<b>Principal</b>	Aaron Wurtzer
<b>Email Address</b>	Awurtzer@sanjuan.edu
<b>School Website</b>	<a href="https://www.sanjuan.edu/rogers">https://www.sanjuan.edu/rogers</a>
<b>County-District-School (CDS) Code</b>	34-67447-6034870

## 2021-22 District Contact Information

<b>District Name</b>	San Juan Unified School District
<b>Phone Number</b>	(916) 971-7700
<b>Superintendent</b>	Kent Kern
<b>Email Address</b>	info@sanjuan.edu
<b>District Website Address</b>	www.sanjuan.edu

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### SCHOOL PROFILE

Will Rogers Middle School prides itself on being a diverse learning community, and is home to an Independent Living Skills (ILS) Program.

Will Rogers Middle School governance is an inclusive decision-making process created to maintain formal and effective decision making procedures for creating and implementing policies which support the school's mission and core values. The foundation of the school's governance is founded on the following conditions:

- Committee decisions are made by committees and not by individuals.
- Members represent the entire school community.
- Procedures reflect the democratic process.
- Each committee represents a forum created specifically for dealing with issues of concern.
- All decisions are scrutinized to insure they support of the vision, mission, and core values.
- All committee members share responsibility for decision outcomes.
- Committee business is clearly communicated to the entire school community.
- The committee process insures an equal opportunity of expression by members of the school community.
- Decisions promote continuous school-wide instructional, curricular, and process choices that will have positive effects on student academic achievement and behavior.

### MISSION STATEMENT

The mission of Will Rogers, a student-centered middle school that values diversity, is to inspire every student to achieve their highest potential, grow in self confidence, and be college and career ready through meaningful learning experiences, challenging innovative instruction, and strong partnerships with students, staff, parents, and the community.

### SCHOOL STRATEGIC PLANNING COMMITTEE

The Will Rogers Middle School Strategic Planning Committee is identified under the governance structure of the school, as the Strategic Planning Team. This committee meets as needed and is comprised but not limited to the members of our

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administrative team, teaching staff, classified staff members, students, and community members. The Strategic Planning Team was established as part of the school's overall governance structure in 2014. The Strategic Planning Team makes recommendations on policy and procedures as it relates to school climate and safety of students, staff and the community as a whole. The Strategic Planning Team takes recommendations forward to both the school's Leadership Committee and School Site Council for final approval on any new policies or procedures.

### Representatives:

- Parents
- Students
- A Representative from each Department
- Administrator
- Custodial Staff
- Counselor
- Classified Representative
- Security Representative
- Leadership Team Members

### Selection Process:

Department leaders and Principal recruit committee members to serve on the committee.

### Term of Service:

The maximum consecutive years a member may be on the committee is five years.

### Responsibilities

- We will always operate schools which are physically and emotionally safe with environments conducive to learning.
- School and program plans will always be aligned with the Strategic Plan of the district.
- We will not tolerate behavior or language which demeans the dignity or worth of any individual or group.
- No program or service will be retained unless it makes an optimal contribution to the mission and benefits continue to justify the costs.
- We will not tolerate ineffective performance by any staff member.

### No new program or service will be accepted unless:

- It is consistent with the strategic plan.
- Its benefits clearly justify the costs.
- Provisions are made for professional development, program evaluation, and communication with constituents.

### Scope of Authority:

1. Only designated representatives may vote.
2. Final recommendations require 100% approval from voting members in attendance.
3. The committee will make recommendations to the Leadership Team and School Site Council for approval before implementation of any school wide program(s).

### Leader:

Principal and Internal Coordinator

### Control of Agenda:

A trained district facilitator will help guide the committee through this process.

Tactics: The committee will support the school's vision, mission, core values, and academic improvement plan by:

1. We will enrich each curricular area by effectively integrating technology into teaching and learning in every classroom.
2. We will ensure staff employs effective instructional practices to maximize student achievement.
3. We will create and implement a system for monitoring and evaluating student's academic and behavioral performance.
4. We will build trusting relationships with students, families, and the community to create a unified collaborative and safe environment.

### Collection of Data Relevant to Scope of Authority:

- On-Site suspension/Home suspension referrals
- Success and participation in academics
- Custodial inspection
- ADA

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- Surveys
- Process Data

Attendance: Regular attendance is expected at all scheduled meetings. Members will be responsible for sending an alternate in case of absence. Attendance will be noted in meeting minutes.

Frequency of Meeting: Once per month or as needed.

