

Central Park Elementary 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 | Central Park Elementary School |
| Street | 2720 Sonoma Place |
| City, State, Zip | Santa Clara, CA 95051 |
| Phone Number | (408) 423-4400 |
| Principal | Miakje Kamstra |
| Email Address | mkamstra@scusd.net |
| School Website | https://centralpark-scusd-ca.schoolloop.com/ |
| County-District-School (CDS) Code | 43-69674-0133363 |

2021-22 District Contact Information

| | |
|---------------------------------|-------------------------------------|
| District Name | Santa Clara Unified School District |
| Phone Number | (408) 423-2000 |
| Superintendent | Stella M. Kemp, Ed.D. |
| Email Address | communications@scusd.net |
| District Website Address | www.santaclarausd.org |

2021-22 School Overview

Central Park Elementary is a neighborhood school currently serving students in grades Kindergarten through 5th grade.

Central Park Elementary is committed to educating the whole child and providing a state-of-the-art STEAM (Science, Technology, Engineering, Art, Mathematics) education for students of all races, ethnicities, gender, and socioeconomic status. We teach the state standards using the following philosophies and structures:

1. STEAM
2. Project Based Learning
3. Personalized Learning
4. Blended Learning
5. Active, Flexible Learning Environments
6. Maker Space
7. Social Emotional Development
8. Developing a Growth Mindset and qualities of compassion, critical thinking, collaboration, creativity and communication

FACULTY & STAFF:

Central Park's staff consists of: 19 classroom teachers, a library media assistant, an on-site counselor two days per week, a psychologist one day per week, a wellness coordinator 2 days per week, a part time speech and language therapist, a full-time resource specialist, a part-time ELSAT (English Language Technician) and a full-time credentialed physical education teacher.

MISSION

Our Mission is to serve a racially and ethnically diverse community of students, parents and staff members, dedicated to creating a learning environment of joy in which each individual is empowered to reach his or her academic, emotional and physical potential. Our purpose is to nurture the development of the whole child who is then inspired to continually expand all aspects of their being (mind, body, heart) and is empowered to improve the world for others. We build habits of mind and ways of being that are caring, curious, reflective, and visionary.

VISION

Our vision is that Central Park Elementary School is a place in which each individual feels deeply cared about, known, and honored as a unique human being within the larger community. It is a place where all of us are inspired to grow every day,

2021-22 School Overview

excited to tackle new challenges together, and are validated by having one's individual talents and passions nurtured.

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 73 |
| Grade 1 | 83 |
| Grade 2 | 87 |
| Grade 3 | 66 |
| Grade 4 | 62 |
| Grade 5 | 74 |
| Total Enrollment | 445 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| American Indian or Alaska Native | 0.2 |
| Asian | 46.7 |
| Black or African American | 1.1 |
| Filipino | 2.9 |
| Hispanic or Latino | 16.9 |
| Two or More Races | 9.7 |
| White | 20.9 |
| English Learners | 21.8 |
| Socioeconomically Disadvantaged | 15.7 |
| Students with Disabilities | 5.8 |

A. Conditions of Learning

State Priority: Basic

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

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

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

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 20.1 | 100.0 | 660.2 | 87.6 | 228366.1 | 83.1 |
| Intern Credential Holders Properly Assigned | 0.0 | 0.0 | 1.7 | 0.2 | 4205.9 | 1.5 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.0 | 0.0 | 14.2 | 1.9 | 11216.7 | 4.1 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.0 | 0.0 | 20.7 | 2.7 | 12115.8 | 4.4 |
| Unknown | 0.0 | 0.0 | 56.7 | 7.5 | 18854.3 | 6.9 |
| Total Teaching Positions | 20.1 | 100.0 | 753.6 | 100.0 | 274759.1 | 100.0 |

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

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

| Authorization/Assignment | 2020-21 |
|--|---------|
| Permits and Waivers | 0.0 |
| Misassignments | 0.0 |
| Vacant Positions | 0.0 |
| Total Teachers Without Credentials and Misassignments | 0.0 |

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

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

2020-21 Class Assignments

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

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

All textbooks and materials were adopted by the board of trustees in 2021 and are current, in good condition, and available to all students. A full list of core and supplemental textbooks and materials can be found on the district website at: www.santaclarausd.org/InstructionalResources.

