

# Montague 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/](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>	Montague Elementary School
<b>Street</b>	750 Laurie Avenue
<b>City, State, Zip</b>	Santa Clara CA, 95054
<b>Phone Number</b>	(408) 423-1900
<b>Principal</b>	Leanna Goldenberg
<b>Email Address</b>	lgoldenberg@scusd.net
<b>School Website</b>	<a href="https://montague.schoolloop.com/">https://montague.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	43-69674-6048938

## 2021-22 District Contact Information

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

## 2021-22 School Overview

Montague Elementary is located in north Santa Clara in the heart of Silicon Valley's Golden Triangle. The east side of the school's attendance area is adjacent to north San Jose. Approximately 90% of the dwellings are single-family homes built in the 1960s. The remaining homes are apartments and some newly constructed condominiums.

The median income of families feeding into the school ranges from homeless to middle class. There is a large percentage of single-parent families, working mothers, two working parents, and extended families living together. The majority of parents work in skilled and semi-skilled professions. To meet the needs of these working families, Montague offers an after school extended day program serving students after school in Kindergarten through 5th grade and through Prop 49 the YMCA serving students in grades 1-5 from 2:31-6 p.m. daily.

Montague serves grades preschool through fifth. It opened in 1962 with twelve self-contained classrooms and no cafeteria. In 1968 the campus almost doubled in size with the addition of eleven classrooms. A cafeteria, complete with a stage and kitchen, was built in 1968. Four additional portable buildings were added in 1997 to accommodate the 20:1 ratio in third grade and then another three were added in 2003 to accommodate growth in the area. This brings the total to thirty self-contained classrooms. The entire school site, including underground electrical and plumbing, was modernized in 2004. Within the self-contained classrooms, Montague houses a state preschool, a community preschool comprised of (1) full cost full day and (1) full cost 1/2 day preschool, (1) K/1 SDC class, (1) 2/3 SDC class, (1) 4/5 SDC class, (1) Extended Day Program, (2) computer labs, (1) English Language Development/Reading Improvement Classroom, (1) Speech and Language classroom, and (1) Resource Specialist classroom.

One of the characteristics of Montague is its diverse population. Our school has for many years experienced what many of California's schools are now experiencing: the challenge of educating linguistically and culturally diverse students. We consider this a strength, as our students have enjoyed a living microcosm of positive intercultural relationships. Of the approximately 380 TK-5th grade students, the annual language survey shows that more than 40% of our students speak a language other than English at home. Having a student population that collectively speaks 17 different languages shapes our instructional program. The two dominant languages spoken by our children are Tagalog and Spanish. Also, we have witnessed an increase in the number of students who speak Korean and Chinese. To meet the needs of our diverse student population, Montague School uses a variety of instructional methods. Two computer labs, classroom computers and tablets, and a library media center further enhance the delivery of instruction. A school-wide structure for language vocabulary instruction is implemented and

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adhered to as much as possible. Translators provide additional services at parent/teacher conferences, parent workshops and school meetings, and most school communications are translated into Spanish.

The staff provided through district funding include: one full-time principal, fifteen classroom teachers, three self-contained special day class teachers, seven paraprofessional special education assistants, one RIS Reading Specialist 50%, one English language development specialist teacher 50%, one full-time resource specialist teacher, one resource specialist paraprofessional, one 50% psychologist, one 100% speech/language development specialist, one physical education specialist, one 50% library/media specialist, one 10% nurse, one full-time secretary, one part-time office assistant who also serves as the school's English language assessment technician, one 20% health aide, two custodians, and four noon duty aides. The library and resource/media center houses materials and equipment used to help coordinate the learning goals and objectives for the comprehensive school program, including the regular program, the Title 1 School-wide Program, the English Language Development Program, and the Resource Specialist program. Materials include those purchased with District, Title 1, and State Compensatory Education Funds.

In addition to the wide variety of materials, Montague's success is also defined by cooperatively planned program improvement and staff development. The staff has two leadership teams that guide all of the staff, students, and community. One, the Guiding Coalition, leads the staff in collaboration and assuring that all students learn at high levels. The other leadership team guides all the students to be responsible, respectful, and safe and follow the positive behavior support program at our school.

The staff is committed to using the collaborative process for planning. Montague will continue to focus on improving the reading and mathematics program offered at all grade levels. Staff meet regularly in curricular groups, grade-level teams, and cross grade-level groups to assess student work and analyze data to plan accordingly. Many teaching and assessment strategies were developed and piloted as a result of this ongoing, collaborative effort. The staff is committed to sharing its own expertise in all these areas, and to learning new ideas and strategies together. Release time is scheduled for peer observation and collaboration.