### Core Outcomes for Students

As a natural result of successful completion of his or her course of study:

- Students will develop the values and skills to participate as responsible citizens in a democratic society.
- Students will develop the necessary core content skills and knowledge, including critical thinking, problem solving, and information processing to prepare for life-long learning and achievement.
- Students will develop confidence in their abilities to achieve at high levels both academically and socially.
- Students will develop the ability to contribute to, understand, utilize, and appreciate multicultural expressions of and professional options in the visual, performing, and industrial arts.

### Core Beliefs about the Conditions for Learning

As fundamental tenets of the learning process, the school community believes that:

- Every person is unique and has equal worth.
- Everyone can and will learn.
- People learn in different ways and at varied paces.
- Education is the shared responsibility of students, families, teachers, staff, and community.
- Quality education expands opportunities throughout a person's life.
- Challenging people to meet high expectations leads to exceptional learning and remarkable results.
- Nurturing relationships and healthy environments are necessary for individuals to thrive.
- Diversity is a valuable asset that strengthens and enriches our community.
- Personal development and community well-being depend on individual responsibility.
- Everyone benefits when people willingly contribute to the well-being of others.
- Honesty and integrity are essential to build trusting relationships.
- Access to a quality public education is essential to our democracy.

### Core Commitments About How We Operate Together

As fundamental tenets about working together, the school community believes that:

- Success, while being encouraged, expected, celebrated, valued, appreciated, and cultivated is the result of hard work and preparation that includes feedback for improved performance; failure is not a statement of capability.
- Through reflection upon the results of multiple assessments, the school community will strive for personal, professional, and academic growth and improvement.
- The entire school community will practice open, honest, and respectful communication that contributes to a safe and inclusive environment.
- The school community shares accountability for student outcomes and improvement options.
- Safety nets are in place to aid each student's progress toward expected achievement targets.

At Will Rogers Middle School safety is our first priority. All students deserve to learn in an environment that is free from distraction in which they feel safe and protected. We believe that nothing should get in the way of the academic achievement of students.

Will Rogers Middle School believes that it is the responsibility of students, parents and staff to assist students in becoming lifelong learners who are prepared to be productive citizens at the completion of high school.

Students are expected to follow the Positive Behavioral Invention and Supports (PBIS) on a daily basis:

- I. Be Ready
- II. Be Kind
- III. Be Safe
- IV. Be Responsible

The School Strategic Planning Committee reviewed data from numerous sources to develop appropriate goals and objectives for the Strategic and Safe School Plan.

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### OBJECTIVES:

- All students will demonstrate continual growth toward Common Core Standards through multiple measures of assessment.
- Upon transition to high school, every student will acquire and apply college and career readiness skills, including critical thinking, problem solving, collaboration, written and oral communication.
- In order to become contributing, responsible and caring members of our diverse community, all students will consistently demonstrate the character traits of the Mustang 4: Be Safe, Be Kind, Be Ready, Be Respectful/

### AREAS OF PRIDE AND STRENGTH

Will Rogers Middle School believes that students are the greatest resource for establishing a positive learning environment that promotes a safe school for students and staff. The school's Associated Student Body (ASB) organization is a pivotal group of student leaders that organize and promote multiple positive activities on campus that includes but is not limited to, positive youth development assemblies, multi-cultural events, community service projects, and overall leadership development for students.

Many of the Will Rogers Middle School students are actively involved in our student clubs or athletic programs through our partnership with the park and recreation department. These clubs include the following: Wrestling Club, AVID, Student Government Rep Council, and Club LIVE. These clubs give students an opportunity to engage and connect to the school.

Will Rogers Middle School also offers a comprehensive academic and behavioral counseling center. All students have access to a counselor that helps monitor and work with students during their three year enrollment at our school. Our counselor provides direct instruction to classes through their career units. Our counselor also assists students when crisis situations arise.

- 1 We will foster student-led goal setting and provide opportunities for evaluation of academic and behavioral objectives.
2. We will employ innovative instructional practices to maximize student achievement and engagement
3. We will continue to build trusting relationships with students, families and the community to create a unified collaborative and safe environment.

The Will Rogers Safe School Plan will be shared with the public through various means that include but not limited to the follow:

- The School Strategic Planning Team will be notified of publication, and be given a hard copy of the plan.
- The School Leadership Team and School Site Council will review and approve the plan by the end of February.
- The Safe School Plan will be posted on the Will Rogers Middle School Web page for the community to view.
- The Safe School Plan will be located in the Site Emergency Plan Binder.
- The district will be sent one electronic copy for the Safe Schools office.

