

# Northwood 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>	Northwood Elementary School
<b>Street</b>	28 Carson Street
<b>City, State, Zip</b>	Irvine, CA 92620
<b>Phone Number</b>	(949) 936-5950
<b>Principal</b>	Janelle Mazza
<b>Email Address</b>	janellemazza@iusd.org
<b>School Website</b>	northwood.iusd.org
<b>County-District-School (CDS) Code</b>	30-73650-6100861

## 2021-22 District Contact Information

<b>District Name</b>	Irvine Unified School District
<b>Phone Number</b>	(949) 936-5000
<b>Superintendent</b>	Mr. Terry Walker
<b>Email Address</b>	TerryWalker@iusd.org
<b>District Website Address</b>	www.iusd.org

## 2021-22 School Overview

Mission Statement:

“Our mission is to prepare our students to face the challenges of the future and be their best selves.”

A Snapshot of Northwood Elementary School: Northwood Elementary is a neighborhood school that opened its doors in 1980. Throughout its 40 year history, Northwood Elementary has enjoyed impressive academic growth and strong community support. Located in Irvine, California, Northwood Elementary School serves approximately 500 students, TK through sixth grade, in the heart of suburban Orange County. Established in 1980, Northwood Elementary serves a richly diverse student population with students representing approximately 20 different language groups. Over the past decade Northwood’s Academic Performance Index (API) has shown continuous improvement, climbing from 790 in 1999, to 933 in 2013, a growth of 143 points. Northwood Elementary became a California Distinguished School in 2002, a testimony to the devotion of Northwood’s talented teachers, diligent students, and caring community. In 2008, the U.S. Department of Education awarded Northwood Elementary the prestigious Blue Ribbon Award for its high academic performance.

Mission: At Northwood Elementary School, our dedicated teaching staff, hardworking students, and supportive parents hold high expectations for student success. Our mission statement answers the question, “Why do we exist?” and speaks to our high expectations: “Our Mission is to prepare our students to face the challenges of the future and become their best selves.” The first part of our mission statement, “preparing our students to face the challenges of the future” addresses the need to provide our students the knowledge base and critical thinking skills they need to succeed in a rapidly changing world. The second part our mission statement, “becoming their best selves” speaks to our necessity to nurture ethical and socially responsible citizens. By holding true to our mission, we ensure that our students’ future will be full of promise.

Vision: In determining our school vision, we asked ourselves the question “What kind of school do we wish to become?” To create our vision, we enlisted the help of students and parents to join with our teachers in crafting a vision for our future. After bringing all stakeholders to the table, three main areas of focus emerged from our visioning process: (1) Fostering a Love of Learning, (2) Valuing Individuals, and (3) Enriching Learning. We continuously foster a love of learning in our school by (a) celebrating accomplishments, (b) motivating student success, (c) teaching with enthusiasm, and (d) giving students meaningful project-based learning tasks. We enrich learning by (a) creating after-school programs, (b) offering learning opportunities beyond reading, writing and math such as art, music and physical fitness, (c) utilizing computer-aided programs, and (d)

## 2021-22 School Overview

fostering community service oriented activities. To value individuals we (a) promote character values, (b) praise effort and recognize good work, (c) differentiate instruction, and (d) promote personal goal-setting. As a community of learners, we constructed a compelling picture of what Northwood Elementary could be, and by working together as parents, teachers and students, we have taken our school from good to great. Northwood Elementary embodies the spirit of No Child Left Behind by: (a) identifying all students with learning difficulties, (b) providing research-based interventions (e.g., Response to Instruction and extended learning opportunities) to help those with learning difficulties improve, (c) using proficiency data to measure learning levels, (d) setting individualized learning goals, and (e) continuously improving instruction. In so doing, we endeavor to have all our students perform at high levels.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	48
Grade 1	45
Grade 2	44
Grade 3	39
Grade 4	40
Grade 5	42
Grade 6	45
<b>Total Enrollment</b>	<b>303</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	31.4
Black or African American	6.3
Filipino	2
Hispanic or Latino	19.1
Native Hawaiian or Pacific Islander	1.3
Two or More Races	11.2
White	28.7
English Learners	23.4
Socioeconomically Disadvantaged	38
Students with Disabilities	8.3

