

Ella B. Allen Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

School Name	Ella B. Allen Elementary School
Street	4300 Allen School Lane
City, State, Zip	Bonita, CA 91902-2309
Phone Number	(619) 479-3662
Principal	John E. Greenwell, M.S.Ed.
Email Address	john.greenwell@cvesd.org
School Website	https://allenelementary.org/
County-District-School (CDS) Code	37-68023-6037832

2021-22 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619) 425-9600
Superintendent	Oscar Esquivel, Interim Superintendent
Email Address	oscar.esquivel@cvesd.org
District Website Address	www.cvesd.org

2021-22 School Overview

Ella B. Allen Elementary School offers small school charm in the largest elementary school district in California! Nestled in the hillsides of beautiful Bonita, California, Ella B. Allen Elementary School serves students in grades preschool through sixth grade and is proud to be part of the Chula Vista Elementary School District.

Allen Elementary is known as the “Home of the Allen Eagles” and promotes and supports excellence in all areas of academic, social, and emotional learning. The adults at Allen School commit their time and effort to build a solid foundation for learning for Allen students. The Instructional Leadership Team promotes professional learning for teachers to build a solid instructional foundation of powerful practices to support student learning. Through staff development and the professional learning cycle, teachers and staff collaborate to create positive outcomes for students. For social and emotional learning, the school climate committee called the Heart of Allen focuses on building systems to support the social, emotional, behavioral, and self-regulation skills of every student. In addition, Allen added its Core Values and Common Courtesies in 2020 to guide all interactions between all members of its students, staff, visitors, and families:

Allen School’s Core Values:

- Caring Honesty Perseverance Respect Responsibility

Allen School’s Common Courtesies:

- “Please.” “Thank you.” “Good morning” or “Good afternoon.” “I apologize for...” “Excuse me.”

These Core Values and Common Courtesies are emphasized each week through daily reminders from the Morning Messages and in-class activities as part of Social-Emotional Learning time.

Vision of Learning: The students of Allen Elementary School are citizens of an ever-changing global community. Allen students focus on academic, social, and emotional learning. They are innovative, kind, compassionate, creative, collaborative, and self-aware citizens of the 21st century.

Mission – All members of the Allen Elementary School community work collaboratively to provide a safe and nurturing learning environment for students. The staff apply a deep understanding of the California Content Standards and provide rigorous and

2021-22 School Overview

relevant learning experiences to engage and challenge all students. Additionally, the teaching staff integrate science, technology, math, and the arts across all content areas while providing the appropriate scaffolds and supports for every child to be a successful learner.

Allen School's motto is "Together, We Soar!" Allen Elementary's school community believes that the success of one Eagle is the success of all Eagles. Additionally, we know that it takes each member of the community working together to give students opportunities to reach their fullest potential. This motto connects with Chula Vista Elementary School District's theme of "Reimagining Relationships through Unity and Grace," which focuses on collaboration and maintaining relationships to promote student growth and learning. Indeed, "Each child is an individual of great worth" at Ella B. Allen Elementary School. Allen Eagles value kindness, respect, integrity, individuality, cooperation, creativity, responsibility, safety, focus, and diversity.

Character, Citizenship, and Social Emotional Learning (SEL)

Ella B. Allen Elementary School students and staff continue to do deep, meaningful work in the area of social-emotional learning. All teachers use the Sanford Harmony Program daily to teach the CASEL (Collaborative for Academic and Social Emotional Learning) competencies of Self-Awareness, Social Awareness, Relationship Skills, Self-Management, Responsible Decision-Making in order to provide a warm and nurturing learning environment. Teachers have implemented at least 15 minutes of SEL, four days a week, but many teachers do more and integrate this learning with lessons in equity, justice, writing, Science, and Social Studies. We have established four fundamental school wide rules that we call the Allen Code of Conduct: Be Kind, Be Safe, Be Respectful and Be Responsible. Additionally, we have established the Core Values and Common Courtesies in 2020. These initiatives were based in stakeholder feedback, surveys, and the committee work of the Heart of Allen Social-Emotional Learning committee and PBIS/MTSS group.

