

Traweek Middle 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	Traweek Middle School
Street	1941 E. Rowland Avenue
City, State, Zip	West Covina, CA 91791
Phone Number	626-974-7400
Principal	Jacob Jung
Email Address	jjung@c-vusd.org
School Website	http://traweek.c-vusd.org
County-District-School (CDS) Code	19 64436 6012611

2021-22 District Contact Information

District Name	Covina-Valley Unified School District
Phone Number	626-974-7000
Superintendent	Elizabeth Eminhizer, Ed.D.
Email Address	eeminhizer@c-vusd.org
District Website Address	www.c-vusd.org

2021-22 School Overview

Traweek Middle School is a California Distinguished School located in West Covina, California. The current enrollment for the 2018-2019 school year is 810 students in grades 6th, 7th, and 8th. Approximately 70% of Traweek students receive Free or Reduced Lunch. Traweek is an ethnically diverse school with students self reporting as: 79% Hispanic or Latino, 8% Asian, 8% Caucasian, 3% Filipino, and 3% African American. 3% of Traweek Middle School students are identified as English Learners (EL), and approximately 70% of EL students indicate Spanish is the primary language in their homes. 90 students were identified as SWD (Students With Disabilities) representing 11% of our population.

Intervention programs, as seen in our RTI pyramid at the school site and district levels, include English 3D literacy /ELD curriculum, i-Ready, and Accelerated Reader. These curricula are used as intensive interventions helping students who perform two or more grade levels below in reading or math. Traweek utilizes i-Ready in intervention classes to help reach students in need of intensive interventions in mathematics, i-Ready is also implemented alongside Accelerated Reader in Literacy Development courses. Our teachers provide individualized, standards-based instruction, assessment, and re-teaching for students who are not meeting grade-level standards in English-Language Arts and Mathematics. Tutoring is provided by Traweek teachers, concentrating on students who have scored below standards in ELA and Mathematics according to curriculum based measures and CAASSP.

Traweek's teaching staff includes 32 teachers in subject-specific classrooms (84%), special education teachers (17%), and instrumental/choral teachers/other (8%). All teachers are certified by the California Commission on Teacher Credentialing and have assignments within their credential authorization. Over 50% of the teaching staff possess advanced degrees and 100% of permanent teachers are CLAD/LDS/ SB 1969/BCLAD trained.

Traweek Middle School has a physical plant with 50 classrooms. Of the 50 rooms, 3 of the rooms are computer labs; 1 is the Titan LMC (Library Media Center or Library); 1 serves as the Traweek news studio; 4 house science lab/classrooms; 1 is for our leadership program; 1 is the teacher's lounge; 2 are home of the Robotics/PLTW program; and 1 houses our guidance room. There is also a Fitness Center, which is used by our P.E. Department, to increase ability and awareness within the Physical Fitness curriculum and a music room offering educating and enriching experiences in both instrumental music and choral programs. Teen Scene offers state-of-the-art facilities and programming for before and after school child care assisting working parents. Traweek is proud of our progressive integration of technology; instrumental music; and choral programs. Other sources of pride include our Robotics Program; Television Journalism class; TNN Television Studio; Foreign Language

2021-22 School Overview

Program offers Spanish; TLC (Titan Leadership Class) or ASB/Leadership Program; Yearbook; WEB Program (mentorship); Titan (Student of the Month program); lunch time clubs including our Award winning Garden Club; after-school sports; and all of our focused interventions including Titan Academy (Saturday Academic School). Universally, our students benefit from a wide variety of classes and programs designed to support academic achievement and grade level proficiency.

Traweek Middle School prides itself on its dedication to students, and student activities and after-school sports are an integral part of the Traweek Middle School culture. There are league sports for our 7th and 8th graders including volleyball, football, basketball, track & field, and cross-country. Teams are coached by Traweek staff members who encourage their players to learn sportsmanship and compete to the best of their abilities while maintaining strong academic standards. To support athletic endeavors, as well as other student activities, Traweek has fostered an active Associated Student Body (ASB). All money raised by the ASB is returned directly back to students in the form of student activities such as festivals, assemblies, special events, and trips. Students are rewarded for good attendance, positive behavior, and a strong academic standing and/or improvement in grades or citizenship. Traweek is a Renaissance school and honors Renaissance students in annual rallies. All activities on campus are organized and run by Traweek students and staff.