## 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>	10.9	100.0	1230.0	89.7	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	0.8	0.1	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	50.0	3.6	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	39.1	2.9	12115.8	4.4
<b>Unknown</b>	0.0	0.0	51.7	3.8	18854.3	6.9
<b>Total Teaching Positions</b>	10.9	100.0	1371.8	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
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	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

Year and month in which the data were collected		September 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Mathematics</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>History-Social Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Foreign Language</b>	N/A		0%
<b>Health</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Visual and Performing Arts</b>	All students are provided an individual textbook and/or instructional material.	Yes	0%

<b>Science Laboratory Equipment</b> (grades 9-12)	N/A		0%
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## School Facility Conditions and Planned Improvements

The Northwood School Community continuously focuses on providing a safe learning environment for all students. School safety and cleanliness are a priority. Our efforts are focused on keeping all students safe before, during and after school. Northwood provides before and after school supervision by certificated staff members and the staff works as a team in an effort to prevent unauthorized access to school. There are established procedures for check in / visitors, supervision of grounds, student pick-up and drop off. To alleviate congestion during drop off and pick up times, lanes have been reconfigured for drop off only and drive through only. Additionally, eight visitor parking spaces were added.

During the summer of 2007-08, Northwood Elementary underwent extensive re-modernization. Upgrades included upgraded bathrooms for students and staff (ADA compliant), new doors, soundproofing, complete classroom renovations (including new paint, new carpet, and structural changes to comply with ADA statutes that have been enacted since the school opened in 1980). In 2008-09, the computer lab was equipped with new computers and monitors, and all portable classrooms were outfitted with 4 networked computers per room. For the 2009-10 school year, all ball walls were replaced, new playground swings were installed, a new marquee was mounted on the front of the school, and backpack racks were hung to create more space in the classrooms and improve flow through the hallways. In 2010-11, a second computer lab was created to support 21st century learning for Northwood’s growing student population. In 2014-2015, 2 mobile Chromebook carts were provided for upper grade student and in 2015-2016, 2 additional Chromebook carts were provided, given 3rd, 4th, 5th and 6th each a cart which allowed increased flexible use of technology.

The Irvine Unified School District is at the vanguard of the “green schools” movement; the IUSD Board of Education approved a historic plan to place energy-generating solar panel systems at 16 district sites, including Northwood Elementary School. Upon completion, this ambitious project will be the largest solar deployment for a public school system in California, and possibly the United States. The clean, silent renewable energy systems are anticipated to save the district \$8 million in energy expenses over 20 years based on conservative estimates. In 2010, Northwood Elementary had solar panels installed on its roof surfaces to capture solar energy; the energy cost savings for Northwood Elementary will be approximately \$10,000 per year.

Measure E was passed by Irvine voters in June 2016 to ensure all students, not just those in newer neighborhoods, have access to modern learning environments and technology to support IUSD’s high academic standards and to prepare students for 21st century college and career.

Measure E will provide a maximum available bond issuance of \$319 million for facilities improvements at 28 of the District’s aging schools, including Northwood Elementary. Funding is currently planned to be issued in four series over 12 years, with construction anticipated over the next 15 years, which will enable IUSD to efficiently and effectively manage complex projects and resources. Funding for first series projects will be up to \$95 million.

What this means for Northwood is exciting – during this second series we are scheduled to receive a new music classroom building, instrument storage, new all gender restroom, expanded kitchen, among other upgrades. [Click here to see the proposed project list.](#)

<b>Year and month of the most recent FIT report</b>	11/26/2021
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			10: 4. WATER STAIN CEILING TILES K17: 4. WATER STAIN CEILING TILES
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			12: 7. LIGHT DIFFUSER IS CRACKED

## School Facility Conditions and Planned Improvements

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

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



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	164	NT	NT	NT	NT
<b>Female</b>	88	NT	NT	NT	NT
<b>Male</b>	76	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	50	NT	NT	NT	NT
<b>Black or African American</b>	13	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	40	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	18	NT	NT	NT	NT
<b>White</b>	37	NT	NT	NT	NT
<b>English Learners</b>	37	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	70	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	20	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	164	NT	NT	NT	NT
Female	88	NT	NT	NT	NT
Male	76	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	50	NT	NT	NT	NT
Black or African American	13	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	40	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	18	NT	NT	NT	NT
White	37	NT	NT	NT	NT
English Learners	37	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	70	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	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.