Year and month in which the data were collected

December 2021

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|--|---|-----------------------------|--|
| Reading/Language Arts | www.santaclarausd.org/InstructionalResources Board adopted: October 2021 | Yes | 0 |
| Mathematics | www.santaclarausd.org/InstructionalResources Board adopted: October 2021 | Yes | 0 |
| Science | www.santaclarausd.org/InstructionalResources Board adopted: October 2021 | Yes | 0 |
| History-Social Science | www.santaclarausd.org/InstructionalResources Board adopted: October 2021 | Yes | 0 |
| Foreign Language | www.santaclarausd.org/InstructionalResources Board adopted: October 2021 | Yes | 0 |
| Health | www.santaclarausd.org/InstructionalResources Board adopted: October 2021 | Yes | 0 |
| Visual and Performing Arts | www.santaclarausd.org/InstructionalResources Board adopted: October 2021 | Yes | 0 |
| Science Laboratory Equipment (grades 9-12) | www.santaclarausd.org/InstructionalResources Board adopted: October 2021 | Yes | 0 |

School Facility Conditions and Planned Improvements

General

Santa Clara Unified School District (SCUSD) takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, SCUSD uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available by request made to the SCUSD's Facilities department at (408) 423-2061.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Maintenance and Repair

SCUSD 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.

Cleaning Process and Schedule

The governing board has adopted cleaning standards for all schools in SCUSD, Board Policy 3514. The policy can be found online at www.santaclarausd.org/BoardPolicies. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance

SCUSD participates in the State School Deferred Maintenance Program to assist school districts with expenditures 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.

Modernization Projects

SCUSD strives to be a model of financial responsibility, making every effort to spend taxpayer dollars wisely. At the same time, ongoing bond programs are necessary in a district this large, with so many students, teachers, and facilities needs. Bond funds allow the District to maintain safe, modern school facilities and bring in updated technology essential to student achievement. Measure B 1997 improvements included new elementary school play structures, new high school science classrooms and outdoor athletic facilities, the major renovation of eleven elementary schools, an ambitious roof replacement program, and two high school performing arts buildings. Measure J 2004 generated funds to modernize buildings and classrooms for middle schools, high schools, and the adult education campus. Measure H 2010 upgraded fire, safety and security systems, renovated and reopened a closed elementary school, installed solar panels to decrease energy costs, purchased the Agnews campus property, and expanded overcrowded schools. Measure H 2014 funds construction of three new schools on the Agnews campus, expands overcrowded schools, and addresses critical facility needs such as replacing roofs and adding air conditioning to elementary school classrooms. Measure BB 2018 funds the construction of three new schools, reconstructs fields, replaces aging play structures and playground paving, adds shade structures, and upgrades fencing and gates, among many other crucial projects. More: www.santaclarausd.org/bond

Age of School Buildings

The original one-story classrooms (wings C, D, E, F, G) were built in 1964. In 2015 these were renovated along with the multipurpose room. In 2017 the new Admin Building (A) opened. In 2019 the 2-story H building opened.

Year and month of the most recent FIT report

June 2021

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over the summer 2021 break. |
| Interior: Interior Surfaces | X | | | Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over the summer 2021 break. |

School Facility Conditions and Planned Improvements

| | | | |
|---|---|--|---|
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over the summer 2021 break. |
| Electrical | X | | Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over the summer 2021 break. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over the summer 2021 break. |
| Safety: Fire Safety, Hazardous Materials | X | | Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over the summer 2021 break. |
| Structural: Structural Damage, Roofs | X | | Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over the summer 2021 break. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over the summer 2021 break. |

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 | 200 | NT | NT | NT | NT |
| Female | 99 | NT | NT | NT | NT |
| Male | 101 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 72 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 36 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 30 | NT | NT | NT | NT |
| White | 54 | NT | NT | NT | NT |
| English Learners | 31 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 20 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 16 | NT | NT | NT | NT |

2020-21 CAASPP Test Results in Math by Student Group

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 200 | NT | NT | NT | NT |
| Female | 99 | NT | NT | NT | NT |
| Male | 101 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 72 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 36 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 30 | NT | NT | NT | NT |
| White | 54 | NT | NT | NT | NT |
| English Learners | 31 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 20 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 16 | NT | NT | NT | NT |

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

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

| iREADY Student Groups | iREADY Total Enrollment | iREADY Number Tested | iREADY Percent Tested | iREADY Percent Not Tested | iREADY Percent At or Above Grade Level |
|---|-------------------------|----------------------|-----------------------|---------------------------|--|
| All Students | 200 | 197 | 98.5 | 1.5 | 68.02 |
| Female | 99 | 98 | 98.99 | 1.01 | 66.33 |
| Male | 101 | 99 | 98.02 | 1.98 | 69.7 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 72 | 71 | 98.61 | 1.39 | 78.87 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 36 | 34 | 94.44 | 5.56 | 35.29 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 30 | 30 | 100 | 0 | 70 |
| White | 54 | 54 | 100 | 0 | 75.93 |
| English Learners | 31 | 30 | 96.77 | 3.23 | 13.33 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 20 | 19 | 95 | 5 | 26.32 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 16 | 15 | 93.75 | 6.25 | 40 |