Our goal at Traweek is to provide all students with the opportunity to excel in academics, athletics, and the arts so that they complete middle school prepared for high school equipped with skills in collaboration, critical thinking, communication and creativity. Our school motto this year is "Full STEAM Ahead!" As STEAM subjects and skills have become increasingly important in preparing students for college and careers in the 21st Century, Traweek has built a thriving engineering and technology program uniquely tailored for the developmental needs of middle school students. To forward our STEAM theme, we have added several new courses to complement our rigorous core academic classes. These include Project Lead the Way (PLTW), Introduction to Computer Science, Computer Coding, and AVID, a college preparatory pathway. We have also expanded the availability of our Project Lead the Way Design Modeling/ Automation and Robotics program. During the 2018-2019 school year, Traweek offers students five Design Modeling, Automation and Robotics classes, two computer applications classes, 3 computer coding classes, and ongoing 6th grade exploratory rotations of coding and robotics, in alignment with Project Lead the Way. These innovative, research-based approaches to engineering and technology have become the signature programs at Traweek.

In addition to our current STEAM themed signature programs, the 2018-2019 school year marks Traweek's third year participating in the Femineers engineering program. Working with Cal Poly Pomona, two of our PLTW teachers have been trained in hands-on engineering curriculum developed as a response to the national trend of minority female underrepresentation in STEM related college and university programs. Thanks to their efforts, Traweek will be among only 10 middle school programs in the nation to offer this engineering curriculum specifically designed to recruit and retain female students to the study STEM fields.

Our goals are exemplified by our program:

- Prepare students with 21st Century college and career skills of creativity, collaboration, communication, and critical thinking.
- Provide a well-rounded and diverse education through the CCSS, as well as challenging and interesting electives.
- Provide a safe, nurturing, and challenging learning environment through fair and consistent discipline program, mentorship, focused interventions, interesting extracurricular programs, and parent education opportunities.
- Recognize and reward achievement and accomplishment through Renaissance, Student of the Month, and PBIS reward incentives.
- Continue to promote technology proficiency across all subject matters, including research, media/web editing & design, presentation technologies, and data collection/disaggregation.
- Encourage parent and community support through our "PIE" parent nights, SSC, ELAC and GATE committee, and volunteering on campus.
- Prepare all students for high school with skills for success in College/Careers.

TRAWEEK VISION AND MISSION STATEMENT

Schoolwide Slogan – "Full STEAM Ahead!"

School Wide Instructional Focus-"Write Here, Write Now!"

To work in collaborative PLCs, guided by the Focused Schools framework, to ensure that all students make measurable academic progress in all curricular areas, resulting in the ability to read and write at or above grade level, while developing 21st Century skills. By doing so, our students will successfully graduate from high school with increased opportunities to pursue a post-secondary education and meaningful careers.

Alignment of Practices

- Development of our schoolwide instructional focus of writing across the curriculum-"Write Here, Write Now!"

2021-22 School Overview

- Departmental (horizontal) summits within Traweek
- Vertical school-to-school summits – High School and Elementary
- Development of pacing guides, common assessments, and district benchmarks aligned to California standards in all core subject areas
- Participation in grade-level coordination meetings
- Development of departmental and grade alike collaboration
- 2 SMART Goals (“Specific, Measurable, Attainable, Realistic and Tangible”)

Clarity regarding priorities and how each team member can contribute towards:

- All students demonstrating grade-level or above writing abilities
- All students demonstrating grade-level progress towards preparation for A-G aligned coursework in high school
- All teachers implementing evidence-based instructional practices and teaching California State Standards across all classroom settings
- All ELL students making adequate progress towards English Language Proficiency.
- All students mastering grade level mathematics standards
- A portion of 7th grade students prepared to take International Math in 8th grade and a portion of students prepared to take International Math II in 8th grade.
- All students receiving special education to progress towards attaining IEP goals
- All necessary staff members participating in SSTs and IEPs
- All instructional staff collaborating within departments to:
 - Share best practices
 - Develop common assessments (Formative and Summative)
 - Calibrate student evaluation procedures through analysis of student work
 - Analyze qualitative and quantitative data to inform and drive instruction
 - Identify gaps in achievement to develop strategies towards equitable academic outcomes for all students
 - Communicate educational needs of underachieving students to parents and to the school counselor
 - Implement schoolwide intervention and enrichment strategies
 - Continually monitor student progress