Furthermore, Allen began implementing a mindfulness program called "Inner Explorer" in February 2021. The Inner Explorer program is a series of daily 5-10 minute audio-guided mindfulness practices. The program focuses on key areas of development, bringing mindfulness to education and helping students prepare for learning. Daily practice teaches kids the practical techniques to appropriately handle difficult emotions such as stress, anxiety, anger and more. Inner Explorer offers programs for all age-groups (PreK-12) that help students with the following themes:

- Discovering Breathing and Relaxation Exercises
- Learning Awareness of Senses
- Using Thought and Emotional Regulation
- Developing Compassion and Connection
- Promoting Social Emotional Learning

The staff will use these two SEL programs (Sanford Harmony and Inner Explorer), as well as ongoing work around social justice, equity, and restorative practices to improve its ability to support students and families.

Allen School serves a diverse population of learners: The following are key demographics:

38.6% Socioeconomically Disadvantaged
16.4% English Language Learners
8.9% Students with Disabilities
0.0% Foster and Homeless Youth
63.4% Hispanic/Latino
18.2% White
2.0% African American
8.6% Filipino
2.0% Asian
0.3% Alaskan/Native American
5.2% Two or more races

Full-time Certificated Staff:

- 15 general education teachers
- 1 Resource Specialist
- 1 Principal
- 1 VAPA Resource Teacher (Art)
- 1 Impact/Intervention Teacher
- 1 Psychologist

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Part-time Certificated Staff:

- 1 Language, Speech, and Hearing Specialist
- 1 School Counselor
- 1 School Nurse
- 1 VAPA Resource Teacher (Music)

Full-time Classified Staff:

- 4 Instructional Assistants
- 1 Secretary
- 1 Attendance Health Secretary
- 2 Custodians
- 2 Child Nutrition Services employees

Part-time Classified Staff:

- 2 Technology Hardware Specialist
- 1 Instructional Assistant for English Learners
- 3 Noon Duty Supervisors
- 1 Library Technology Technician

School Characteristics/Activities

- Rigorous, California Content Standards instructional programs in all grade levels
- Formative and summative assessment data used to drive instruction
- Social Emotional Learning Programs: Sanford Harmony and Inner Explorer
- Response to Intervention Team of teachers and Special Education Staff (RTI) support for at-risk students based upon a Response to Intervention (RtI) approach
- Student recognition for positive behavior
- Quarterly awards assemblies for academic achievement and citizenship
- Quarterly recognition for excellent attendance
- Parent participation through Family First Fridays, School Site Council (SSC), Parent-Teacher Club (PTC), English Learner Advisory Committee (ELAC), Eagle Eyes Parent Volunteers (to help with safety), GATE Parent Committee, District Advisory Committee and District English Language Advisory Committee
- Distance Learning Support Program to support neediest students during the COVID-19 pandemic
- Onsite child care through YMCA and City of Chula Vista (DASH)
- Access to the Chula Vista Family Resource Centers and SBCS
- After School enrichment activities include: Robotics, CYT Performing Arts, Soccer Shots, Sing and Speak Spanish, Student Council, Safety Patrol
- Parent Teacher Club events such as the Ultra Fun Run and Talent Show
- School and District Speech Contest
- Partnerships with SDSU School of Education, Bonita Vista High School Cross-Age Tutors, and YMCA

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	47
Grade 1	54
Grade 2	45
Grade 3	43
Grade 4	46
Grade 5	63
Grade 6	47
Total Enrollment	345

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.7
Male	49.3
Asian	2.6
Black or African American	2.6
Filipino	9
Hispanic or Latino	62
Two or More Races	2.6
White	20.6
English Learners	15.1
Foster Youth	0.6
Homeless	0.6
Socioeconomically Disadvantaged	37.7
Students with Disabilities	8.4

A. Conditions of Learning

State Priority: Basic

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.0	100.0	1227.0	88.7	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	5.1	0.4	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	31.4	2.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	14.0	1.0	12115.8	4.4
Unknown	0.0	0.0	106.0	7.7	18854.3	6.9
Total Teaching Positions	15.0	100.0	1383.7	100.0	274759.1	100.0

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

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

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

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

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

2020-21 Class Assignments

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

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

The Chula Vista Elementary School District follows the state of California's curriculum cycle to adopt updated high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on the recommendations of committees comprised of district staff and community members. The CVESD Board of Education approves materials based on these recommendations.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. All reading/language arts and mathematics curricula are aligned with the California Core State Standards (CCSS). All students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the school.