STAR Renaissance Student Groups	STAR Renaissance Total Enrollment	STAR Renaissance Number Tested	STAR Renaissance Percent Tested	STAR Renaissance Percent Not Tested	STAR Renaissance Percent At or Above Grade Level
All Students	162	162	100	0	64.2
Female	87	87	100	0	66.67
Male	75	75	100	0	61.33
American Indian or Alaska Native	--	--	--	--	--

<b>Asian</b>	49	49	100	0	83.67
<b>Black or African American</b>	12	12	100	0	41.67
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	40	40	100	0	50
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	18	18	100	0	66.67
<b>White</b>	37	37	100	0	56.76
<b>English Learners</b>	35	35	100	0	28.57
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	72	72	100	0	47.22
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	26	26	100	0	30.77

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

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

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

<b>STAR Renaissance Student Groups</b>	<b>STAR Renaissance Total Enrollment</b>	<b>STAR Renaissance Number Tested</b>	<b>STAR Renaissance Percent Tested</b>	<b>STAR Renaissance Percent Not Tested</b>	<b>STAR Renaissance Percent At or Above Grade Level</b>
<b>All Students</b>	161	161	100	0	72.67
<b>Female</b>	86	86	100	0	66.28
<b>Male</b>	75	75	100	0	80
<b>Asian</b>	49	49	100	0	95.92
<b>Black or African American</b>	12	12	100	0	41.67
<b>Hispanic or Latino</b>	40	39	97.5	2.5	48.72
<b>Two or More Races</b>	18	18	100	0	77.78
<b>White</b>	37	37	100	0	72.97
<b>English Learners</b>	35	35	100	0	62.86
<b>Socioeconomically Disadvantaged</b>	72	72	100	0	56.94
<b>Students with Disabilities</b>	26	25	96.15	3.85	32

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

## CAASPP Test Results in Science for All Students

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

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

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	40	NT	NT	NT	NT
<b>Female</b>	17	NT	NT		
<b>Male</b>	23	NT	NT		
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	12	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	--	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	11	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	18	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	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

##### Opportunities for Parents to Contribute

Parents at Northwood Elementary are invited and encouraged to participate in their child's education; there are a variety of opportunities available for parents to volunteer, share their expertise and time. Some of the ways parents can contribute include:

- Serve as a classroom or school volunteer
- Serve as a room parent
- Chaperone field trips
- Serve on the PTA Executive Board
- Chair PTA committees
- Volunteer to help with school and PTA sponsored events
- Serve on the School Site Council
- Organize parent communication folders
- Participate in Book Swaps
- Serve in the Library
- Support students during Language Arts or Mathematics blocks
- Contribute through our annual Fundraisers (Jog-a-thon, Donation Drive, See's Candy, etc.)

##### School and PTA Sponsored Family Activities

School and PTA sponsored activities which promote family time are scheduled throughout the year. These activities include:

- Walk-to-School Day
- Family Film Nights
- Back-to-School Community Event

## 2021-22 Opportunities for Parental Involvement

- Family Lunchtime
- Fall Festival and Spring World Fair
- Read Across America Day
- Book Fairs and Book Swaps
- Family Astronomy Night
- Title 1 Parent Meetings
- ELAC Meetings
- Additional Special family events

### Parent Communication

The staff at Northwood Elementary School communicates student performance to our parents, students, and community in a variety of ways. Teachers and staff communicate with parents in the following ways:

- Thursday Highwheeler communication folders
- Trimester progress reports
- Trimester report cards
- October Goal setting conferences
- Back-to-School Night
- Open House
- Individualized Educational Plan (IEP) meetings and updates
- Monthly character recognition
- Classroom newsletters
- Student Study Teams (SST)
- School Newsletter
- School Messenger phone notification system
- Daily planners requiring parent signatures
- Emails
- Teacher/staff to parent phone calls
- Face-to-face communication
- Letters home
- School website
- Teacher-generated websites including Canvas
- School marquee
- List-serve email communication