Three Supportive Conditions for Collaboration

1) The values and norms we agree upon:

- Collegiality, Respect, and Trust
- Willingness to accept feedback
- Willingness to work towards improvement
- Supportive leadership
- Intensive socialization processes
- Willingness to develop collegiality within teams
- Maintenance of student-centered dialogues and discussions

2) Who we are:

- Titan Instructional Leadership Team: developed to monitor and assess the instructional, social, comprehensive program
- All faculty
- Department team PLCs
- Vertical – Feeder Track Summits
- Subject Matter Summits
- Administrative team meetings
- School Site Council
- ELAC Meetings
- PTSA Meetings

3) When we meet:

- Weekly – Administrative team
- Weekly – Department or grade level meetings
- Bi-monthly – Instructional leadership team (ILT)
- Weekly – Department PLC meetings
- Three Times Annually - Horizontal M.S. Summits
- Modified Tuesday minimum days allow a two hour block for staff to meet in PLCs or as a faculty

Our collective focus:

- Building collegiality and collaboration
- Commitment to and strengthening of the mission of Traweek and Covina-Valley
- Collective responsibility for student success and development
- Sharing of evidence-based practices along with new knowledge about teaching (21st Century Learning)
- Fully integrate the use of Thinking Maps throughout the entire instructional staff
- Fully implement CCSS within ELA and Math (Informational Text within Science and Social Science)
- Increased meaning and understanding of the content of what we teach and the roles we play in learning
- Professional renewal and inspiration
- Frequent and authentic local assessments of all students
- Use of relevant and timely data through sources available from curriculum based measures and Illuminate

Our current barriers:

- Effective use of time to collaborate around our focus
- ELLs not making progress : Strengthen ELD curriculum through implementation of StudySync language arts adoption
- Students receiving special education not making sufficient progress toward grade level proficiency: Strengthen instruction through implementation of evidence-based instruction, continued PD on CCSS, expanded use of iReady in English and Math
- 8% suspension rate

Systematic processes that give every individual and team the information, insight, and support necessary to sustain improvement:

- Research-based instructional practices
- State adopted standards-aligned textual materials being used by all teachers in a collaborative environment
- Development and implementation of pacing and benchmark assessments
- Collecting benchmark data on student performance to drive instructional decisions
- Continue training in the use of the IO system for the purpose of formulating frequent and authentic assessments, analysis of assessments and immediate feedback of results
- Use of reports from IO to identify students scoring below benchmark targets, to guide instructional practices specifically, the reteaching of key standards and concepts, to differentiated or small group instruction, and for reassessment and continued progress monitoring
- Designing and implementing intensive and strategic interventions in ELA & Math
- Early identification of students not progressing for further intervention

How we will confront barriers and overcome challenges for implementation of a comprehensive intervention program:

- Continue refining our SWIMS (School Wide Intervention Management System) intervention system by implementation of PBIS
- Support ongoing collaboration of PLC's vertically and horizontally
- Provide Tuesday minimum days during the 2018-2019 school year to share, collect and interpret data, support one another, review best practices, and create structures for success
- Fully implement iReady in all English, Math, and ELD sections
- Full implementation and use of District pacing and Benchmark assessments
- Early identification of under-performing students
- Teachers/Administrators to develop/carry a caseload of at-risk students for the purposes of monitoring, providing information to the student, advisement, placement of students in effective interventions/alternative programs, and parent communication
- Work with District Office administrators to secure support and the resources necessary to implement a complete instructional and intervention program at Traweek Middle School to include academic as well as social emotional learning
- Hold all team members accountable to contribute to the improvement of all students through:

o Renewal/reinforcement of PLC processes

o Coaching

o Classroom Walk-Throughs

o Ongoing Staff Development

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	229
Grade 7	273
Grade 8	267
Total Enrollment	769