On an annual basis, our School Site Council and School safety committee will evaluate and review the prior year's Safe School Plan. This process will involve meeting to determine areas of strength and concern. Our team will recommend refinements based on data and the experiences brought forward to the committee. Steps to modify the plan will take place based on discussion and consensus. The new plan will then be implemented and shared with the community through the process outlined in Section VI. It is the intent of Will Rogers Middle School is to have the Safe School Plan be a document that will be a working and fluid plan that can be adjusted as the needs change on a middle school campus.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	175
Grade 7	220
Grade 8	210
<b>Total Enrollment</b>	<b>605</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1
Asian	3.3
Black or African American	9.4
Filipino	0.7
Hispanic or Latino	36.5
Native Hawaiian or Pacific Islander	0.8
Two or More Races	8.8
White	39
English Learners	11.4
Foster Youth	0.5
Homeless	8.6
Socioeconomically Disadvantaged	65
Students with Disabilities	19.5

### A. Conditions of Learning

#### State Priority: Basic

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

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.5	59.2	1679.2	71.8	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	21.0	0.9	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.0	7.9	49.3	2.1	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	297.3	12.7	12115.8	4.4
<b>Unknown</b>	8.6	33.0	291.3	12.5	18854.3	6.9
<b>Total Teaching Positions</b>	26.1	100.0	2338.4	100.0	274759.1	100.0

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

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

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	2.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	2.0

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

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

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.1
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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

San Juan Unified held a public hearing on September 28, 2021 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2021 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. If you would like more information on the textbooks and instructional materials please visit our website: <http://www.sanjuan.edu/Page/23485> In July 2009, EC Section 60200.7. The State Board of Education has adopted frameworks for ELA/ELD, Math, Science and Social Sciences, and has identified an approved list of instructional materials available for adoption. For more information regarding San Juan’s textbook adoption schedule, please visit our website:

<http://www.sanjuan.edu/cms/lib8/CA01902727/Centricity/Domain/140/Textbook%20Piloting%20adoption%20Schedule.pdf>.

**Year and month in which the data were collected**

September, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2017 Amplify ELA/ELD, California edition (digital)	Yes	0.0
<b>Mathematics</b>	2015 Houghton Mifflin Mathematics - Go Math	Yes	0.0
<b>Science</b>	2019: Amplify Education-Amplify Science-Grade 6-Earth Science-All Investigation Notebooks 2019: Amplify Education-Amplify Science-Grade 7-Life Science-All Investigation Notebooks 2019: Amplify Education-Amplify Science-Grade 8-Physical Science-All Investigation Notebooks	Yes	0.0
<b>History-Social Science</b>	2019: McGraw-Hill - Impact California Social Studies-World History and Geography-Ancient Civilizations 2019: McGraw-Hill - Impact California Social Studies-World History and Geography-Medieval and Early Modern Times 2019: McGraw-Hill - Impact California Social Studies-United States History and Geography-Growth and Conflict	Yes	0.0
<b>Foreign Language</b>			
<b>Health</b>	2007 Glencoe McGraw-Hill: Teen Health Course 2	Yes	0.0%
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>	The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.		0.00%



## School Facility Conditions and Planned Improvements

Modernization at Will Rogers Middle School was completed in 2000. The scope of work included: roof repair/replacement, new doors and hardware, new lighting, upgraded electrical service, new heating and air conditioning systems, and interior/exterior paint. There are enough classrooms to house the student population. All restrooms were refurbished during modernization and some were made handicapped accessible. In 2006 under Measure J Bond, the science rooms were upgraded with cabinets, counters, power, gas, flooring and paint. Each classroom has fire and intrusion monitoring and alarm system, telephone, and internet connections. Under Deferred Maintenance in 2006, the hard court was overlaid. There is a site custodial staff who keeps the building clean. The district provides landscape maintenance and support to keep all the school systems functioning. The school is concerned about the condition of the play fields and the hard courts, the lack of sufficient inside space for PE, the lack of conference facilities, and the availability of storage space for equipment and supplies. Roofing was replaced in summer 2007 under Measure J Bond. Summer 2010 brought a new look to the front of Will Rogers. Measure J provided the funding needed to rework the parking lot, lighting, ADA, landscaping and irrigation. The school face-lift provided much needed improvements to the school setting.

