

Lake Hills 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 | Lake Hills Elementary School |
| Street | 16346 Village Meadow Dr., Riverside CA |
| City, State, Zip | Riverside, CA 92503 |
| Phone Number | (951) 358-1620 |
| Principal | Carrie Mondt |
| Email Address | carrie.mondt@alvordschools.org |
| School Website | https://www.alvordschools.org/Domain/12 |
| County-District-School (CDS) Code | 33-66977-0113605 |

2021-22 District Contact Information

| | |
|---------------------------------|----------------------------------|
| District Name | Alvord Unified School District |
| Phone Number | (951) 509-5000 |
| Superintendent | Allan J. Mucerino, Ed.D. |
| Email Address | superintendent@alvordschools.org |
| District Website Address | www.alvordschools.org |

2021-22 School Overview

Built in 2007, Lake Hills Elementary is now in its fourteenth year of operation. With a current population of approximately 700 students (transitional-kindergarten through grade five) we serve a diverse ethnic and socioeconomic group of individuals. Approximately 8% of our students are English Learners and 46% are socioeconomically disadvantaged.

At Lake Hills it has been our priority to establish a culture and climate that provides a physically and emotionally safe learning environment, promotes strong family involvement, fosters collaboration among all individuals (teachers, students, staff, parents, and community), provides a rigorous academic curriculum and embraces a commitment to creating a school that knows no limits to the academic success of each student. The result is a belief system that permeates our school and community that all students will learn at Lake Hills.

As one enters our campus, it is evident that this is a community of learners. We are proud to have fostered our AVID Elementary program, where each classroom is represented by a college or university. We are family at Lake Hills, and the culture and climate set the stage for students to reach their highest academic and social potential. Throughout the campus you will see a collaborative team of students, staff, and parents who greet each individual student and family, often by name, as they arrive to start their day. Our number one priority is to ensure that our students leave our school at or above grade level standards in English Language Arts and Mathematics, and that they are socially and emotionally prepared to participate in their next level of education. Our community exudes C.L.A.S.S. (character, leadership, attitude, scholarship, and service) in everything that we do!

Lake Hills has worked hard to establish and sustain the exceptional systems that are now in place on our campus. Having received the Distinguished School honor in 2010, 2018 and 2020, the sense of pride our community demonstrates towards our school culture has grown, and the recognition served as validation of our practices, renewing our commitment to serve all students to the best of our abilities.

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 117 |
| Grade 1 | 101 |
| Grade 2 | 108 |
| Grade 3 | 104 |
| Grade 4 | 111 |
| Grade 5 | 135 |
| Total Enrollment | 676 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Asian | 12.9 |
| Black or African American | 4.9 |
| Filipino | 3.7 |
| Hispanic or Latino | 53.4 |
| Native Hawaiian or Pacific Islander | 0.1 |
| Two or More Races | 2.7 |
| White | 21.4 |
| English Learners | 8.3 |
| Foster Youth | 0.1 |
| Homeless | 0.6 |
| Socioeconomically Disadvantaged | 46.2 |
| Students with Disabilities | 9.8 |

A. Conditions of Learning

State Priority: Basic

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

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

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

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 28.6 | 99.7 | 714.2 | 90.4 | 228366.1 | 83.1 |
| Intern Credential Holders Properly Assigned | 0.0 | 0.0 | 4.0 | 0.5 | 4205.9 | 1.5 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.0 | 0.0 | 7.8 | 1.0 | 11216.7 | 4.1 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.1 | 0.3 | 12.7 | 1.6 | 12115.8 | 4.4 |
| Unknown | 0.0 | 0.0 | 51.2 | 6.5 | 18854.3 | 6.9 |
| Total Teaching Positions | 28.7 | 100.0 | 790.1 | 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 | 0.1 |
| Local Assignment Options | 0.0 |
| Total Out-of-Field Teachers | 0.1 |

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) | 2.0 |

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

On September 16, 2021, Alvord Unified School District's Board of Education held a public hearing to comply with requirements of Education Code Section 60019. Information provided at the public hearing detailed (1) the extent to which standards-aligned textbooks and instructional materials were provided to all students, including English learners; (2) the definition of "sufficient textbooks or instructional materials" means each student has a textbook or materials, or both, to use in class and to take home and does not mean the district is required to have two sets of textbooks for each student; (3) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, English language arts & English language development, history-social science, and science; (4) sufficient textbooks and instructional materials were provided to each student enrolled in foreign language and health classes; and (5) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12. During this hearing, the governing board determined that Alvord Unified School District provided each student with sufficient textbooks and instructional materials aligned to the California academic content standards consistent with the cycles and content of the California curriculum frameworks.