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	6.4
Black or African American	1.6
Filipino	3.6
Hispanic or Latino	79.1
Native Hawaiian or Pacific Islander	0.3
Two or More Races	1.4
White	7.4
English Learners	8.1
Foster Youth	1
Homeless	1.7
Socioeconomically Disadvantaged	71
Students with Disabilities	11.7

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)	21.8	68.3	414.7	84.3	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.4	0.1	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.4	1.3	2.2	0.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.4	20.0	21.8	4.4	12115.8	4.4
Unknown	3.3	10.4	53.0	10.8	18854.3	6.9
Total Teaching Positions	32.0	100.0	492.2	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	0.4
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.4

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	1.0
Local Assignment Options	5.4
Total Out-of-Field Teachers	6.4

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)	1.7
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

Covina-Valley Unified School District ensures that textbooks and materials are sufficient, current and available for each student in all core classes. Covina-Valley Unified School District held a Public Hearing in the fall of 2021 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, and science lab equipment, pursuant to the settlement of Williams vs. the State of California. All students, including English Learners are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom or to take home. The governing Board approves all textbook adoptions for grades TK-12, which includes verification that instructional materials are aligned with California Content Standards and the State Frameworks.

Year and month in which the data were collected

10/30/21

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-5: McGraw-Hill Education: California World of Wonders, c2017 (Adopted in 2017) 6-8: McGraw-Hill Education: StudySync, c2017 (Adopted in 2017) 9-12: McDougal Littell: The Literature of Language CA Edition, c2002 (Adopted in 2003); Glencoe McGraw-Hill Writer's Choice, c2001 (Adopted in 2001)	Yes	0%
Mathematics	TK-5: Pearson: enVision Math California Common Core, c2015 (Adopted in 2015) 6-8: McGraw-Hill Education: California Math Course 1, 2, and 3, c2015 (Adopted in 2015) 9-12: Pearson/Prentice Hall, Integrated Mathematics Level 1 Common Core, c2014 (Adopted in 2014); Pearson/Prentice Hall: Integrated Mathematics, Level 2 Common Core, c2014 (Adopted in 2015); Pearson/Prentice Hall: Integrated Mathematics, Level 3 Common Core, c2014 (Adopted 2016)	Yes	0%
Science	TK-5: Macmillan/McGraw-Hill: California Science, c2008 (Adopted in 2007) 6: Prentice-Hall California Science Explorer - Focus on Earth Science, c2008 (Adopted in 2007) 7: Prentice-Hall California Science Explorer - Focus on Life Science, c2008 (Adopted in 2007) 8: Prentice-Hall California Science Explorer - Focus on Physical Science, c2008 (Adopted in 2007) 9-12: Glencoe-Biology: An Everyday Experience, c2005 (Adopted in 2005); Prentice Hall Biology: AP Edition, c2005 (Adopted in 2007); Thomson/Delmar Learning: Science of Earth Systems, c2004 (Adopted in 2005); Holt McDougal-McDougal Littell Biology, c2008 (Adopted in 2009); Prentice Hall Chemistry-California Edition, c2007 (Adopted in 2007)	Yes	0%
History-Social Science	TK-5: Studies Weekly: California Studies Weekly, c2017 (Adopted in 2018) 6: TCI: History Alive! The Ancient World, c2017 (Adopted in 2019) 7: TCI: History Alive! The Medieval World and Beyond, c2017 (Adopted in 2019) 8: TCI: History Alive! The U.S. Through Industrialism, c2017 (Adopted in 2019)	Yes	0%