The district's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The district also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards, and electronic communication. In 2020, the school and district invested heavily to ensure access for students via student laptops and wifi hot spot devices. It also expanded online learning opportunities via applications such as the Microsoft Office 360 Suite (including Microsoft Word, Excel, Powerpoint, and Teams), Nearpod, Flipgrid, Smarty Ants, Achieve 3000, and I-Ready. During Distance Learning, the school and district both reached out to families to ensure access to learning opportunities via technology and provided paper/pencil learning materials as well to families. Once students returned to campus for the 2021-2022, the school and district maintained access to both online learning tools, as well as traditional paper/pencil learning materials.

Year and month in which the data were collected

October 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, English and Spanish. Adopted in 2017	Yes	0%
Mathematics	Go Math Mathematics K-6, English and Spanish. Adopted in 2015	Yes	0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted in the spring of 2008.	Yes	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted in the spring of 2007.	Yes	0%

School Facility Conditions and Planned Improvements

Classroom space at Allen Elementary School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Allen custodial staff performs basic cleaning operations daily. A modernization of the facility occurred during the summer of 2015. This modernization included upgrades to electrical, plumbing, HVAC, and wireless broadband connectivity. Additionally, each of the classrooms was modernized with new carpet, bulletin boards, furniture, TVs, LED lighting, and energy efficient windows. The modernization is funded by the school bond Proposition E.

The school plant includes four main wings, an auditorium building, a visual and performing arts room, a school library, and a separate building housing five additional classrooms. A security system monitors the school after school hours and on the weekends.

Each classroom on the Allen Elementary School campus is equipped with a telephone allowing intercommunication between administrators, the school office, and other teachers. Each wing of the school has one walkie-talkie available for communication should telephones become non-operational.

Each Kindergarten through 2nd Grade classroom is equipped with a minimum of 6 desktop computers and 4 iPad Minis. Additionally, there are one-to-one devices purchased by Local Control and Accountability Plan (LCAP) funds in 2nd grade through 6th grade classrooms. Every teacher has an assigned laptop and there are wireless access points located throughout the campus. Learning is enhanced in the 5th and 6th grades through the use of 2 interactive Smart Boards. A variety of student activities and services are available on the school campus outside of the school day. These include:

- DASH (Dynamic After School Hours): a free two-hour after school program conducted by the City of Chula Vista Library and Recreation Department that provides structured activities for 1st through 6th grade children.
- Extended Day Learning offers additional academic support for students in grades K through 6.

None of the eight emergency facilities needs specified in Education Code Section 17592.72 (c) (1) exist at our school.

Year and month of the most recent FIT report

1/28/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Lounge: A/C vents in lounge above copier has a hole in ceiling needs caulking Principal Office: A/C vent re-mount and caulk (2)
Interior: Interior Surfaces		X		100 Office: covebase on inside of door has a gap of 2- 3 inches away from wall, stained ceiling tile 403 CR: carpets dirty 501 CR: ceiling tile stained 800A: stained carpet/walls 800C: holes in walls, missing covebase 802: tac panel by door peeling apart, RR drain shower came loose big hole in floor, low water pressure Health Office: covebase near rear door falling off Kitchen Storage: cracked floor tiles Womens Restroom: floor stained /dirty, paint peeling

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Kinder Play Toy: spiderwebs and spiders, web ladder has cranks and metal showing, blue tower big slide cracking and has a hole in the top of it Mens Restroom: floor stained /dirty Stage: spiderwebs on railing, ramp stage door doesn't latch on swing Storage 500A: spiders and webs, broken ceiling tile
Electrical	X			Building 100 Work Room: smoke alarm seperated from ceiling gap/hole in ceiling, 1 light out Office: hanging light sensor above receptionist
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			303 CR: sink countertop chipped/peeling, sink cabinet doors broken 802: tac panel by door peeling apart, RR drain shower came loose big hole in floor, low water pressure 803: low water pressure
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			100 Office: covebase on inside of door has a gap of 2- 3 inches away from wall, stained ceiling tile 101 Kinder: stained ceiling tile Lounge: stained ceiling tile Utility: stained ceiling tile
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			201 CR: door doesn't latch 202 CR: ptoblem with door sweep 303 CR: sink countertop chipped/peeling, sink cabinet doors broken 405 CR: door doesn't latch completely Kinder Play Toy: spiderwebs and spiders, web ladder has cranks and metal showing, blue tower big slide cracking and has a hole in the top of it Kitchen: water heater vent loose from ceiling, cracks in ceiling, outside door doesn't latch on swing Play Toy outside 400 Bldg.: spiders and webs, top tower big slide warped