Finally, our staff has pledged commitment to our students who are judged to be "at risk." Ongoing collaborative interventions are provided throughout the school. An Extended Day program called SOAR for selected Title 1 students is also provided in some grades. We also continue to focus on attendance and tardies, homework responsibility, and social and emotional well-being. When held accountable, all those factors will most likely benefit one's academic success. Currently, the staff is working on

revising its mission and at the same time determining its vision, collaborative responsibility, and collective commitments.

Montague's Current Mission Statement:

"The Montague staff and community develops lifelong learners who reach their fullest potential academically and socially."

Montague's Current Vision Statements:

A Place to Learn and Grow: Each child will be valued for what he/she brings to our school community. Each student, teacher, and staff member will contribute to a school environment emphasizing a sense of belonging and high expectations for learning and behavior. Children will be assured that their learning will be supported. Our school will be a safe and respectful place for children's personal well-being, ideas, and feelings.

The Ways We Teach and Learn:

Our instructional strategies and learning goals will be guided by state/district standards and systematic and varied assessments with clear high expectations of achievement for all. We will employ a variety of instructional strategies and tools to develop skills and to instill enthusiasm for learning.

What We Teach:

We will provide a rich curriculum through which students can explore their diverse talents and interests. We believe that teaching literacy and mathematics are the primary purpose of our school. We are dedicated to developing fully literate and mathematically strong students: strong readers, listeners, writers, speakers, problem solvers, and critical thinkers. All children will be challenged to meet and surpass rigorous grade-level standards and beyond.

The Ways We Work:

We will create a stimulating, supportive and respectful work environment where life-long learning is valued and opportunities for professional development are provided. We believe that communication systems and collaboration among professional staff result in more effective and efficient instructional practices.

Foundations for Learning:

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Parents are the child's first teachers. We know that a child who is well supported by his/her caretakers and the school will be the most successful as a learner. We will employ as many strategies as we can to develop partnerships with parents and other community members and agencies.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	110
Grade 1	57
Grade 2	64
Grade 3	49
Grade 4	61
Grade 5	60
Total Enrollment	401

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.5
Asian	34.2
Black or African American	2.2
Filipino	12.2
Hispanic or Latino	30.2
Native Hawaiian or Pacific Islander	1.2
Two or More Races	5.5
White	13.5
English Learners	29.2
Foster Youth	0.2
Homeless	1.5
Socioeconomically Disadvantaged	38.4
Students with Disabilities	13.2

## 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>	20.2	91.0	660.2	87.6	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	1.7	0.2	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	14.2	1.9	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	20.7	2.7	12115.8	4.4
<b>Unknown</b>	2.0	9.0	56.7	7.5	18854.3	6.9
<b>Total Teaching Positions</b>	22.2	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
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<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

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](http://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	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: October 2021	Yes	0
Mathematics	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: October 2021	Yes	0
Science	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: October 2021	Yes	0
History-Social Science	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: October 2021	Yes	0
Foreign Language	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: October 2021	Yes	0
Health	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: October 2021	Yes	0
Visual and Performing Arts	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: October 2021	Yes	0

<b>Science Laboratory Equipment</b> (grades 9-12)	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: October 2021	Yes	0
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## 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](http://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](http://www.santaclarausd.org/bond)

### Age of School Buildings

Montague houses grades preschool through fifth. It opened in 1962 with twelve self-contained classrooms and no cafeteria. In 1967, the campus almost doubled in size with the addition of eleven classrooms. A cafeteria, complete with a stage and kitchen, was built in 1961. Four additional portable buildings were added in 1997 to accommodate the 20:1 ratio in kindergarten through third grade at that time, and then another three more were added in 2003 to accommodate growth in the area. This brings the total to 30 self-contained classrooms. The entire school site, including underground electrical and plumbing, was modernized a few years ago. Within the self-contained classrooms, Montague houses, a State Preschool, a District Community Preschool, a Transitional Kindergarten class, (1) K/1 Mod./Sev. SAI class, (1) 2/3 Mod./Sev. SAI class, ( 1) 4/5 Mod./Sev. SAI class, 1 Extended Day Program, 2 computer labs, 1 speech and language classroom, and 1 resource specialist classroom.