	9-12: TCI: History Alive! World Connections, c2020 (Adopted in 2019); TCI: History Alive! Pursuing American Ideals, c2019 (Adopted in 2019); TCI: Gov Alive! Power, Politics, and You, c2020 (Adopted in 2019); TCI: Econ Alive! The Power to Choose, c2020 (Adopted in 2019)		
Foreign Language	7-8: Vista Higher Learning: Descubre, Level 1, c2017 (Adopted in 2019) 9-12: Vista Higher Learning: Descubre, Levels 1-2-3, c2017 (Adopted in 2019); EMC Publishing: T'es branche? Levels 1-2-3-4, c2014 (Adopted in 2017)	Yes	0%
Health	TK-5: Great Body Shop (Adopted in 1998) 6-8: Prentice Hall (Adopted in 2007); Positive Prevention Plus (Adopted in 2018) 9-12: Holt, Rinehart & Winston (Adopted in 2004); Positive Prevention Plus (Adopted in 2018)		N/A
Visual and Performing Arts	TK-5: Macmillan/McGraw-Hill (Adopted in 2007)		
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Traweek Middle School was built in 1955 and modernized in 1994. Facilities are situated on 14.3 acres and span nearly 72,000 square feet. They consist of permanent and portable classrooms, a multipurpose/fitness room, a track, basketball courts, Teen Scene facility, administrative offices, restrooms, and storage rooms. The school recently completed a hardscape and landscape project adding four shade structures and seating in the central school quad, as well as beautifying the campus with new landscaping. In the summer of 2008 parking lots were patched, slurry sealed and all traffic/parking markings and curbs were painted. Entire interior of the cafeteria was painted and the new Library Media Center along with adding 3 new shade structures in the 6th grade quad was completed in September 2009. In December 2009, a new digital marquee was installed at the site. In 2012, the Multipurpose Room, Administrative Office, and Rooms 1 through 26 were painted and had new flooring placed. The facility strongly supports teaching and learning through its ample classrooms and playground space.

Year and month of the most recent FIT report

November 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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
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	770	NT	NT	NT	NT
Female	348	NT	NT	NT	NT
Male	420	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	50	NT	NT	NT	NT
Black or African American	12	NT	NT	NT	NT
Filipino	27	NT	NT	NT	NT
Hispanic or Latino	610	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	14	NT	NT	NT	NT
White	55	NT	NT	NT	NT
English Learners	59	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	22	NT	NT	NT	NT
Military	51	NT	NT	NT	NT
Socioeconomically Disadvantaged	553	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	90	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
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Male	420	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	50	NT	NT	NT	NT
Black or African American	12	NT	NT	NT	NT
Filipino	27	NT	NT	NT	NT
Hispanic or Latino	610	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	14	NT	NT	NT	NT
White	55	NT	NT	NT	NT
English Learners	59	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	22	NT	NT	NT	NT
Military	51	NT	NT	NT	NT
Socioeconomically Disadvantaged	553	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	90	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.

i-Ready Reading/Math Student Groups	i-Ready Reading/Math Total Enrollment	i-Ready Reading/Math Number Tested	i-Ready Reading/Math Percent Tested	i-Ready Reading/Math Percent Not Tested	i-Ready Reading/Math Percent At or Above Grade Level
All Students	784	736	93.88	6.12	53.26
Female	355	331	93.24	6.76	60.12
Male	429	405	94.07	5.93	47.65
American Indian or Alaska Native	0	0	N/A	N/A	N/A

Asian	56	53	94.64	5.56	62.26
Black or African American	15	14	93.33	6.67	42.86
Filipino	29	29	100	0	68.97
Hispanic or Latino	617	581	94.17	5.83	51.46
Native Hawaiian or Pacific Islander	3	3	100	0	33.33
Two or More Races	29	27	93.1	6.9	66.67
White	64	56	87.5	12.5	58.93
English Learners	62	55	88.71	11.29	14.55
Foster Youth	8	7	87.5	12.5	14.28
Homeless	13	10	76.92	23.08	40
Military	52	49	94.23	5.77	53.06
Socioeconomically Disadvantaged	581	544	93.63	6.37	46.32
Students Receiving Migrant Education Services	0	0	N/A	N/A	N/A
Students with Disabilities	94	82	87.23	12.77	15.85

*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.