The Board of Education and the Superintendent's policy is to ensure that all students are provided with a safe and well-maintained learning environment. The board approved resolutions in 1998 and 2002 to adequately fund maintenance activities and preserve the repairs and improvements funded by two facility bond measures. The school buildings, classrooms and grounds are safe, clean and functional. An inspection of the facility was conducted in September 2020 and determined that there were no unsafe conditions that required emergency repairs. 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 computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority. The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the Board's standards for custodial staffing and cleanliness. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the Principal with assistance from the district's maintenance department. The district participates in the State School Deferred Maintenance Program, with funding allocated for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Annually the district budgets \$2 million dollars for deferred maintenance activities.

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

09/16/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	608	8	1.32	98.68	--
<b>Female</b>	279	4	1.43	98.57	--
<b>Male</b>	329	4	1.22	98.78	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	20	0	0	100	--
<b>Black or African American</b>	62	0	0	100	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	220	3	1.36	98.64	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	55	1	1.82	98.18	--
<b>White</b>	238	4	1.68	98.32	--
<b>English Learners</b>	70	2	2.86	97.14	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	98	0	0	100	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	395	5	1.27	98.73	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	115	8	6.96	93.04	--

## 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	608	7	1.15	98.85	--
Female	279	3	1.08	98.92	--
Male	329	4	1.22	98.78	--
American Indian or Alaska Native	--	--	--	--	--
Asian	20	0	0.00	100.00	--
Black or African American	62	0	0.00	100.00	--
Filipino	--	--	--	--	--
Hispanic or Latino	220	2	0.91	99.09	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	55	1	1.82	98.18	--
White	238	4	1.68	98.32	--
English Learners	70	2	2.86	97.14	--
Foster Youth	--	--	--	--	--
Homeless	98	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	395	5	1.27	98.73	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	115	7	6.09	93.91	--

## 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.

All Students	605	481	79.50%	20.50%	41.16%
Female	277	215	77.62%	22.38%	48.84%
Male	328	266	81.10%	18.90%	34.96%
American Indian or Alaska Native	--	--	--	--	--
Asian	21	18	85.71%	14.29%	27.78%
Black or African American	61	48	78.69%	21.31%	39.58%
Filipino	--	--	--	--	--
Hispanic or Latino	219	161	73.52%	26.48%	34.78%

<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	52	36	69.23%	30.77%	41.67%
<b>White</b>	237	204	86.08%	13.92%	47.06%
<b>English Learners</b>	64	46	71.88%	28.13%	10.87%
<b>Foster Youth</b>		--	--	--	--
<b>Homeless</b>	56	38	67.86%	32.14%	36.84%
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	465	292	62.80%	37.20%	35.27%
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	134	102	76.12%	23.88%	14.71%

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

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

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

<b>All Students</b>	605	440	72.73%	27.27%	25.91%
<b>Female</b>	277	193	69.68%	30.32%	26.94%
<b>Male</b>	328	0	75.30%	24.70%	25.10%
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	21	16	76.19%	23.81%	25.00%
<b>Black or African American</b>	61	42	68.85%	31.15%	9.52%
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	219	147	67.12%	32.88%	17.01%
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	52	35	67.31%	32.69%	31.43%
<b>White</b>	237	188	79.32%	20.68%	35.64%
<b>English Learners</b>	64	44	68.75%	31.25%	11.36%
<b>Foster Youth</b>		--	--	--	--
<b>Homeless</b>	56	36	64.29%	35.71%	16.67%
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	465	262	56.34%	43.66%	19.85%
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	134	94	70.15%	29.85%	11.70%

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

## CAASPP Test Results in Science for All Students

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

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

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	202	NT	NT	NT	NT
<b>Female</b>	103	NT	NT		
<b>Male</b>	99	NT	NT		
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	22	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	77	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	17	NT	NT	NT	NT
<b>White</b>	75	NT	NT	NT	NT
<b>English Learners</b>	22	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	38	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	127	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	35	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

Parents are an integral part of the learning environment and school community at Will Rogers. They assist in complete functionality and operation of the school.

- Parents provide daily and special event supervision during non-instructional time
- Parent Teacher Club (PTC) - assists with the school and community connection, provides positive incentives for school-wide Positive Behavior System; provides materials and supplies for school and classroom functions, and donations for programs and organizations.
- English Language Advisory Committee (ELAC)- assists school in developing, maintaining, analyzing, creating and deciding appropriate learning environment for English language learners.
- Home/School Communication – The Will Rogers website, Facebook, and individual teacher websites
- School Site Council - aids in creating, maintaining, developing and enriching the school learning environment and community.
- Volunteers – Volunteers have also helped by assisting in the library and with computers, chaperoning field trips and dances, participating in the Parent Teacher Club, working in classrooms, and helping with fundraisers.

