

California Department of Education
School Accountability Report Card
Reported Using Data from the 2020 - 2021 School Year
Published During 2021 - 2022

For: Marion Mix Elementary

Address: 4730 Laguna Park Dr, Elk Grove, CA 95758
Principal: Peggy Barrad

Phone: 916-509-8877
Grade Span: K-6

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://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.

About This School

District Contact Information (School Year 2021 - 2022)

District Name	Elk Grove Unified
Phone Number	(916) 686-5085
Web Site	www.egusd.net
Superintendent	Christopher R. Hoffman
E-mail Address	choffman@egusd.net

School Contact Information (School Year 2021 - 2022)

School Name	Marion Mix Elementary
Street	4730 Laguna Park Dr
City, State, Zip	Elk Grove, CA 95758
Phone Number	916-509-8877
Principal	Margaret Barrad
E-mail Address	MBarrad@egusd.net
Web Site	http://blogs.egusd.net/mix/
County-District-School(CDS) Code	34673140131516

School Description and Mission Statement (School Year 2021 - 2022)

Marion Mix Elementary will Empower Our School Community to: Know Their Impact, Embrace Continuous Growth, and Prepare for the 21st Century.

The entire staff of Marion Mix Elementary is dedicated to accomplish the school vision by:

- *Helping students, families and staff develop a clear understanding of their individual and collective IMPACT by explicitly teaching and practicing high levels of reflective thinking and problem solving.
- *Working collaboratively to identify challenges, develop solutions, and refine practices to better meet the needs of ALL students.
- *Providing high-quality first instruction that incorporates ongoing assessment of student learning that is frequent, accurate, specific and timely to move students towards academic proficiency and beyond.
- *Promoting 21st Century thinking, learning, collaboration, and problem solving by making all learning relevant and aligned to College, Career, and Citizenship readiness.

To meet the needs of all our students, we provide a range of activities that occur before, during, and after school and through daily instruction and WIN (What I Need) time. These include: CREST, Robotics, VAPA, Choir, differentiated instruction, tutoring, sports, GATE and design, and enrichment activities.

Marion Mix is committed to guaranteeing a safe and positive learning environment while challenging all students to realize their greatest potential. We are a PBIS school and we expect and reward our students when they are Motivated, Accountable, Vigilant and Supportive.

In partnership with our Parent Teacher Organization, we offer numerous opportunities throughout the year for our families to connect with our school. These events include: Back to School Night, Family Picnic Lunch Days, Family STEM Nights, Family Craft Nights, Family Movie Nights, Kids & Cocoa, Glow Dance and Open House.

The staff at Marion Mix is dedicated to providing a supportive and nurturing learning environment while ensuring students are able to achieve academic success at high levels.

Peggy Barrad, Principal Marion Mix Elementary

Student Enrollment by Grade Level (School Year 2020 - 2021)

Grade Level	Number of Students
Kindergarten	124
Grade 1	96
Grade 2	108
Grade 3	114
Grade 4	123
Grade 5	118
Grade 6	102
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	785

Student Enrollment by Student Group (School Year 2020 - 2021)

Student Group	Percent of Total Enrollment
Female	45.20%
Male	54.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.50%
Asian	19.00%
Black or African American	14.40%
Filipino	5.40%
Hispanic or Latino	33.90%
Native Hawaiian or Pacific Islander	1.90%
Two or More Races	12.20%
White	12.70%
English Learners	17.50%
Foster Youth	0.50%
Homeless	0.60%
Migrant	0.10%
Socioeconomically Disadvantaged	47.00%
Students with Disabilities	11.10%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Preparation and Placement (School Year 2019 - 2020)

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)	31.1	91.7%	2617.2	92.1%	228366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	22.1	0.8%	4205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	44.7	1.6%	11216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.3	3.8%	54.7	1.9%	12115.8	4.4%
Unknown	1.5	4.4%	103.3	3.6%	18854.3	6.9%
Total Teaching Positions	34.0	100.0%	2842.2	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA) (School Year 2019 - 2020)

Authorization/Assignment	Number
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2019 - 2020)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.8
Local Assignment Options	0.5
Total Out-of-Field Teachers	1.3

Class Assignments (School Year 2019 - 2020)

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

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

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2021 - 2022)