i-Ready Reading/Math Student Groups	i-Ready Reading/Math h Total Enrollment	i-Ready Reading/Math h Number Tested	i-Ready Reading/Math h Percent Tested	i-Ready Reading/Math h Percent Not Tested	i-Ready Reading/Math h Percent At or Above Grade Level
All Students	784	736	93.88	6.12	32.2
Female	355	332	93.07	6.93	36.45
Male	429	404	94.17	5.83	28.72
American Indian or Alaska Native	0	0	N/A	N/A	N/A
Asian	56	53	94.64	5.36	58.49
Black or African American	15	14	93.33	6.67	28.57
Filipino	29	29	100	0	55.17
Hispanic or Latino	617	579	93.44	6.56	28.84
Native Hawaiian or Pacific Islander	3	3	100	0	0
Two or More Races	29	28	96.43	3.57	57.14
White	64	58	89.66	10.34	32.76
English Learners	62	57	91.94	8.06	3.51
Foster Youth	8	7	85.71	14.29	0
Homeless	13	11	84.62	15.38	18.18
Military	52	49	94.23	5.77	38.78

Socioeconomically Disadvantaged	581	545	93.39	6.61	28.27
Students Receiving Migrant Education Services	0	0	N/A	N/A	N/A
Students with Disabilities	94	90	95.75	4.26	7.78

*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	266	NT	NT	NT	NT
Female	126	NT	NT		
Male	140	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	18	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	208	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	27	NT	NT	NT	NT
English Learners	16	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	12	NT	NT	NT	NT
Military	18	NT	NT	NT	NT
Socioeconomically Disadvantaged	182	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

Parents and the community are very supportive of the educational programs at Traweek Middle School. Numerous programs and activities are enriched by the generous contributions made by the Parents, Community Members, PTA, and local businesses. Parents and the community have been very instrumental in supporting many activities for students such as: Power up for Testing, Providing a high protein breakfast for all students on State test days, Red Ribbon Week, PTA walking club, Book Fair, District Reading Competition, Open Mic Night, Garden Club, Robotics, and numerous awards incentives and programs. Students can display individual talents in the the arts, Drama Production, Chorus and Band productions, Robotics competitions and Open Mic Night displaying their creative and innovative minds. Parent Nights such as "PIE" night (Partners in Education), "On Your Way To College" info night, Breakfast with the Principal, Traweek Turkey Trot, and many more programs provide a well-balanced and enriching educational experience for all students. The school holds many events throughout the school year in which parents and community members can participate. These events include Parent Education Programs, PTA meetings, SSC (School Site Council), ELAC (English Language Advisory Council), and our new Parent GATE committee. The master calendar, Titan website, Titan marquee, Titan binder, parent portal, parent phone dialer, and flyers are provided throughout the year to keep parents informed of these events and other things important to a student's success at Traweek Middle School.

Parents who wish to participate in Traweek Middle School's leadership teams, school committees, school activities, or become volunteers may contact school office personnel at (626) 974-7400.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	784	776	24	3.1
Female	354	351	10	2.8
Male	428	423	14	3.3
American Indian or Alaska Native	0	0	0	0.0
Asian	51	50	0	0.0
Black or African American	12	12	1	8.3
Filipino	28	28	0	0.0
Hispanic or Latino	618	614	22	3.6
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	11	11	0	0.0
White	60	57	1	1.8
English Learners	66	64	0	0.0
Foster Youth	8	8	2	25.0
Homeless	13	13	2	15.4
Socioeconomically Disadvantaged	562	557	21	3.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	93	93	5	5.4

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	6.32	0.00	2.25	0.06	3.47	0.20
Expulsions	0.23	0.00	0.09	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	5.19	1.43	2.45
Expulsions	0.00	0.03	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

Safety of students and staff is a primary concern at every school throughout the District. Each school complies with laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted regularly throughout the school year. Each school annually participates in the "Great California ShakeOut". The school's Safe School Plans are reviewed annually by a law enforcement officer (usually our School Resource Officers from West Covina and Covina Police Departments). The document is "fluid" and updates are completed as needed. For example, updates are completed if a school discipline policy is added or modified, changes are made to the campus map, additions and/or modifications are made to the telephone trees, etc. All visitors must check in at the school office and wear a visitor badge while on school grounds. During lunch, recesses, and before and after school, staff members supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. The Comprehensive School Safety Plan was developed by administrators, other school staff members, and Los Angeles County Office of Education staff members. It is reviewed, approved, and evaluated by the School Site Council in cooperation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following: child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and suspension and expulsion policies. The plan is reviewed annually with school staff. An updated copy is available to the public at the school and District Office.