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

June 2021

System Inspected	Rate	Rate	Rate	Repair Needed and Action Taken or Planned
	Good	Fair	Poor	

## School Facility Conditions and Planned Improvements

<b>Systems:</b> 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.
<b>Interior:</b> Interior Surfaces	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over the summer 2021 break.
<b>Cleanliness:</b> 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.
<b>Electrical</b>	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over the summer 2021 break.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over the summer 2021 break.
<b>Safety:</b> Fire Safety, Hazardous Materials	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over the summer 2021 break.
<b>Structural:</b> Structural Damage, Roofs	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over the summer 2021 break.
<b>External:</b> 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
<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>	170	NT	NT	NT	NT
<b>Female</b>	75	NT	NT	NT	NT
<b>Male</b>	95	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	37	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	27	NT	NT	NT	NT
<b>Hispanic or Latino</b>	61	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	25	NT	NT	NT	NT
<b>English Learners</b>	60	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	58	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	31	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
<b>All Students</b>	170	NT	NT	NT	NT
<b>Female</b>	75	NT	NT	NT	NT
<b>Male</b>	95	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	37	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	27	NT	NT	NT	NT
<b>Hispanic or Latino</b>	61	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	25	NT	NT	NT	NT
<b>English Learners</b>	60	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	58	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	31	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	160	146	91.25	8.75	53.42
Female	71	67	94.37	5.63	61.19
Male	89	79	88.76	11.24	46.84
American Indian or Alaska Native	--	--	--	--	--
Asian	35	32	91.43	8.57	68.75
Black or African American	--	--	--	--	--
Filipino	26	23	88.46	11.54	43.48
Hispanic or Latino	57	53	92.98	7.02	37.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	23	20	86.96	13.04	75
English Learners	55	48	87.27	12.73	22.92
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	58	52	89.66	10.34	46.15
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	21	19	90.48	9.52	15.79

\*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	160	147	91.88	8.13	25.85
Female	71	67	94.37	5.63	28.36
Male	89	80	89.89	10.11	23.75
American Indian or Alaska Native	--	--	--	--	--

<b>Asian</b>	35	32	91.43	8.57	40.63
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	26	23	88.46	11.54	30.43
<b>Hispanic or Latino</b>	57	53	92.98	7.02	3.77
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	23	20	86.96	13.04	50
<b>English Learners</b>	55	48	87.27	12.73	12.5
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	58	52	89.66	10.34	17.31
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	21	19	90.48	9.52	10.53

\*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.

<b>Subject</b>	<b>School 2019-20</b>	<b>School 2020-21</b>	<b>District 2019-20</b>	<b>District 2020-21</b>	<b>State 2019-20</b>	<b>State 2020-21</b>
<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
All Students	57	NT	NT	NT	NT
Female	28	NT	NT	NT	NT
Male	29	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	11	NT	NT	NT	NT
Hispanic or Latino	20	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	19	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	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 the child's first teachers. We know that a child who is well supported by his/her caretakers and the school will be the most successful as a learner. We will employ as many strategies as we can to develop partnerships with parents and other community members or agencies. Parents can be a part of the school PTA, School Site Council and ELAC. Parents are encouraged to become a Montague Volunteer and help in the children's classrooms and with school activities. Other school wide events that are well attended by families include Back to School Night, Open House, the annual Walk-a-thon, Winter Performance, Spring Concert, Montague Market, Family Math Night, Family Literacy Night, Science Fair Night, Family Bingo Fun, and Movie Nights. Parent Education workshops are held on topics such as Positive Parenting, Project Cornerstone, and Supporting Academics and Homework to develop the importance of connecting children with adults. In addition, Montague School supports a weekly E.S.L. class with childcare so parents can have the opportunity to learn English, and will be developing an evening homework center to help parents in understanding how to work with their children at home. Also, to support the diversity of Montague, PTA will be sponsoring a multi-cultural event for families to share and celebrate their culture and heritage.

Anyone interested in becoming more involved is encouraged to contact our school office at (408) 423-1900.



## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	434	416	30	7.2
Female	200	189	12	6.3
Male	234	227	18	7.9
American Indian or Alaska Native	2	2	0	0.0
Asian	152	143	4	2.8
Black or African American	10	10	1	10.0
Filipino	49	49	6	12.2
Hispanic or Latino	128	125	11	8.8
Native Hawaiian or Pacific Islander	5	5	3	60.0
Two or More Races	23	22	2	9.1
White	63	58	3	5.2
English Learners	172	166	12	7.2
Foster Youth	1	1	0	0.0
Homeless	6	6	4	66.7
Socioeconomically Disadvantaged	157	157	21	13.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	59	56	13	23.2

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.00	0.00	3.37	0.12	3.47	0.20
<b>Expulsions</b>	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
<b>Suspensions</b>	0.00	2.17	2.45
<b>Expulsions</b>	0.00	0.01	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>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	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	17	4	3	
1	21		3	
2	21	1	2	
3	21	1	2	
4	27		2	
5	23		2	
6				
Other	10	2		

## 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	14	7		
1	13	3	2	
2	21	1	1	
3	39		1	1
4	26		2	
5	28		2	
6				
Other	13	3	1	