For more information on parent involvement please contact Aaron Wurtzer at [Awurtzer@sanjuan.edu](mailto:Awurtzer@sanjuan.edu) or by calling the office 916-971-7889.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	649	625	61	9.8
Female	297	285	28	9.8
Male	352	340	33	9.7
American Indian or Alaska Native	6	6	0	0.0
Asian	23	21	0	0.0
Black or African American	63	60	10	16.7
Filipino	4	4	0	0.0
Hispanic or Latino	237	231	23	10.0
Native Hawaiian or Pacific Islander	5	5	1	20.0
Two or More Races	57	54	8	14.8
White	253	243	19	7.8
English Learners	110	105	6	5.7
Foster Youth	5	4	3	75.0
Homeless	63	59	8	13.6
Socioeconomically Disadvantaged	426	410	49	12.0
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	132	125	14	11.2

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	10.31	0.00	4.86	0.10	3.47	0.20
<b>Expulsions</b>	0.13	0.00	0.06	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	6.26	3.11	2.45
<b>Expulsions</b>	0.00	0.03	0.05

## 2020-21 Suspensions and Expulsions by Student Group

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

## 2021-22 School Safety Plan

### School Safety Plan

San Juan Unified School District emphasizes school safety and understands its importance in helping to achieve the academic success of its students. In accordance with the California Education Code, each school site must complete and maintain a Comprehensive School Safety Plan, to be reviewed and updated annually. The plan includes a review of safety data for the campus, safety policies, critical incident response & management information as well as emergency procedure information including those pertaining to incidents involving fire, earthquakes, intruders and other dangers. The review and update of the plan is a collaborative process involving representatives from site administration, instructional staff, custodial & classified staff, safety personnel and parent representative who together comprise a site safety team. Finalized plans are posted to site webpages for public access and presented to staff during training and development days no later than March 1 of each year. A copy of the plan is available for review in each school site office.

Safety drills are held on a regular basis and in compliance with the California Education Code to include fire drills, earthquake drills and intruder drills. Drills are coordinated and monitored with the assistance of the trained district safety personnel.

Safety is a shared responsibility. Each school site is supported by the district's Safe Schools Team. The Safe Schools Team is comprised of personnel specifically trained to support and promote school safety, provide advice to matters involving student welfare, assist in the coordination of drills and provide safety training to students and staff. Safe Schools Team members, known as Community Safety Specialists work collaboratively with site administrators and safety committee members to build and strengthen a culture of safety as well as address specific incident needs. The Safe Schools Team members are further supported through developed relationships with local law enforcement offices including the Sacramento County Sheriffs Department & Citrus Heights Police Department. San Juan Unified maintains contracts with local law enforcement for the purpose of employing uniformed law enforcement officers to further enhance school site security for special events as well as in response to critical incidents and threats. .

## 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	19	17	11	4
Mathematics	25	7	10	5
Science	30	3	6	8
Social Science	23	8	10	2

## 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	20	14	9	5
Mathematics	24	9	11	4
Science	30	1	8	7
Social Science	22	8	11	2

## 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	22	9	8	5
Mathematics	24	8	9	4
Science	27	4	6	6
Social Science	24	5	10	2

## 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	1210

## 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)	0.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13005	873	12133	78460.68
District	N/A	N/A	12200	\$77,529
Percent Difference - School Site and District	N/A	N/A	-0.6	1.2
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	35.9	-7.6

## 2020-21 Types of Services Funded

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at <http://www.ed-data.org>.

## 2019-20 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$46,561	\$50,897
<b>Mid-Range Teacher Salary</b>	\$69,093	\$78,461
<b>Highest Teacher Salary</b>	\$94,014	\$104,322
<b>Average Principal Salary (Elementary)</b>	\$117,706	\$131,863
<b>Average Principal Salary (Middle)</b>	\$124,292	\$137,086
<b>Average Principal Salary (High)</b>	\$143,484	\$151,143
<b>Superintendent Salary</b>	\$294,991	\$297,037
<b>Percent of Budget for Teacher Salaries</b>	34%	32%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

Professional development is a key part of the continuous improvement process for educators. The goal of our quality professional development is to support the learning of teachers and paraprofessionals to positively impact student achievement. Annually, teachers and site administrators participate in professional development in a variety of opportunities. Seventy-five minutes per week are dedicated to staff collaboration and training planned by site leadership teams. The District also provides a cycle of continuous professional development for Administrators through Principal Networks as well as Leadership Academies.