In addition, Alvord Unified School District has sufficient standards-aligned textbooks and instructional materials for all students, including English learners, enrolled in visual and performing arts classes. Developing a long-term textbook adoption plan for textbooks is in process.

School uses the governing board adopted textbooks and instructional materials as detailed in the table:

| Year and month in which the data were collected | | September 16, 2021 | |
|---|--|-----------------------------|--|
| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts | English Language Arts/English Language Development: McGraw Hill, World of Wonders, TK / Adopted in 2018 McGraw Hill, Wonders and Wonderworks, 1-5 / Adopted in 2018 | Yes | 0% |
| Mathematics | McGraw Hill, World of Wonders, TK / Adopted in 2018 Houghton Mifflin, CA Math Expressions Common Core, K-2 / Adopted in 2014 Harcourt, HSP Math, 3-5 / Adopted in 2008 | No | 0% |
| Science | McGraw Hill, World of Wonders, TK / Adopted in 2018 Scott Foresman, California Science, K-5 / Adopted in 2007 | No | 0% |
| History-Social Science | McGraw Hill, World of Wonders, TK / Adopted in 2018 Scott Foresman, History-Social Science for California, K-5 / Adopted in 2007 | No | 0% |
| Health | Harcourt, Harcourt Health / Adopted in 2015 | Yes | 0% |

School Facility Conditions and Planned Improvements

Lake Hills Elementary School, built in 2007, is located on 13.0 acreage and its square footage totals 61,573. The school has 35 permanent classrooms, five sets of restrooms, two computer labs, one administration office, four center pods, one conference room, one library, one multipurpose room, one outdoor stage, one teacher's lounge and 16 work rooms. On-going campus improvements and maintenance ensure facilities are up to date and provide adequate space for students and staff.

Alvord Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California OPSC. Results of this survey are available in the school office or at the district. In addition, district maintenance staff makes repairs necessary to keep the school in good repair and working order. A district-wide work order process is used to ensure efficient service and to prioritize repairs.

School Facility Conditions and Planned Improvements

The school is cleaned on a regular basis with a day custodian and two evening custodians who work with the principal to develop a cleaning schedule to maintain a clean and safe environment for all students before, during and after the instructional day.

* All FIT report repairs described in the following table are completed, in progress, or planned for repair.

Year and month of the most recent FIT report

October 22, 2021

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | Lounge: Water damage to wall F-104: 4. Carpet is torn. E-215: 4. Carpet is lifting F-201: 4. Carpet is lifting F-205: 4. Carpet is torn F-206: 4. Carpet is torn and lifting RSP Workroom: 4. Carpet is lifting at seam E-311: 13. Ceiling tile has water stain D-110: 4. Carpet is torn at interior entry D-108: 4. Carpet is torn |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | E-304: 7. Light diffuser is broken |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | F104: 9. Faucet is loose at the base. E211: 9. Faucet is loose at the base. |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: 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 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| 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 | 355 | NT | NT | NT | NT |
| Female | 171 | NT | NT | NT | NT |
| Male | 184 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 45 | NT | NT | NT | NT |
| Black or African American | 22 | NT | NT | NT | NT |
| Filipino | 13 | NT | NT | NT | NT |
| Hispanic or Latino | 190 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 12 | NT | NT | NT | NT |
| White | 72 | NT | NT | NT | NT |
| English Learners | 17 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 12 | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 163 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 40 | 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 | 355 | NT | NT | NT | NT |
| Female | 171 | NT | NT | NT | NT |
| Male | 184 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 45 | NT | NT | NT | NT |
| Black or African American | 22 | NT | NT | NT | NT |
| Filipino | 13 | NT | NT | NT | NT |
| Hispanic or Latino | 190 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 12 | NT | NT | NT | NT |
| White | 72 | NT | NT | NT | NT |
| English Learners | 17 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 12 | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 163 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 40 | NT | NT | NT | NT |