*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.

| iREADY Student Groups | iREADY Total Enrollment | iREADY Number Tested | iREADY Percent Tested | iREADY Percent Not Tested | iREADY Percent At or Above Grade Level |
|----------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--|
| All Students | 200 | 197 | 98.5 | 1.5 | 53.3 |
| Female | 99 | 98 | 98.99 | 1.01 | 45.92 |
| Male | 101 | 99 | 98.02 | 1.98 | 60.61 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |

| | | | | | |
|--|----|----|-------|------|-------|
| Asian | 72 | 71 | 98.61 | 1.39 | 76.06 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 36 | 34 | 94.44 | 5.56 | 11.76 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 30 | 30 | 100 | 0 | 56.67 |
| White | 54 | 54 | 100 | 0 | 50 |
| English Learners | 31 | 30 | 96.77 | 3.23 | 26.67 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 20 | 19 | 95 | 5 | 10.53 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 16 | 15 | 93.75 | 6.25 | 20 |

*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 | 76 | NT | NT | NT | NT |
| Female | 39 | NT | NT | NT | NT |
| Male | 37 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 29 | NT | NT | NT | NT |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 14 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | NT | NT | NT | NT |
| White | 22 | NT | NT | NT | NT |
| English Learners | 11 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | 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

Central Park Elementary highly encourages parent involvement. Parents and guardians are invited to serve on local councils - School Site Council, English Language Advisory Council, and Parent Teacher Association (PTA) - and or as volunteers in classrooms or on field trips. Parents are also encouraged to take part in Project Cornerstone in which they are trained to be guest readers in classrooms. Parents are also encouraged to share their expertise (careers, trades, talents, customs, traditions) in order to enrich classroom lessons/projects as well as to bring awareness to diversity. Each morning we begin our day with a Community Morning Walk (temporarily on hold due to the pandemic) and the principal holds Principal/PTA coffees. Due to the pandemic PTA/Principal Coffees and meetings are conducted via Zoom.

Anyone interested in becoming more involved is encouraged to contact our school office at (408) 423-4400.

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 480 | 470 | 11 | 2.3 |
| Female | 238 | 231 | 10 | 4.3 |
| Male | 242 | 239 | 1 | 0.4 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 225 | 221 | 1 | 0.5 |
| Black or African American | 5 | 5 | 0 | 0.0 |
| Filipino | 14 | 14 | 1 | 7.1 |
| Hispanic or Latino | 83 | 79 | 7 | 8.9 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 45 | 44 | 1 | 2.3 |
| White | 100 | 99 | 1 | 1.0 |
| English Learners | 127 | 125 | 2 | 1.6 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 3 | 3 | 3 | 100.0 |
| Socioeconomically Disadvantaged | 91 | 88 | 7 | 8.0 |
| Students Receiving Migrant Education Services | 1 | 1 | 0 | 0.0 |
| Students with Disabilities | 35 | 34 | 1 | 2.9 |

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 | 0.67 | 0.00 | 3.37 | 0.12 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.15 | 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 | 0.21 | 2.17 | 2.45 |
| Expulsions | 0.00 | 0.01 | 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

All California public schools kindergarten and grades one through twelve must develop a comprehensive school safety plan, per California Education Code sections 32280-32289. School safety plans assess school climate and safety, identifying goals and actions to improve safety and climate. The safety plan is written and developed with collaboration from students, parents, community, and law enforcement. It is reviewed and updated annually with the School Site Council (SSC).

We are committed to providing a safe, responsible and respectful school environment for all students, staff, and community. We support and promote building a sense of community and belonging where every child feels included and valued, teaching children positive social skills and attitudes including resolving conflicts without violence, and preparing for and responding appropriately to emergencies and disasters to keep children safe.