School Facility Conditions and Planned Improvements				
				Play toy: yellow circle ladder cracked an spinning, spiders an webs, slide cocered in dirt/bird poop, concrete between basketball and playtoy lifting about 1/2" Stage: spiderwebs on railing, ramp stage door doesn't latch on swing

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	196	NT	NT	NT	NT
Female	107	NT	NT	NT	NT
Male	89	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	17	NT	NT	NT	NT
Hispanic or Latino	126	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	34	NT	NT	NT	NT
English Learners	26	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	66	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	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	196	NT	NT	NT	NT
Female	107	NT	NT	NT	NT
Male	89	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	17	NT	NT	NT	NT
Hispanic or Latino	126	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	34	NT	NT	NT	NT
English Learners	26	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	66	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	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.

A3000 Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	199	192	96	4	61
Female	110	105	95	5	57
Male	89	87	98	2	66
American Indian or Alaska Native	0	0	0	0	0
Asian	23	23	100	0	83

Black or African American	6	6	100	0	100
Filipino	0	0	0	0	0
Hispanic or Latino	128	122	95	5	53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	7	7	100	0	71
White	35	34	97	3	69
English Learners	30	29	97	3	13
Foster Youth	1	0	0	100	0
Homeless	0	0	0	0	0
Military	21	21	100	0	71
Socioeconomically Disadvantaged	74	69	93	7	39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	16	84	16	26

*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	199	194	97	3	49
Female	110	106	96	4	43
Male	89	88	99	1	56
American Indian or Alaska Native	0	0	0	0	0
Asian	23	23	100	0	65
Black or African American	6	6	100	0	33
Filipino	0	0	0	0	0
Hispanic or Latino	128	124	97	3	41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	7	7	100	0	71
White	35	34	97	3	63
English Learners	30	29	97	3	27
Foster Youth	1	0	0	100	0
Homeless	0	0	0	0	0
Military	21	21	100	0	48
Socioeconomically Disadvantaged	74	70	95	5	34
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	19	17	89	11	16
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*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

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

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

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

2020-21 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	62	NT	NT	NT	NT
Female	34	NT	NT	NT	NT
Male	28	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	35	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	12	NT	NT	NT	NT
English Learners	--	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	21	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Contact Person: Principal John E. Greenwell, M.S.Ed.
Contact Person Phone Number: 619.479.3662
Contact Person E-Mail: john.greenwell@cvesd.org

Research shows there is a high correlation between parent involvement and the best schools. Ella B. Allen Elementary School, the greatest school on Earth, encourages parents to become actively involved in the school and greater community. The principal sends Sunday School Messenger phone, email, and text messages to all parents/guardians to keep the community informed of what is happening at the school and in the community. In addition, the school maintains its official district website and a school blog that serves as a weekly newsletter for parents and guardians.

Allen has maintained a vibrant school community for real two-way communication between the school and families. Most staff members use ClassDojo and district email to communicate with families. The school holds monthly parent Information coffee chats called Family First Fridays to keep parents informed about assessment, curriculum, and instruction. These meetings, like all PTC, ELAC, and SSC meetings, are available to the public via online meeting links.