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

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

| iReady Student Groups | iReady Total Enrollment | iReady Number Tested | iReady Percent Tested | iReady Percent Not Tested | iReady Percent At or Above Grade Level |
|---------------------------|-------------------------|----------------------|-----------------------|---------------------------|--|
| All Students | 350 | 336 | 96 | 4 | 63.39 |
| Female | 167 | 161 | 96.41 | 3.59 | 65.84 |
| Male | 182 | 175 | 96.15 | 3.85 | 61.14 |
| Asian | 46 | 45 | 97.83 | 2.17 | 86.67 |
| Black or African American | 22 | 19 | 86.36 | 13.64 | 68.42 |

| | | | | | |
|--|-----|-----|-------|------|-------|
| Filipino | 13 | 13 | 100 | | 92.31 |
| Hispanic or Latino | 183 | 181 | 98.91 | 1.09 | 53.59 |
| Native Hawaiian or Pacific Islander | 1 | 1 | -- | -- | -- |
| Two or More Races | 12 | 12 | 100 | | 75 |
| White | 72 | 65 | 90.28 | 9.72 | 66.15 |
| English Learners | 18 | 18 | 100 | | 27.78 |
| Homeless | 3 | 3 | -- | -- | -- |
| Socioeconomically Disadvantaged | 161 | 154 | 95.65 | 4.35 | 54.55 |
| Students with Disabilities | 44 | 44 | 100 | | 25 |

*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 | 350 | 336 | 96 | 4 | 39.29 |
| Female | 167 | 161 | 96.41 | 3.59 | 39.13 |
| Male | 182 | 175 | 96.15 | 3.85 | 39.43 |
| Asian | 46 | 45 | 97.83 | 2.17 | 57.78 |
| Black or African American | 22 | 19 | 86.36 | 13.64 | 31.58 |
| Filipino | 13 | 13 | 100 | | 69.23 |
| Hispanic or Latino | 183 | 181 | 98.91 | 1.09 | 29.28 |
| Native Hawaiian or Pacific Islander | 1 | 1 | -- | -- | -- |
| Two or More Races | 12 | 12 | 100 | | 50 |
| White | 72 | 65 | 90.28 | 9.72 | 49.23 |
| English Learners | 18 | 18 | 100 | | 16.67 |
| Homeless | 3 | 3 | -- | -- | -- |
| Socioeconomically Disadvantaged | 161 | 154 | 95.65 | 4.35 | 28.57 |
| Students with Disabilities | 44 | 44 | 100 | | 13.64 |

*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 | 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 |
|--|---------------------|------------------|-------------------|-----------------------|-------------------------------|
| All Students | 138 | NT | NT | NT | NT |
| Female | 71 | NT | NT | NT | NT |
| Male | 67 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 17 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 80 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | NT | NT | NT | NT |
| White | 26 | NT | NT | NT | NT |
| English Learners | -- | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 68 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 17 | 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

Lake Hills Elementary School welcomes parents and guardians to be an active member of our community. Families are encouraged to get involved by volunteering in the classroom, participating in a decision-making group, or simply attending school events. We communicate with families about upcoming school events through monthly newsletters, flyers, parent conferences, the school website, Blackboard Connect (automated telephone message delivery system), the Lake Hills PTO Facebook page, and the Lake Hills Instagram account.

Volunteer Opportunities:

Lake Hills P.T.O.
Chaperone Field Trips
Classroom Helper
Fundraising Activities
Watch D.O.G.S (Dads of Great Students)
Yearbook
Copy Cats
100 Mile Club Coaches

School Advisory Groups & Committees:

English Learner Advisory Council
Parent Teacher Organization
School Site Council
Action Team for Partnerships

School Events:

Back to School Night
Open House
Student Performances
Drama Club

2021-22 Opportunities for Parental Involvement

Principal's Coffee
100-Mile Club
P.T.O. Sponsored Events
Student Award Ceremonies
AVID Parent Workshops

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 721 | 705 | 46 | 6.5 |
| Female | 360 | 352 | 21 | 6.0 |
| Male | 361 | 353 | 25 | 7.1 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 88 | 88 | 0 | 0.0 |
| Black or African American | 38 | 36 | 4 | 11.1 |
| Filipino | 25 | 25 | 1 | 4.0 |
| Hispanic or Latino | 387 | 380 | 28 | 7.4 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 0 | 0.0 |
| Two or More Races | 20 | 20 | 0 | 0.0 |
| White | 155 | 149 | 13 | 8.7 |
| English Learners | 57 | 57 | 2 | 3.5 |
| Foster Youth | 3 | 3 | 0 | 0.0 |
| Homeless | 8 | 6 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 338 | 330 | 33 | 10.0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 76 | 74 | 7 | 9.5 |

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 | 0.37 | 0.00 | 2.59 | 0.09 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.53 | 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 | 0.13 | 2.31 | 2.45 |
| Expulsions | 0.00 | 0.13 | 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