The school safety plan is available for review in the school office and was approved by the School Site Council in 2021.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 25 | | 3 | |
| 1 | 24 | | 3 | |
| 2 | 24 | | 3 | |
| 3 | 23 | | 3 | |
| 4 | 28 | | 2 | |
| 5 | 27 | | 2 | |
| 6 | | | | |

2019-20 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 24 | | 3 | |
| 1 | 24 | | 4 | |
| 2 | 24 | | 3 | |
| 3 | 24 | | 3 | |
| 4 | 27 | | 3 | |
| 5 | 27 | | 2 | |
| 6 | | | | |

2020-21 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 24 | | 3 | |
| 1 | 28 | | 3 | |
| 2 | 22 | 1 | 3 | |
| 3 | 22 | | 3 | |
| 4 | 21 | 1 | 2 | |
| 5 | 25 | | 3 | |
| 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 | |

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 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | 0 |
| Other | 1.8 |

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 | \$9,199 | \$7,809 | \$7,809 | \$113,627 |
| District | N/A | N/A | \$8,540 | \$114,438 |
| Percent Difference - School Site and District | N/A | N/A | -8.9 | -0.7 |
| State | | | \$8,444 | \$86,376 |
| Percent Difference - School Site and State | N/A | N/A | -7.8 | 27.3 |

2020-21 Types of Services Funded

Services are both district funded (including salaries, staff development, new teacher training, special education services, facilities, maintenance) and site funded (including supplies and materials for students and the facility). Additional staff development and teacher training, and extra support personnel are funded through state categorical funding. Our PTA and local partners fund assemblies, field trips and other school-wide enrichment activities.

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 | \$75,297 | \$52,562 |
| Mid-Range Teacher Salary | \$113,825 | \$83,575 |
| Highest Teacher Salary | \$134,944 | \$104,166 |
| Average Principal Salary (Elementary) | \$168,906 | \$131,875 |
| Average Principal Salary (Middle) | \$186,621 | \$137,852 |
| Average Principal Salary (High) | \$187,798 | \$150,626 |
| Superintendent Salary | \$275,000 | \$260,243 |
| Percent of Budget for Teacher Salaries | 29% | 34% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

Professional Development

Staff development activities and expenditures are tied to district and school goals including the SPSA, WASC, LCAP, and District Strategic Plan. Staff development time continues to support teachers in self-reflection, analysis of student achievement data, and collaboration activities designed to help reach achievement goals. We believe in modeling lifelong learning for our students by engaging in collaborative sessions and professional development opportunities that align with the school's School Plan for Student Achievement (SPSA) goals and support student achievement in content standards and Expected Schoolwide Learning Results (ESLRs). District and school staff development programs support meeting the academic, social, and emotional needs of all students by providing opportunities for teachers to advance their skills, develop teaching strategies, and create curriculum. During staff in-service days, teachers share information about instructional practices, cognitive development and learning disabilities, and best practices for English Language Learners. These presentations and workshops help us understand who our students are so we can better support them with individual counseling, curriculum design, and instructional practices.

In addition to the number of school days dedicated to districtwide professional development, there is professional development happening on the school campus through professional learning communities, where teachers meet to discuss best practices while assessing student work.

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 | 4 | 3 | 4 |

Santa Clara 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 | Santa Clara Unified School District |
| Phone Number | (408) 423-2000 |
| Superintendent | Stella M. Kemp, Ed.D. |
| Email Address | communications@scusd.net |
| District Website Address | www.santaclarausd.org |

2020-21 CAASPP Test Results in ELA by Student Group

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 7577 | 858 | 11.32 | 88.68 | 65.90 |
| Female | 3674 | 426 | 11.59 | 88.41 | 72.26 |
| Male | 3902 | 432 | 11.07 | 88.93 | 59.56 |
| American Indian or Alaska Native | 41 | 6 | -- | 85.37 | -- |
| Asian | 2293 | 269 | 11.73 | 88.27 | 80.83 |
| Black or African American | 191 | 21 | 10.99 | 89.01 | 29.41 |
| Filipino | 432 | 73 | 16.90 | 83.10 | 63.89 |
| Hispanic or Latino | 2660 | 280 | 10.53 | 89.47 | 46.36 |
| Native Hawaiian or Pacific Islander | 39 | 2 | 5.13 | 94.87 | -- |
| Two or More Races | 479 | 49 | 10.23 | 89.77 | 79.17 |
| White | 1442 | 158 | 10.96 | 89.04 | 73.20 |
| English Learners | 1656 | 111 | 6.70 | 93.30 | 14.56 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 108 | 4 | 3.70 | 96.30 | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 2199 | 193 | 8.78 | 91.22 | 40.22 |
| Students Receiving Migrant Education Services | 30 | 3 | 10.00 | 90.00 | -- |
| Students with Disabilities | 1173 | 100 | 8.53 | 91.47 | 21.11 |