The District provides professional development opportunities for teachers and administrators that support the implementation of Common Core State Standards in English language arts, mathematics, science, social studies, and the ELA/ELD Framework. Specific professional development initiatives include: Culturally Responsive Practices, Critical Literacy, TK-2 Reading, Supporting Independence and Engagement through Reading and Writing, Math to the Core, Expository Reading and Writing Course, and ELD Foundations. District departments, Center for Teacher Support, grant-funded projects, and the San Juan Teacher's Association sponsor additional training opportunities. Professional development opportunities are voluntary for teachers and are provided throughout the year in a variety of formats: during the school day, after school, on Saturdays, and during summer and vacation breaks. Many teachers and administrators also take advantage of opportunities with Sacramento County Office of Education, California Department of Education, the college/university programs, state/national education organizations, and private educational institutes.

What grounds the professional development in the district is the District Strategic Plan and the Local Control Accountability Plan. Professional Development is further determined using one or more of the following: (a) student achievement data, (b) staff survey data, and (c) district-identified goals. Professional development addresses the Common Core State Standards, teaching strategies, curriculum, assessment, technology, classroom management, safety, and leadership. Administrator training accompanies professional development in district focus areas, providing implementation support for teachers on site. Content-area coaches are available at some schools. Additional classroom support is provided to new and struggling teachers by consulting teachers from the Center for Teacher Support.

Paraprofessionals are encouraged to participate in professional development at the district and site level, and there are specific opportunities designed for our paraprofessionals to attend and be compensated. Specifically designed training is also offered to non-instructional support staff such as clerical and custodial staff that includes both operational and instructional topics.

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

Subject	2019-20	2020-21	2021-22
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## Professional Development

<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>
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9
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9
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9
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# San Juan Unified School District

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

### Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

#### 2021-22 District Contact Information

<b>District Name</b>	San Juan Unified School District
<b>Phone Number</b>	(916) 971-7700
<b>Superintendent</b>	Kent Kern
<b>Email Address</b>	info@sanjuan.edu
<b>District Website Address</b>	www.sanjuan.edu

## 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
<b>All Students</b>	20458	1439	7.03	92.97	62.51
<b>Female</b>	9849	695	7.06	92.94	69.45
<b>Male</b>	10593	743	7.01	92.99	55.95
<b>American Indian or Alaska Native</b>	118	4	--	96.61	--
<b>Asian</b>	1771	139	7.85	92.15	61.59
<b>Black or African American</b>	1443	52	3.60	96.40	32.69
<b>Filipino</b>	168	18	10.71	89.29	77.78
<b>Hispanic or Latino</b>	5230	283	5.41	94.59	50.00
<b>Native Hawaiian or Pacific Islander</b>	131	6	4.58	95.42	--
<b>Two or More Races</b>	1575	104	6.60	93.40	62.50
<b>White</b>	10022	833	8.31	91.69	68.59
<b>English Learners</b>	3171	113	3.56	96.44	10.71
<b>Foster Youth</b>	113	11	9.73	90.27	36.36
<b>Homeless</b>	1934	74	3.83	96.17	27.03
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	10267	448	4.36	95.64	41.96
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	2709	205	7.57	92.43	17.07

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	20459	1332	6.51	93.49	40.45
<b>Female</b>	9850	643	6.53	93.47	40.50
<b>Male</b>	10593	688	6.49	93.51	40.47
<b>American Indian or Alaska Native</b>	118	6	--	94.92	--
<b>Asian</b>	1771	123	6.95	93.05	54.17
<b>Black or African American</b>	1444	46	3.19	96.81	11.11
<b>Filipino</b>	168	20	11.90	88.10	55.00
<b>Hispanic or Latino</b>	5230	271	5.18	94.82	23.70
<b>Native Hawaiian or Pacific Islander</b>	131	5	3.82	96.18	--
<b>Two or More Races</b>	1575	98	6.22	93.78	44.90
<b>White</b>	10022	763	7.61		45.47
<b>English Learners</b>	3171	104	3.28	96.72	9.80
<b>Foster Youth</b>	113	10	8.85	91.15	--
<b>Homeless</b>	1934	66	3.41	96.59	9.09
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	10267	413	4.02	95.98	22.85
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	2709	200	7.38	92.62	6.03

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

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

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

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

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

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