Year and month in which data were collected: September 7, 2021

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All English/Language Arts books K-12 are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>California Wonders</i> by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- <i>Your Turn Practice Book, Close Reading Companion</i> 1st- <i>Literature Anthology units 1-4, Your Turn Practice Book, Close Reading Companion.</i> 2nd-6th: <i>Literature Anthology, Your Turn Practice Book, Close Reading Companion.</i> Adopted EGUSD 2016	Yes	0
CA <i>StudySync</i> by McGraw Hill, © 2017 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	7th-8th - Student Edition Adopted EGUSD 2017	Yes	0
English books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th-12th - Student Edition CA <i>StudySync</i> by McGraw Hill, © 2017 Adopted EGUSD 2017 10th Honors - <i>Advanced Language & Literature</i> , Bedford, Freeman & Worth © 2016 Adopted EGUSD 2018	Yes	0
AP English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: 11th - <i>Language of Composition</i> , Bedford/St. Martins © 2013 Adopted EGUSD 2015 12th - <i>Bedford Introduction to Literature</i> , Bedford/St. Martins © 2016 Adopted EGUSD 2017	Yes	0
IB English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>Theory of Knowledge</i> , Oxford University Press © 2020 Adopted EGUSD 2020 <i>English A: Literature for the IB Diploma</i> , Oxford University Press © 2019; Adopted EGUSD 2021	Yes	0
Mathematics	All Math books K-12 are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
CA <i>GoMath</i> , © 2015 in grades K-6. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	K-6th - Student Edition and Practice workbook Adopted EGUSD 2015	Yes	0
Mathematics books by multiple publishers in grades 7-8. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	7th-8th <i>Go Math</i> , Houghton Mifflin Harcourt Publishing © 2015; Adopted EGUSD 2015 8th <i>Integrated Math 1</i> , Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015	Yes	0
Mathematics books by multiple publishers in grades 9-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th-12th Integrated Math 1, Integrated Math 2, Integrated Math 3, Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015 <i>Statistics & Probability with Applications 3e</i> Bedford Freeman & Worth © 2016; <i>PreCalculus with Limits 4e</i> Cengage © 2018 Adopted EGUSD 2018	Yes	0
AP mathematics books by multiple publishers in grades 10-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: <i>Calculus: Graphical, Numerical</i> , Pearson 2016; <i>Practice of Statistics</i> , 5th Ed., WH Freeman & Co. © 2015 Adopted EGUSD 2016	Yes	0

	Calculus 11th edition, Cengage © 2018 Adopted EGUSD 2018		
IB mathematics books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>Calculus: Graphical, Numerical</i> , Pearson © 2016 Adopted EGUSD 2016 <i>Mathematics Core Topics SL1</i> © 2019; <i>Mathematics Core Topics HL1</i> © 2019; <i>Mathematics Analysis & Approaches SL2</i> © 2019; <i>Mathematics Analysis & Approaches HL2</i> © 2019; <i>Mathematics Applications & Interpretation SL2</i> © 2019, Haese Mathematics Adopted EGUSD 2020	Yes	0
Science	All 2-12 Science books are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
Amplify Science by Amplify Education © 2019 for grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K - Big Book Package (3) 1st - Big Book Package (3) 2nd - Investigation Notebook (3) 3rd - 5th Investigation Notebook (4) Adopted EGUSD 2021	Yes	0
Science text by STEMscopes © 2019 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - <i>Earth & Space Science</i> 7th - <i>Life Science</i> 8th - <i>Physical Science</i> Adopted EGUSD 2020	Yes	0
Science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	<i>Astronomy Today</i> , Prentice Hall © 2002; Adopted EGUSD 2002 <i>Criminalistics</i> , Prentice Hall © 2004, <i>Environmental Science</i> , McGraw Hill © 2005; <i>Fundamentals of Anatomy & Physiology</i> © 2006, Prentice Hall; <i>Chemistry in the Community</i> © 2006, VHPS; Adopted EGUSD 2006 <i>Foundations in Microbiology</i> , McGraw Hill, © 2005 Adopted EGUSD 2008 <i>The Living Earth</i> , © 2019, <i>Physics in the Universe</i> , © 2019, <i>STEMscopes</i> , <i>Experience Chemistry</i> , © 2019 Pearson; Adopted EGUSD 2020	Yes	0
AP science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: <i>Biology by Campbell</i> , Pearson © 2011; Adopted EGUSD 2012 <i>Chemistry: A Molecular Approach</i> , Pearson © 2014; Adopted EGUSD 2013 <i>College Physics, 9th Ed.</i> , Cengage © 2012 Adopted EGUSD 2014	Yes	0
IB science books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>Higher Level Biology</i> , 2nd Ed., Pearson © 2014; <i>Standard Level Chemistry</i> , 2nd Edition, Pearson © 2014; <i>Higher Level Chemistry</i> , 2nd Edition, Pearson © 2014; Adopted EGUSD 2015	Yes	0
History-Social Science	All 1-12 History-Social Science books are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>Impact: California</i> by McGraw Hill © 2019 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- <i>Learning and Working Now and Long Ago</i> 1st - <i>A Child's Place in Time and Space</i> 2nd - <i>People Who Make a Difference</i> 3rd - <i>Continuity and Change</i> 4th - <i>California: A Changing State</i> 5th - <i>US History: Making a New Nation</i> Adopted EGUSD 2019	Yes	0
<i>Impact: California</i> by McGraw Hill © 2019 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - <i>Ancient Civilizations</i> 7th - <i>Medieval to Early Modern Times</i> 8th - <i>United States History & Geography</i> Adopted EGUSD 2019	Yes	0

Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	<p><i>World Geography and Cultures</i> © 2008, Glencoe © 2008 Adopted EGUSD 2008</p> <p><i>World History Culture & Geography: The Modern World</i> © 2019, <i>United States History & Geography, Continuity & Change</i> © 2019, <i>Principles of American Democracy</i> © 2019, <i>Principles of Economics</i> © 2019, McGraw Hill Adopted EGUSD 2020</p>	Yes	0
AP social science books by multiple publishers in grades 10-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	<p>AP Courses</p> <p><i>Essentials of Comparative Politics</i>, W.W. Norton © 2015 Adopted EGUSD 2016</p> <p><i>Krugman's Economics</i> © 2015, <i>America's History</i>, © 2014, Bedford Freeman & Worth, <i>Worlds Together Worlds Apart</i> © 2016, <i>American Politics Today</i> © 2017, W.W. Norton; Adopted EGUSD 2017</p>	Yes	0
IB social science books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	<p>IB Courses:</p> <p><i>History of the Americas</i> © 2015; Adopted EGUSD 2017</p> <p><i>The Cold War Superpower Tensions and Rivalries</i> © 2015, Oxford University Press; <i>Authoritarian States</i>, © 2015, Oxford University Press Adopted EGUSD 2018</p>	Yes	0
	<p>Supplemental for English Learners</p> <p><i>World Geography & Cultures</i> © 2002, Pacemaker Series, AGS Globe Fearon; Adopted EGUSD 2008</p>	Yes	0
Foreign Language	All 7-12 World language books are provided one per student.		
World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education.	<p><i>Genki II</i>, Japanese Times © 2011; Adopted EGUSD 2017</p> <p><i>Adventures in Japanese 1 & 2</i>, Cheng & Tsui © 2016; <i>Dekiru!</i>, Cheng & Tsui, © 2017; <i>Deutsch Aktuell 1,2,3</i>, EMC-Carnegie © 2017; <i>EntreCulturas 1,2,3</i>, Wayside © 2020; <i>Imaginez</i>, Vista Higher Learning © 2020; <i>EntreCulturas 1,2,3</i>, Wayside © 2017; <i>EntreCulturas 4</i>, Wayside © 2021</p> <p>Adopted EGUSD 2021</p>	Yes	0
AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	<p>AP Courses:</p> <p><i>Dekiru!</i>, Cheng & Tsui, © 2017; <i>Neue Blockwinkel</i>, Wayside, © 2017; <i>Imaginez</i>, Vista Higher Learning © 2020; <i>Triangulo A Preciado</i>, Wayside © 2019; <i>Azulejo</i>, Wayside © 2012 Adopted EGUSD 2021</p>	Yes	0
IB world language books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	<p>IB Courses: <i>Adventures in Japanese III</i>, Cheng & Tsui © 1998; Adopted EGUSD 2000</p> <p><i>Yokoso!</i> McGraw-Hill © 2006; Adopted EGUSD 2007</p> <p><i>French B Course Companion</i>, <i>Spanish B Course Companion</i>, © 2018, Oxford University Press Adopted EGUSD 2019</p>	Yes	0
Visual and Performing Arts			
All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education.	<p>7th-8th:</p> <p><i>Tradition of Excellence</i>, Beacon Music © 2011; Adopted EGUSD 2018</p>	Yes	0
	<p>9-12th:</p> <p><i>Alfred's Basic Adult Piano Course</i>, Alfred Music © 1999; <i>Basic Drama Projects</i>, Perfection Learning © 2015; <i>Beginning Sculpture</i>, Davis © 2005; <i>Communication Through Graphic Design</i>, Davis © 2010; <i>Dance Composition</i>, Davis © 2009; <i>Discovering Drawing</i>, Davis © 2018; <i>Discovering Dance</i>, Human Kinetics © 2014; <i>Drama for Reading and Performance</i>, Perfection Learning © 2008; <i>Experience Clay</i>, Davis © 2011; <i>Experience Painting</i>, Davis © 2015; <i>Experiencing Dance</i>, Human Kinetics © 2014; <i>Focus on Photography</i>, Davis © 2016; <i>Guitar School</i>, Alfred Music © 1998; <i>Photography</i>, Pearson © 2016; Adopted EGUSD 2018</p>	Yes	0