2018-19 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	11	8	10
Mathematics	25	8	6	9
Science	27	6	8	12
Social Science	27	6	4	12

2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	6	5	11
Mathematics	24	12	9	4
Science	31	2	7	8
Social Science	31	1	6	10

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	9	6	9
Mathematics	23	9	12	4
Science	27	3	12	5
Social Science	29	2	8	9

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	769

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	1
Social Worker	0
Speech/Language/Hearing Specialist	0.8
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 teacher 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	\$12,174	\$3,205	\$8,969	\$79,242
District	N/A	N/A	\$9,699	\$89,740
Percent Difference - School Site and District	N/A	N/A	-7.8	-12.4
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	6.0	-8.6

2020-21 Types of Services Funded

In addition to State general funding, Covina-Valley Unified School District receives State and Federal categorical funding for the following special programs:

- Title I, II, III, IV
- State Compensatory Education
- Special Education
- Home-to-School Transportation
- Tobacco Use Prevention Education
- Carl Perkins
- Regional Occupational Program
- Elementary and Secondary School Emergency Relief II,III
- Expanded Learning Opportunities Grant

These funds are used for personnel, materials, supplies, equipment, parent involvement, and professional development to help close the achievement gap for all students. Personnel costs include Title I Intervention teachers, EL TOSA, additional counselor hours, additional hours for before/after school tutoring. Materials and supplies include supplemental programs for reading, math, and mental health.

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	\$49,285	\$52,562
Mid-Range Teacher Salary	\$85,717	\$83,575
Highest Teacher Salary	\$106,826	\$104,166
Average Principal Salary (Elementary)	\$139,793	\$131,875
Average Principal Salary (Middle)	\$146,907	\$137,852
Average Principal Salary (High)	\$150,137	\$150,626
Superintendent Salary	\$332,486	\$260,243
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Covina-Valley provides over 50 days of dedicated professional development each year. Professional development aligns with the Local Control Accountability Plan (LCAP), Common Core State Standards, student needs, and professional needs. Professional Development is provided during the school day and on modified Tuesdays.

The district provided professional development in the following areas:

- * Lindamood-Bell (12 days)
- * UCI Math (7 days)
- * Principal Workshops (20 days)
- * AVID (2 days)
- * Illuminate DnA (2 days)
- * Signs of Suicide (4 days)
- * Special Education (1 day)
- * Technology (1 day)
- * 6-12 Writing (2 days)

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	107	72	52

Covina-Valley 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	Covina-Valley Unified School District
Phone Number	626-974-7000
Superintendent	Elizabeth Eminhizer, Ed.D.
Email Address	eeminhizer@c-vusd.org
District Website Address	www.c-vusd.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	5749	NT	NT	NT	NT
Female	2811	NT	NT	NT	NT
Male	2936	NT	NT	NT	NT
American Indian or Alaska Native	14	NT	NT	NT	NT
Asian	339	NT	NT	NT	NT
Black or African American	144	NT	NT	NT	NT
Filipino	159	NT	NT	NT	NT
Hispanic or Latino	4601	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	76	NT	NT	NT	NT
White	408	NT	NT	NT	NT
English Learners	493	NT	NT	NT	NT
Foster Youth	42	NT	NT	NT	NT
Homeless	200	NT	NT	NT	NT
Military	335	NT	NT	NT	NT
Socioeconomically Disadvantaged	4116	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	808	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	5749	NT	NT	NT	NT
Female	2811	NT	NT	NT	NT
Male	2936	NT	NT	NT	NT
American Indian or Alaska Native	14	NT	NT	NT	NT
Asian	339	NT	NT	NT	NT
Black or African American	144	NT	NT	NT	NT
Filipino	159	NT	NT	NT	NT
Hispanic or Latino	4601	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	76	NT	NT	NT	NT
White	408	NT	NT		NT
English Learners	493	NT	NT	NT	NT
Foster Youth	42	NT	NT	NT	NT
Homeless	200	NT	NT	NT	NT
Military	335	NT	NT	NT	NT
Socioeconomically Disadvantaged	4116	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	808	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.

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

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

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

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