### Parental Shared Governance Opportunities

By building bridges with our community, Northwood families have a hand in guiding the school towards its vision. Other venues for communication regarding student performance involve formalized opportunities for parents to share in the governance and direction of the school. Examples of representative bodies that exist for parents at our school include:

- Parent Teacher Association (PTA)
- School Site Council (SSC)
- Title 1 Parent Group
- English Language Advisory Council (ELAC)



## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	336	318	32	10.1
Female	176	165	19	11.5
Male	160	153	13	8.5
American Indian or Alaska Native	0	0	0	0.0
Asian	109	102	3	2.9
Black or African American	21	19	6	31.6
Filipino	6	6	0	0.0
Hispanic or Latino	66	62	9	14.5
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	38	35	2	5.7
White	92	90	12	13.3
English Learners	85	84	10	11.9
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	131	125	22	17.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	41	41	9	22.0

### 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>	0.49	0.00	1.01	0.14	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.03	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>	0.17	0.73	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>		
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>		

## 2021-22 School Safety Plan

Northwood School has adopted a comprehensive Safe School Plan, which is reviewed and updated each year. Our plan is evaluated yearly and amended, as needed by the School Site Council or School Safety Planning Committee. Key elements of the plan include: 1. Assessing the current status of school crime committed on the school campus and at school-related functions, 2a. Child Abuse Reporting Procedures, 2b. Disaster Procedures-Routine and Emergency, 2c. Policies for Suspension, Expulsion and Mandatory Expulsion, 2d. Procedures for Notification of Staff Regarding Dangerous Students, 2e. Policies on Sexual Harassment, 2f. Policy Relating to School Dress Code (especially gang-related apparel), 2g. Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School, 2h. Procedures that Create a Safe and Orderly Environment Conducive to Learning at School, 2i. Rules and Procedures on School Discipline.

In addition to a school wide discipline program, each teacher has established classroom discipline expectations. Copies of expectations and consequences are provided to each parent and student at Back to School Night. Many teachers have on-going teacher developed incentive programs in their classrooms. The best way to keep children safe, however, is to encourage them to behave safely and be their best selves. We promote safety through the positive reinforcement of exemplary behavior. Our students are rewarded for academic and social growth through a variety of programs including:

- School Spirit Day weekly trophy awards
- Monthly character recognition
- ROLL Bucks, redeemable for class incentives

To reinforce adaptive behaviors and discourage maladaptive behaviors, all students are taught behavior expectations for all settings at school in the beginning and throughout the year. These expectations are also clearly communicated to parents and reinforced by teachers and support staff. Additionally, students engage in regularly scheduled emergency drills, and teachers are trained to implement lockdowns, search and rescue, and first aid.

At Northwood, we pursue an integrated approach to creating a safe and positive school environment by complementing our academic programs with our Positive Behavioral Intervention and Supports (PBIS) system. The logic, tenets, and principles of PBIS are similar to those represented in Response-to-Instruction (RTI) such that universal screening, continuous progress monitoring, data-based decision making, implementation fidelity, are evidence-based interventions implemented. Literacy and numeracy implementation frameworks are examples of the application of RTI for academic behavior, and PBIS is an example of the application of RTI for social behavior. Northwood Elementary School is also proud to partner with Harper for Kids to teach our students important character traits from legendary UCLA Coach John Wooden's Pyramid of Success and his definition of success for children which is: "Success is happiness in your heart because you made the effort, 100%, to do your best!"

- Continue to implement staff development in Positive Behavioral Intervention and Supports (PBIS).
- Continue to provide continuous training for our PBIS Team and PBIS Coach/Principal.
- Implement Tier II IPBS with PBIS Coach/Principal/IPBS Tier II Team.
- Continue to implement and adjust a school-wide PBIS behavior matrix (R.O.L.L.: Respectful, On time & Ready, Living Responsibly, Living Safely) to meet the needs of Northwood's school culture and climate.
- Continue to conduct PBIS walkthroughs with all students at the beginning of the school year to communicate behavioral expectations.
- Continue to hold behavior assemblies for all grade levels during the first two weeks of the school year as well as during the middle of the year.
- Continue to teach and reinforce character development school-wide.