Parent Leadership opportunities are widely available in committees such as Allen's School Site Council, ELAC, the Eagle Eye volunteers, the Heart of Allen Committee (MTSS and SEL committee), and the PTC. The school actively seeks out input and suggestions from parents through its parent organizations and committees. Parent input is welcomed and encouraged on school goals for its SPSA and school safety plan. The school also sends out online surveys to better understand the needs of families. In addition, parents and family members of students may also serve on the district's parent committees, such as DAC, DELAC, and the Budget Advisory Committee. Allen parents also attend district trainings and meetings, such as the district's Virtual Town Halls. Parent representatives in each of these committees actively engage other parents to further increase communication and participation. The school strives to listen to families to support the needs of the community. The school also links families to other community resources, such as the Chula Vista Community Collaborative's Family Resource Centers, SBCS, 211sandiego.org, San Ysidro Health Centers, Family Health Centers of San Diego, Jewish Family Services, and other community partners.

2021-22 Opportunities for Parental Involvement

Ella B. Allen Elementary School has a very active Parent-Teacher Club (PTC) that sponsors and coordinates many activities. In the past, they led such endeavors as educational assemblies, book fairs, Red Ribbon Week, Harvest Ball, Variety Show, Silent Auction, Yearbook, and various fundraisers. The PTC holds both in-person and virtual fundraising efforts that provide materials for students. The PTC also provides funding for teacher mini-grants, computers/technology, disaster preparedness, study trips, technology, playground improvement, and other projects for the benefit and welfare of Allen children and the community. The PTC works collaboratively with the SSC to support enrichment activity funding for students. Parents show their pride in being Eagles and don Eagle Spirit Gear around the neighborhood! The school has had several virtual, optional volunteer days so that families may give back to the communities of Chula Vista and Bonita!

The school continues to build partnerships with the Bonita Optimists Club, the South Bay YMCA, Bonita Vista Middle and High Schools, and more in order to better meet the needs of Allen students and families.

Parents and community members that seek to become involved should contact the school office!

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	362	355	7	2.0
Female	183	180	4	2.2
Male	179	175	3	1.7
American Indian or Alaska Native	0	0	0	0.0
Asian	9	9	0	0.0
Black or African American	9	9	0	0.0
Filipino	31	31	0	0.0
Hispanic or Latino	231	224	4	1.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	9	9	1	11.1
White	71	71	2	2.8
English Learners	72	71	2	2.8
Foster Youth	2	2	2	100.0
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	141	141	6	4.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	36	35	1	2.9

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	0.79	0.02	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.27	0.56	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

Ella B. Allen Elementary School updates its Comprehensive School Safety Plan (or CSSP) every year beginning in the summer with restocking emergency supplies and conducting a thorough hazards assessment. The School Safety Committee meets several times throughout the year to update and implement different aspects of the CSSP. The community was invited to participate in the Comprehensive School Safety Plan process through informational meetings held in November 2021. These meetings included such groups as the Virtual Family First Friday on November 12, 2021, the ELAC meeting on November 8, 2021, the School Site Council meeting on November 8, 2021, and the PTC meeting on November 8, 2021. These meetings were advertised the entire month of October 2021 via our school blog at www.allenelementary.org. Additionally, school messenger reminders (via text, voice call, and email) went out on Friday, Nov. 5, 2021 and Sunday, Nov. 7, 2021. These meetings were also advertised on the school marquee from October 4, 2021 to November 12, 2021. Additionally, hard public copies of the plan were made available in the school office and electronic public copies were available via email at the request of community members. The Safety Committee did a final review of the draft of the plan on Friday, October 22, 2021, which included Officer David Naranjo of the Chula Vista Police Department before submitting the plan to the SSC. Allen's School Site Council unanimously approved the plan by unanimous vote on November 8, 2021.

One of the key components of the Comprehensive School Safety Plan is the thorough analysis of the relevant data (such as community crime statistics, parent survey data, suspension/expulsion data, attendance data, and hazard assessment data). The school also creates at least two goals each year to monitor and implement in the name of advancing and improving student safety. The school is proud of its Social Emotional Learning programs, such as Sanford Harmony and Inner Explorer. Every classroom has at least 15 minutes, four days a week of social-emotional learning and mindfulness. This may occur through community circle meetings called "Meet Up" where teachers facilitate conversations with students to support self-regulation skills, empathy, skills, and to strengthen peer and adult relationships. COVID-19 and pandemic safety protocols were discussed. Additionally, student safety and well-being is promoted by activities including regularly scheduled emergency drills (such as fire, earthquake, secure campus, and bus evacuation drills), playground supervision, drug and alcohol abuse prevention education programs, child abuse awareness, anti-bullying program, Eagle Eye volunteers (a parent volunteer and safety committee), consultation and collaboration with a district social worker, and the school's Safety Patrol.