The Comprehensive School Safety Plan was discussed with staff, evaluated, amended, reviewed, and updated in December, 2021. The plan is approved annually in January. This plan, developed in collaboration with the school, local agencies and the district office, fulfills all legal requirements and complies with EC 32280-89. A school disaster preparedness plan that deals with a wide variety of emergency situations is included into the School Safety Plan. Earthquake, fire, and lock down drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; dress code policy; child abuse reporting procedures; routine and emergency disaster procedures; safe movement of students, parents and staff to and from school; maintaining a safe and orderly school environment; sexual harassment policy; safety procedures; suspension, expulsion, and mandatory expulsion policies; teacher notification of dangerous students policy; anti-bullying policy; and school discipline rules and procedures pursuant to EC 35291 and 35291.5.

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 | 22 | 1 | 5 | |
| 1 | 22 | | 5 | |
| 2 | 22 | | 5 | |
| 3 | 21 | 2 | 4 | |
| 4 | 27 | | 5 | |
| 5 | 32 | | 2 | 2 |
| 6 | | | | |

2019-20 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 19 | 1 | 5 | |
| 1 | 25 | | 4 | |
| 2 | 23 | | 4 | |
| 3 | 25 | | 4 | |
| 4 | 31 | | 4 | |
| 5 | 30 | | 4 | |
| 6 | | | | |
| Other | 25 | | 3 | |

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 | 14 | 5 | 3 | |
| 1 | 11 | 5 | 2 | |
| 2 | 12 | 5 | 3 | |
| 3 | 13 | 5 | 3 | |
| 4 | 19 | 2 | 3 | |
| 5 | 16 | 4 | 4 | |
| 6 | | | | |
| Other | 22 | 1 | 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 | 676 |

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) | 1 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0.5 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 0.8 |
| Resource Specialist (non-teaching) | 1 |
| Other | 1.9 |

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 | \$7,592.39 | \$322.82 | \$7,269.57 | \$103,942 |
| District | N/A | N/A | \$7,332.88 | \$97,696 |
| Percent Difference - School Site and District | N/A | N/A | -0.9 | 6.2 |
| State | | | \$8,444 | \$86,376 |
| Percent Difference - School Site and State | N/A | N/A | -14.9 | 18.5 |

2020-21 Types of Services Funded

In addition to local, state, and federal funds for support special education and the base educational program, Lake Hills Elementary School received the following supplemental state and federal funds in 2020-21:
 State Local Control Funding Formula Supplemental & Concentration Grants to increase or improve services for low income students, English Learners or Foster Youth.
 Specific services and actions are described in the school's School Plan and/or the District's Local Control and Accountability Plan.

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 | \$53,662 | \$52,562 |
| Mid-Range Teacher Salary | \$87,101 | \$83,575 |
| Highest Teacher Salary | \$116,826 | \$104,166 |
| Average Principal Salary (Elementary) | \$122,487 | \$131,875 |
| Average Principal Salary (Middle) | \$138,404 | \$137,852 |
| Average Principal Salary (High) | \$143,190 | \$150,626 |
| Superintendent Salary | \$267,800 | \$260,243 |
| Percent of Budget for Teacher Salaries | 38% | 34% |
| Percent of Budget for Administrative Salaries | 4% | 5% |

Professional Development

All staff members participate in professional development offered by the school. In addition, many staff members participate in additional trainings appropriate for individual needs or for specific programs sponsored by the district through departments. Site professional development is held during early release and grade level/subject collaboration days. These collaborations focus on the cycle of inquiry and plan for first, best instruction after a review of standards and students results on formative and summative assessments. District professional development includes release days and after school workshops. When appropriate to meet the needs of students, staff attends conferences. New teachers are supported by the Teacher Induction Program that includes coaching and mentoring in addition to support from experienced grade level teacher leaders. Classified paraprofessionals and support staff attend job-related training provided by the site and district. New teachers are supported by the Teacher Induction Program that includes coaching and mentoring.

During 2021-22, Lake Hill Elementary School's professional development focused on the implementation and utilization of iReady diagnostics and supplemental resources for both ELA and Math. Lake Hills staff members continued their work with PlayWorks where we strengthened the social emotional supports we provide for our students. Playworks' goal is to help establish systems and routines that will support opportunities for play and socialization during the school day. In addition, Lake Hills staff members continued to their focus on their Multi-Tiered System of Supports. Lake Hills is committed to teamwork and relationship building where each team member aides in cultivating the growth of the whole child.