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	4	3	
1	18	3		
2	19	2	1	
3	35		1	1
4	29		2	
5	28		2	
6				
Other	8	3		

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	1
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	1.5

## 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
<b>School Site</b>	\$11,971	\$3,706	\$8,265	\$113,085
<b>District</b>	N/A	N/A	\$8,540	\$114,438
<b>Percent Difference - School Site and District</b>	N/A	N/A	-3.3	-1.2
<b>State</b>			\$8,444	\$86,376
<b>Percent Difference - School Site and State</b>	N/A	N/A	-2.1	26.8

## 2020-21 Types of Services Funded

Montague Elementary School is a Title 1 School and utilizes Title I funds to support all students being successful in reading, math, and writing. The school hires a 50% reading intervention teacher who works with students in grades K-3 in reading. She utilizes both a program to teach comprehension and vocabulary, as well as a strong phonic foundation program. The School also started utilizing both the SIPPS program in K-3 classrooms to increase phonics skills and the Fry's High Frequency Words in grades K-5 to increase rapid word recognition of sight words. This school year, the school added a 50% teacher who specifically works with English Language Learners to help them attain reading and writing skills in English.

Students work in the computer labs 3-5 days a week on reading, writing and math as well. Students have access to RAZ Kids, Compass Learning, and ALEKS to enhance their academic skills. Some classrooms also have computers so that small groups can work on the computer as teachers work with small groups in reading and/or math. Students in grades 2-5 also were provided with 6 Tablets in their classrooms to also give small group support in needed academic areas.

Many students participate in SOAR after school in reading or math. Supplemental Educational Services will provide specialized tutorial services after school in the spring as Montague is a Title I School in Program Improvement.

## 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>	\$75,297	\$52,562
<b>Mid-Range Teacher Salary</b>	\$113,825	\$83,575
<b>Highest Teacher Salary</b>	\$134,944	\$104,166
<b>Average Principal Salary (Elementary)</b>	\$168,906	\$131,875
<b>Average Principal Salary (Middle)</b>	\$186,621	\$137,852
<b>Average Principal Salary (High)</b>	\$187,798	\$150,626
<b>Superintendent Salary</b>	\$275,000	\$260,243
<b>Percent of Budget for Teacher Salaries</b>	29%	34%
<b>Percent of Budget for Administrative Salaries</b>	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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	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

<b>District Name</b>	Santa Clara Unified School District
<b>Phone Number</b>	(408) 423-2000
<b>Superintendent</b>	Stella M. Kemp, Ed.D.
<b>Email Address</b>	communications@scusd.net
<b>District Website Address</b>	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
<b>All Students</b>	7577	858	11.32	88.68	65.90
<b>Female</b>	3674	426	11.59	88.41	72.26
<b>Male</b>	3902	432	11.07	88.93	59.56
<b>American Indian or Alaska Native</b>	41	6	--	85.37	--
<b>Asian</b>	2293	269	11.73	88.27	80.83
<b>Black or African American</b>	191	21	10.99	89.01	29.41
<b>Filipino</b>	432	73	16.90	83.10	63.89
<b>Hispanic or Latino</b>	2660	280	10.53	89.47	46.36
<b>Native Hawaiian or Pacific Islander</b>	39	2	5.13	94.87	--
<b>Two or More Races</b>	479	49	10.23	89.77	79.17
<b>White</b>	1442	158	10.96	89.04	73.20
<b>English Learners</b>	1656	111	6.70	93.30	14.56
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	108	4	3.70	96.30	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	2199	193	8.78	91.22	40.22
<b>Students Receiving Migrant Education Services</b>	30	3	10.00	90.00	--
<b>Students with Disabilities</b>	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
<b>All Students</b>	7577	831	10.97	89.03	49.46
<b>Female</b>	3674	414	11.27	88.73	51.09
<b>Male</b>	3902	417	10.69	89.31	47.84
<b>American Indian or Alaska Native</b>	41	6	--	85.37	--
<b>Asian</b>	2293	264	11.51	88.49	74.24
<b>Black or African American</b>	191	20	10.47	89.53	26.32
<b>Filipino</b>	432	71	16.44	83.56	37.14
<b>Hispanic or Latino</b>	2660	266	10.00	90.00	21.97
<b>Native Hawaiian or Pacific Islander</b>	39	2	5.13	94.87	--
<b>Two or More Races</b>	479	48	10.02	89.98	66.67
<b>White</b>	1442	154	10.68		57.79
<b>English Learners</b>	1656	94	5.68	94.32	16.13
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	108	4	3.70	96.30	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	2199	176	8.00	92.00	18.97
<b>Students Receiving Migrant Education Services</b>	30	2	6.67	93.33	--
<b>Students with Disabilities</b>	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

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

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