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 | 7577 | 831 | 10.97 | 89.03 | 49.46 |
| Female | 3674 | 414 | 11.27 | 88.73 | 51.09 |
| Male | 3902 | 417 | 10.69 | 89.31 | 47.84 |
| American Indian or Alaska Native | 41 | 6 | -- | 85.37 | -- |
| Asian | 2293 | 264 | 11.51 | 88.49 | 74.24 |
| Black or African American | 191 | 20 | 10.47 | 89.53 | 26.32 |
| Filipino | 432 | 71 | 16.44 | 83.56 | 37.14 |
| Hispanic or Latino | 2660 | 266 | 10.00 | 90.00 | 21.97 |
| Native Hawaiian or Pacific Islander | 39 | 2 | 5.13 | 94.87 | -- |
| Two or More Races | 479 | 48 | 10.02 | 89.98 | 66.67 |
| White | 1442 | 154 | 10.68 | | 57.79 |
| English Learners | 1656 | 94 | 5.68 | 94.32 | 16.13 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 108 | 4 | 3.70 | 96.30 | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 2199 | 176 | 8.00 | 92.00 | 18.97 |
| Students Receiving Migrant Education Services | 30 | 2 | 6.67 | 93.33 | -- |
| Students with Disabilities | 1173 | 81 | 6.91 | 93.09 | 10.26 |

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.

| iReady Student Groups | iReady Total Enrollment | iReady Number Tested | iReady Percent Tested | iReady Percent Not Tested | iReady Percent At or Above Grade Level |
|--|-------------------------|----------------------|-----------------------|---------------------------|--|
| All Students | 6409 | 5876 | 91.68 | 8.32 | 64.86 |
| Female | 3135 | 2862 | 91.29 | 8.71 | 68.59 |
| Male | 3273 | 3014 | 92.09 | 7.91 | 61.31 |
| American Indian or Alaska Native | 33 | 29 | 87.88 | 12.12 | 55.17 |
| Asian | 1976 | 1900 | 96.15 | 3.85 | 81.68 |
| Black or African American | 153 | 138 | 90.2 | 9.8 | 55.07 |
| Filipino | 342 | 309 | 90.35 | 9.65 | 62.14 |
| Hispanic or Latino | 2233 | 1945 | 87.1 | 12.9 | 40.87 |
| Native Hawaiian or Pacific Islander | 34 | 32 | 94.12 | 5.88 | 46.88 |
| Two or More Races | 415 | 378 | 91.08 | 8.92 | 75.93 |
| White | 1226 | 1145 | 93.39 | 6.61 | 76.68 |
| English Learners | 1455 | 1296 | 89.07 | 10.93 | 23.77 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 43 | 34 | 79.07 | 20.93 | 52.94 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 1888 | 1643 | 87.02 | 12.98 | 46.2 |
| Students Receiving Migrant Education Services | 26 | 23 | 88.46 | 11.54 | 4.35 |
| Students with Disabilities | 903 | 799 | 88.48 | 11.52 | 24.78 |

*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.

| iReady Student Groups | iReady Total Enrollment | iReady Number Tested | iReady Percent Tested | iReady Percent Not Tested | iReady Percent At or Above Grade Level |
|---|-------------------------|----------------------|-----------------------|---------------------------|--|
| All Students | 6409 | 5886 | 91.84 | 8.16 | 47.55 |
| Female | 3135 | 2882 | 91.93 | 8.07 | 47.54 |
| Male | 3273 | 3004 | 91.78 | 8.22 | 47.57 |
| American Indian or Alaska Native | 33 | 29 | 87.88 | 12.12 | 27.59 |

| | | | | | |
|--|------|------|-------|-------|-------|
| Asian | 1976 | 1908 | 96.56 | 3.44 | 76.36 |
| Black or African American | 153 | 137 | 89.54 | 10.46 | 27.74 |
| Filipino | 342 | 319 | 93.27 | 6.73 | 42.95 |
| Hispanic or Latino | 2233 | 1945 | 87.1 | 12.9 | 17.43 |
| Native Hawaiian or Pacific Islander | 34 | 31 | 91.18 | 8.82 | 19.35 |
| Two or More Races | 415 | 379 | 91.33 | 8.67 | 51.72 |
| White | 1223 | 1138 | 93.05 | 6.95 | 54.31 |
| English Learners | 1455 | 1291 | 88.73 | 11.27 | 17.74 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 43 | 32 | 74.42 | 25.58 | 18.75 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 1888 | 1648 | 87.29 | 12.71 | 22.21 |
| Students Receiving Migrant Education Services | 26 | 22 | 84.62 | 15.38 | 0 |
| Students with Disabilities | 899 | 793 | 88.21 | 11.79 | 13.75 |

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