Alvord Unified School District provides professional development for teachers and support staff on various topics related to state mandated assessments (SBAC, ELPAC), special education assessments, interim assessments, diagnostic assessments (i-Ready), student data, Aeries/CALPADS data management for specific school staff, instructional strategies for English learners, intervention strategies, behavior supports, mandated special education forms/plans, crisis response, student success teams, Google Suite for Education, and Aeries gradebook.

The annual number of school days dedicated to staff development and/or collaboration are attended by either all staff, grade level teams, or subject level teachers:

2019-20: 6

2020-21: 6

2021-22: 6

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 | 6 | 6 | 6 |

Alvord Unified School District 2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

2021-22 District Contact Information

| | |
|---------------------------------|----------------------------------|
| District Name | Alvord Unified School District |
| Phone Number | (951) 509-5000 |
| Superintendent | Allan J. Mucerino, Ed.D. |
| Email Address | superintendent@alvordschools.org |
| District Website Address | www.alvordschools.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 | 9555 | NT | NT | NT | NT |
| Female | 4682 | NT | NT | NT | NT |
| Male | 4871 | NT | NT | NT | NT |
| American Indian or Alaska Native | 24 | NT | NT | NT | NT |
| Asian | 366 | NT | NT | NT | NT |
| Black or African American | 390 | NT | NT | NT | NT |
| Filipino | 143 | NT | NT | NT | NT |
| Hispanic or Latino | 7645 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 55 | NT | NT | NT | NT |
| Two or More Races | 133 | NT | NT | NT | NT |
| White | 799 | NT | NT | NT | NT |
| English Learners | 2711 | NT | NT | NT | NT |
| Foster Youth | 62 | NT | NT | NT | NT |
| Homeless | 720 | NT | NT | NT | NT |
| Military | 208 | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 7444 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 1288 | 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 | 9556 | NT | NT | NT | NT |
| Female | 4683 | NT | NT | NT | NT |
| Male | 4871 | NT | NT | NT | NT |
| American Indian or Alaska Native | 24 | NT | NT | NT | NT |
| Asian | 366 | NT | NT | NT | NT |
| Black or African American | 390 | NT | NT | NT | NT |
| Filipino | 143 | NT | NT | NT | NT |
| Hispanic or Latino | 7646 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 55 | NT | NT | NT | NT |
| Two or More Races | 133 | NT | NT | NT | NT |
| White | 799 | NT | NT | | NT |
| English Learners | 2711 | NT | NT | NT | NT |
| Foster Youth | 62 | NT | NT | NT | NT |
| Homeless | 720 | NT | NT | NT | NT |
| Military | 208 | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 7444 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 1288 | NT | NT | NT | NT |

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

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

| iReady Student Groups | iReady Total Enrollment | iReady Number Tested | iReady Percent Tested | iReady Percent Not Tested | iReady Percent At or Above Grade Level |
|----------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--|
| All Students | 8042 | 7693 | 95.66 | 4.34 | 37.87 |
| Female | 3956 | 3796 | 95.96 | 4.04 | 41.62 |
| Male | 4079 | 3895 | 95.49 | 4.51 | 34.2 |
| American Indian or Alaska Native | 20 | 19 | 95 | 5 | 57.89 |
| Asian | 306 | 298 | 97.39 | 2.61 | 67.45 |