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	24		2	
1	22		2	
2	21	1	1	
3	23	1	2	
4	25		2	
5	24		2	
6	29		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	19	1	2	
1	15	3		
2	24		2	
3	23		2	
4	31		2	
5	26		2	
6	25		2	

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	18	3		
2	15	2	1	
3	22		2	
4	23	1	1	
5	21	1	2	
6	24		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	1.4
Social Worker	0
Nurse	0.3
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	12,884.70	3,591.94	9,292.76	85,389
District	N/A	N/A	190,145,679	\$82,315
Percent Difference - School Site and District	N/A	N/A	-200.0	3.7
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	9.6	-0.6

2020-21 Types of Services Funded

Categorical funds are utilized to finance a part time VAPA program support teacher to support our VAPA program and to release teachers for teacher collaboration. Title 1 funds are utilized to support professional development and the release of teachers to engage in Instructional Leadership Team planning meetings and guided visits to collect both quantitative and qualitative data on powerful instructional practices during professional learning cycles. Site Control and categorical funds finance auxiliary staff such as additional student supervision, additional technology support, additional library hours, and an instructional assistant for English Learners. Site Control and categorical funds are also used to purchase other necessary learning materials. In 2019-2020, this included access to programs such as Accelerated Reader, Waterford, additional instructional materials for students in primary grades. Supplemental funds have financed daily designated and integrated ELD instruction along with corresponding materials to raise the level of rigor and create consistency during English Language Development instructional time. Finally, standards-based supplemental instructional language arts materials and mathematics manipulatives are purchased by each grade level to strengthen students' reading comprehension and writing skills. Funds were also used to pay for the district's work on equity, including books for professional learning, and other academic accelerators for students.

2019-20 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,655	\$52,060
Mid-Range Teacher Salary	\$77,932	\$84,043
Highest Teacher Salary	\$103,806	\$107,043
Average Principal Salary (Elementary)	\$137,246	\$133,582
Average Principal Salary (Middle)	\$0	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$308,616	\$240,628
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Each year, targeted professional improvement activities are provided for teachers, instructional aides, and other employees. Activities reflect the school's goals and objectives and are part of the School Plan for Student Achievement (SPSA). Staff development topics for the next three academic year school years are aligned with the district's and school's instructional goals and rooted in student evidence, such as CAASPP assessment data, ELPAC data, local measures data, and academic achievement accelerator data (such as Smarty Ants, I-Ready, and Achieve 3000). This information, in conjunction with the California Core State Standards (CCSS), establishes a need for the school's professional development plan for the next three years.

In 2018-2019, the school emphasized professional learning in designated English Language Development specifically using the GLAD strategies of the observation charts, Cognitive Content Dictionary, and pictorial input charts. Additionally, teacher clarity in instruction, specifically communicating a clear learning target with success criteria was a practice teachers learned about through professional learning cycle. Staff continued to receive training to enhance reading instruction, students' critical thinking skills, and conceptual development of mathematics. Students' speaking and listening skills were developed through designated English Language Development and planned collaborative conversations. Content mastery was determined through performance-based assessments and tasks for students, and targeted guided visits to calibrate powerful instructional practices.

In 2019-2020, the school focused on collaborative conversations and providing specific, targeted feedback to support student learning outcomes. This was connected to the previous year's work in designated ELD, setting learning targets, and creating performance-based tasks. The school's ILT and district resource teacher provided many opportunities to bring back powerful instructional practices from district trainings. The school also conducted professional learning cycles that focused on small group instruction, RTI, and reading/writing instruction rooted in the research of Fountas and Pinnell, as well as Lucy Calkins. Teachers also participated in a "Looking At Student Work" (or LASW) protocol in its PLCs.