Other staff trainings that emphasize a safe school climate include:

- Staff trained in the implementation of Tier I PBIS.
- Staff trained in Tier II interventions and supports for IPBS which supports PBIS.
- Staff trained by Irvine Police Department School Liaison in the areas of: (1) school lock downs, (2) search and rescue, (3) student supervision/parent reunification, and (4) triage and first aid.
- Staff trained in administering an Automatic External Defibrillator (AED) and EpiPen.
- Creating peanut-free areas at the lunch tables for students with peanut allergies.

## 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	30		3	
1	29		2	
2	28		3	
3	29		3	
4	28		3	
5	28		3	
6	30		3	

### 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	4		
1	30		2	
2	30		2	
3	31		2	
4	28	1		
5	31		3	2
6	30		6	
Other	32		2	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	12	4		
1	20	2	1	
2	20	2	1	
3	21		1	
4	10	6		
5	13	5		
6	20	2	1	
Other	25	2	2	

## 2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

## 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

## 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	\$6,452	\$470	\$5,982	\$94,364
District	N/A	N/A	\$6,053	\$86,745
Percent Difference - School Site and District	N/A	N/A	-1.2	8.4
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-34.1	10.8

## 2020-21 Types of Services Funded

The Local Control Funding Formula (LCFF) has replaced California's previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the LCFF model has established three sources of state funding with increased local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching through induction program, content TOSAs and teacher mentor program , 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement through support of Professional Learning Communities (PLC) and site PLC coaches, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including; Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Middle school zero period program, 12) Maintain positive behavioral intervention and support program, 13) Maintain site staffing with full-time assistant principals, 14) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 15) Support interventions and supplemental programs impacting English learners, low income and foster youth, 16) Continue to build Career-Technical Education pathways and blended On-line learning opportunities for students, 17) Develop mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

Finally, CONCENTRATION grant funding equal to 50 percent of the base is provided to districts in which English-learners, low-income students and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.

## 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>	\$50,071	\$50,897
<b>Mid-Range Teacher Salary</b>	\$89,426	\$78,461
<b>Highest Teacher Salary</b>	\$115,594	\$104,322
<b>Average Principal Salary (Elementary)</b>	\$141,894	\$131,863
<b>Average Principal Salary (Middle)</b>	\$153,295	\$137,086
<b>Average Principal Salary (High)</b>	\$174,854	\$151,143
<b>Superintendent Salary</b>	\$335,993	\$297,037
<b>Percent of Budget for Teacher Salaries</b>	33%	32%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

Professional development has been a driving force in our continuous improvement efforts at Northwood Elementary. Over the past several years, professional development has been brought to Northwood as a response to student data, changes in instructional practices with the adoption of Common Core State Standards, increased technological developments, and stakeholder input.

- (1) Common Core State Standards in English Language Arts and Mathematics, including focus on Intellectual Risk Taking and Growth Mindset
- (2) Positive Behavioral Interventions and Supports (PBIS) and Intensive PBIS Systems of Support (IPBS)
- (3) Writing
- (4) Professional Learning Community (PLC)
- (5) Multi-tiered Support System (MTSS), Response to Instruction (RTI) and Intervention
- (6) Application of technology to support learning
- (7) Thinking Maps
- (8) Character Development Program based on Coach John Wooden's Pyramid of Success
- (9) EQ Schools: Supporting Schools to build cultures that put the wellbeing and emotional intelligence of students and educators first.