| Black or African American | 332 | 311 | 93.67 | 6.33 | 41.8 |
|--|--------------------------------------|-----------------------------------|------------------------------------|--|---|
| Filipino | 115 | 113 | 98.26 | 1.74 | 74.34 |
| Hispanic or Latino | 6434 | 6187 | 96.16 | 3.84 | 33.62 |
| Native Hawaiian or Pacific Islander | 45 | 42 | 93.33 | 6.67 | 45.24 |
| Two or More Races | 104 | 102 | 98.08 | 1.92 | 56.86 |
| White | 671 | 614 | 91.51 | 8.49 | 53.09 |
| English Learners | 2338 | 2237 | 95.68 | 4.32 | 11.27 |
| Foster Youth | 33 | 25 | 75.76 | 24.24 | 20 |
| Homeless | 356 | 333 | 93.54 | 6.46 | 25.23 |
| Socioeconomically Disadvantaged | 6298 | 6017 | 95.54 | 4.46 | 32.69 |
| Students with Disabilities | 1201 | 1100 | 91.59 | 8.41 | 9.36 |
| STAR Student Groups | STAR Total Enrollment | STAR Number Tested | STAR Percent Tested | STAR Percent Not Tested | STAR Percent At or Above Grade Level |
| All Students | 9485 | 1 | -- | -- | -- |
| Female | 4638 | 1 | -- | -- | -- |
| Hispanic or Latino | 7582 | 1 | -- | -- | -- |
| Socioeconomically Disadvantaged | 7416 | 1 | -- | -- | -- |
| MAP Student Groups | MAP Total Enrollment | MAP Number Tested | MAP Percent Tested | MAP Percent Not Tested | MAP Percent At or Above Grade Level |
| All Students | 9485 | 6 | -- | -- | -- |
| Female | 4638 | 2 | -- | -- | -- |
| Male | 4836 | 2 | -- | -- | -- |
| Hispanic or Latino | 7582 | 4 | -- | -- | -- |
| English Learners | 2693 | 3 | -- | -- | -- |
| Socioeconomically Disadvantaged | 7416 | 4 | -- | -- | -- |
| Students with Disabilities | 1362 | 1 | -- | -- | -- |
| SBAC Student Groups | SBAC Total Enrollment | SBAC Number Tested | SBAC Percent Tested | SBAC Percent Not Tested | SBAC Percent At or Above Grade Level |
| All Students | 9485 | 2 | -- | -- | -- |
| Male | 4836 | 1 | -- | -- | -- |
| Hispanic or Latino | 7582 | 1 | -- | -- | -- |
| Socioeconomically Disadvantaged | 7416 | 1 | -- | -- | -- |
| *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 | 9485 | 8931 | 94.16 | 5.84 | 18.05 |
| Female | 4638 | 4398 | 94.83 | 5.17 | 18.12 |
| Male | 4836 | 4530 | 93.67 | 6.33 | 17.95 |
| American Indian or Alaska Native | 24 | 21 | 87.5 | 12.5 | 33.33 |
| Asian | 363 | 347 | 95.59 | 4.41 | 49.86 |
| Black or African American | 376 | 348 | 92.55 | 7.45 | 18.1 |
| Filipino | 143 | 139 | 97.2 | 2.8 | 51.08 |
| Hispanic or Latino | 7582 | 7171 | 94.58 | 5.42 | 14.27 |
| Native Hawaiian or Pacific Islander | 54 | 50 | 92.59 | 7.41 | 18 |
| Two or More Races | 124 | 121 | 97.58 | 2.42 | 34.71 |
| White | 800 | 726 | 90.75 | 9.25 | 30.58 |
| English Learners | 2693 | 2522 | 93.65 | 6.35 | 4.52 |
| Foster Youth | 45 | 32 | 71.11 | 28.89 | 12.5 |
| Homeless | 402 | 375 | 93.28 | 6.72 | 9.07 |
| Socioeconomically Disadvantaged | 7416 | 6969 | 93.97 | 6.03 | 14.12 |
| Students with Disabilities | 1362 | 1234 | 90.6 | 9.4 | 4.62 |
| STAR Student Groups | STAR Total Enrollment | STAR Number Tested | STAR Percent Tested | STAR Percent Not Tested | STAR Percent At or Above Grade Level |
| MAP Student Groups | MAP Total Enrollment | MAP Number Tested | MAP Percent Tested | MAP Percent Not Tested | MAP Percent At or Above Grade Level |
| All Students | 9485 | 6 | -- | -- | -- |
| Female | 4638 | 2 | -- | -- | -- |
| Male | 4836 | 2 | -- | -- | -- |
| Hispanic or Latino | 7582 | 4 | -- | -- | -- |
| English Learners | 2693 | 3 | -- | -- | -- |
| Socioeconomically Disadvantaged | 7416 | 4 | -- | -- | -- |
| Students with Disabilities | 1362 | 1 | -- | -- | -- |
| SBAC Student Groups | SBAC Total Enrollment | SBAC Number Tested | SBAC Percent Tested | SBAC Percent Not Tested | SBAC Percent At or Above Grade Level |

| | | | | | |
|--|------|---|----|----|----|
| All Students | 9485 | 2 | -- | -- | -- |
| Male | 4836 | 1 | -- | -- | -- |
| Hispanic or Latino | 7582 | 1 | -- | -- | -- |
| Foster Youth | 45 | 1 | -- | -- | -- |
| Socioeconomically Disadvantaged | 7416 | 1 | -- | -- | -- |
| Students with Disabilities | 1362 | 1 | -- | -- | -- |

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