In the 2020-2021 academic year, the school individualized its professional learning by providing tailored learning opportunities via the district's Teacher Portal. Topics included social-emotional learning, trauma-informed instruction, distance learning online, and more. Certificated staff participated in several "unconference" professional learning sessions to review topics from the school's past such as the use of running records to guide reading instruction, writing online, and integrating collaborative conversations into mathematics. The school also supported the PTC's efforts to distribute materials related to hands-on learning activities in STEAM (Science, Technology, Engineering, Arts, and Mathematics) areas.

In the 2021-2022 school year, the school prioritized teacher collaboration and equity through the use of the text, Culturally Responsive Teaching and the Brain, by Zaretta Hammond. The school has also emphasized small group instruction, including revisiting the essential components of daily designated and integrated ELD and high impact language development strategies.

Professional development at Ella B. Allen Elementary School occurs in a variety of ways, such as grade level collaboration time, vertical cross-grade level collaboration times, individual mentoring of teachers, professional learning cycles, certificated staff meetings, classified staff meetings, all employee staff meetings, the observation-feedback cycle from the principal, and digital trainings via the online Teacher Portal.

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

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

Chula Vista Elementary School District 2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

2021-22 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619) 425-9600
Superintendent	Oscar Esquivel, Interim Superintendent
Email Address	oscar.esquivel@cvesd.org
District Website Address	www.cvesd.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	13068	6	0.05	99.95	--
Female	6294	1	0.02	99.98	--
Male	6774	5	0.07	99.93	--
American Indian or Alaska Native	28	0	--	100.00	--
Asian	334	0	0.00	100.00	--
Black or African American	539	0	0.00	100.00	--
Filipino	1341	0	0.00	100.00	--
Hispanic or Latino	8810	4	0.05	99.95	--
Native Hawaiian or Pacific Islander	45	0	0.00	100.00	--
Two or More Races	646	0	0.00	100.00	--
White	1325	2	0.15	99.85	--
English Learners	2860	3	0.10	99.90	--
Foster Youth	47	0	0.00	100.00	--
Homeless	154	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	6569	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	2097	6	0.29	99.71	--

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	13068	6	0.05	99.95	--
Female	6294	1	0.02	99.98	--
Male	6774	5	0.07	99.93	--
American Indian or Alaska Native	28	0	--	100.00	--
Asian	334	0	0.00	100.00	--
Black or African American	539	0	0.00	100.00	--
Filipino	1341	0	0.00	100.00	--
Hispanic or Latino	8810	4	0.05	99.95	--
Native Hawaiian or Pacific Islander	45	0	0.00	100.00	--
Two or More Races	646	0	0.00	100.00	--
White	1325	2	0.15		--
English Learners	2860	3	0.10	99.90	--
Foster Youth	47	0	0.00	100.00	--
Homeless	154	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	6569	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	2097	6	0.29	99.71	--

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.

A3000 Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	13002	12287	95	5	53
Female	6269	5977	95	5	55
Male	6733	6310	94	6	52
American Indian or Alaska Native	29	28	97	3	48
Asian	1752	1662	95	5	77

Black or African American	526	489	93	7	56
Filipino	0	0	0	0	0
Hispanic or Latino	8711	8260	95	5	46
Native Hawaiian or Pacific Islander	40	39	98	3	65
Two or More Races	607	571	94	6	67
White	1337	1238	93	7	65
English Learners	3019	2856	95	5	21
Foster Youth	38	35	92	8	21
Homeless	55	49	89	11	18
Military	1436	1338	93	7	69
Socioeconomically Disadvantaged	6841	6449	94	6	39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1975	1692	86	14	20

*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	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	13002	12276	94	6	27
Female	6269	5959	95	5	26
Male	6733	6317	94	6	28
American Indian or Alaska Native	29	28	97	3	31
Asian	1752	1660	95	5	56
Black or African American	526	487	93	7	23
Filipino	0	0	0	0	0
Hispanic or Latino	8711	8251	95	5	20
Native Hawaiian or Pacific Islander	40	39	98	3	30
Two or More Races	607	573	94	6	39
White	1337	1238	93	7	35
English Learners	3019	2858	95	5	8
Foster Youth	38	35	92	8	3
Homeless	55	49	89	11	4
Military	1436	1333	93	7	39
Socioeconomically Disadvantaged	6841	6430	94	6	15
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	1975	1729	88	12	9
*At or above the grade-level standard in the context of the local assessment administered.					