Below is an outline of these areas of staff development:

- (1) Common Core State Standards in English Language Arts and Mathematics
  - Close Reading strategies
  - Transition to Common Core Standards
  - Smarter Balanced Assessment Continuum (SBAC)
  - 14/15 District adopted math curriculum for all grade levels
  - UCI Math project
  - Standards for Mathematical Practices
  - 6th / 7th grade collaboration on articulation and vertical alignment
  - 17/18 District adopted English/Language Arts curriculum
- (2) Positive Behavioral Interventions and Supports (PBIS) and Intensive PBIS Systems of Support (IPBS)
  - District overview and follow up of Tier 1 PBIS program
  - Staff collaboration of behavioral values, norms, expectations, incentives and responses
  - Staff professional development of Tier 2 responses to behavior
  - IPBS Team and MTSS professional development around identifying and responding to behaviors



## Professional Development

### (3) Writing

- Initial and follow up training in Step-Up-to-Writing for K-6 teachers

### (4) Professional Learning Community (PLC)

- Overview of PLC process with staff, leadership team and grade levels
- PLCs meet at least twice a month to review and respond to student data by making instructional decisions for Tier 1 instruction and Tier 2/3 intervention

### (5) Multi-tiered Support System (MTSS), Response to Instruction (RTI) and Intervention

- Staff overview of MTSS process and SST process
- MTSS Team professional development on best practices, process and progress monitoring
- Staff Development on interventions strategies and programs to support academically struggling students and English Language Learners
- Staff Development on RTI Process and EIRM reading strategies
- PLC and SST training on intervening for struggling students

### (6) Application of technology to support learning

- Use of Canvas as a student / parent communication device, online instructional resources and online assignments
- Staff development around use of Google instructional applications, including Google Docs, Google Presentation, and Google Classroom
- Staff development on technological programs and tools (such as Aeries Gradebook)
- Support for administration of SBAC assessment in grades 3-6

### (7) Thinking Maps

- Staff development in using Thinking Maps in the classroom to deepen student learning
- Use of Thinking Maps in the classroom to help students organize their thinking and learning about all subjects

### (8) Character Development Program based on Coach John Wooden's Pyramid of Success

- Staff overview of Coach John Wooden's Pyramid of Success
- Staff training in teaching the Pyramid of Success to all students

### (9) EQ Schools: Supporting Schools to build cultures that put the wellbeing and emotional intelligence of students and educators first.

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>	12	6	12

# Irvine 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>	Irvine Unified School District
<b>Phone Number</b>	(949) 936-5000
<b>Superintendent</b>	Mr. Terry Walker
<b>Email Address</b>	TerryWalker@iusd.org
<b>District Website Address</b>	www.iusd.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	19696	2272	11.54	88.46	79.66
Female	9419	1101	11.69	88.31	84.26
Male	10270	1169	11.38	88.62	75.30
American Indian or Alaska Native	27	2	--	92.59	--
Asian	9484	1167	12.30	87.70	86.63
Black or African American	404	36	8.91	91.09	58.33
Filipino	369	49	13.28	86.72	81.63
Hispanic or Latino	2371	239	10.08	89.92	62.71
Native Hawaiian or Pacific Islander	52	5	9.62	90.38	--
Two or More Races	2085	189	9.06	90.94	82.54
White	4904	585	11.93	88.07	72.90
English Learners	2772	111	4.00	96.00	22.52
Foster Youth	34	1	2.94	97.06	--
Homeless	42	4	9.52	90.48	--
Military	222	36	16.22	83.78	76.47
Socioeconomically Disadvantaged	3773	405	10.73	89.27	65.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1885	110	5.84	94.16	33.33

## 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	19696	2221	11.28	88.72	74.36
Female	9419	1070	11.36	88.64	74.91
Male	10270	1149	11.19	88.81	73.80
American Indian or Alaska Native	27	2	--	92.59	--
Asian	9484	1145	12.07	87.93	87.76
Black or African American	404	35	8.66	91.34	40.00
Filipino	369	49	13.28	86.72	64.58
Hispanic or Latino	2371	218	9.19	90.81	45.41
Native Hawaiian or Pacific Islander	52	3	5.77	94.23	--
Two or More Races	2085	187	8.97	91.03	73.80
White	4904	582	11.87		61.86
English Learners	2772	107	3.86	96.14	38.68
Foster Youth	34	1	2.94	97.06	--
Homeless	42	6	14.29	85.71	--
Military	222	34	15.32	84.68	76.47
Socioeconomically Disadvantaged	3773	389	10.31	89.69	56.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1885	107	5.68	94.32	18.69

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

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

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

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

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

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