<p>AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.</p>	<p>AP Courses: <i>Gardner's Art Through the Ages</i>, Thomson/Wadsworth © 2005; Adopted EGUSD 2005</p> <p><i>Musician's Guide to Theory and Analysis</i>, WW Norton © 2006; Adopted EGUSD 2018</p>	<p>Yes</p>	<p>0</p>
<p>Health</p>	<p>All 9-12 Health books are provided one per student.</p>		
<p>All high school textbooks are from the most recent adoption of the local governing Board of Education.</p>	<p><i>Glencoe Health</i>, McGraw Hill © 2022 Adopted EGUSD 2021</p>	<p>Yes</p>	<p>0</p>
<p>Science Laboratory Equipment (grades 9-12)</p>	<p>All 9-12 students utilizing a lab have access to appropriate equipment.</p>		

School Facility Conditions and Planned Improvements (School Year 2021 - 2022)

Marion Mix has a main building containing 27 classrooms, library, computer lab, and an administrative office. Additionally, a separate Kindergarten building contains a teacher workroom and three classrooms as well as a freestanding Multipurpose Room. Also located on our site, is a designated area for Champions that provides before and after school care for the convenience of our families. The main campus was completed in the spring of 2015 and opened its doors to students on August 13, 2015. As one of the newer Elk Grove Unified School District schools and one of only three two-story schools in the district, Mix is equipped with current technology, and energy efficiency as a priority. In 2018, and as a result of the passage of Measure M, Marion Mix received a large shade structure in the fall of 2019. During the 2017-2018 school year, SMUD also provided shade trees for our field. As a result of the incorporation of energy saving technologies, Marion Mix has been recognized through SMUD for our sustainability.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Included is information from the facility survey instrument on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Our school received an "Exemplary" status based on the State's definitions for each of the eight categories evaluated, which is the highest rating possible.

School Facility Good Repair Status (School Year 2021 - 2022)

Year and month of the most recent FIT report : 11/17/2021

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	x			N/A
Interior: Interior Surfaces	x			N/A
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	x			N/A
Electrical: Electrical	x			N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains	x			N/A
Safety: Fire Safety, Hazardous Materials	x			N/A
Structural: Structural Damage, Roofs	x			N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	x			N/A

Overall Facility (School Year 2021 - 2022)

Year and month of the most recent FIT report: 11/17/2021

Overall Rating

Exemplary	Good	Fair	Poor
x			

The district ensures 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 Office of Public School Construction. Each month, the lead custodian, in collaboration with the site administrator, conducts a thorough inspection of the school grounds utilizing this survey instrument. On a daily basis the custodial team provides supervision and maintenance from 6:30 am - 10:00 pm. During these hours the school facilities are thoroughly cleaned, the classrooms are inspected, the playground is maintained and the restrooms are checked hourly. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or the district Facilities Department. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The State Deferred Maintenance Program (DMP) was established in 1980 to aid districts in major maintenance projects. Beginning with the 2013-2014 fiscal year and the inception of the Local Control Funding Formula (LCFF) the State has intended for Deferred Maintenance needs and expenses to be included in the District's LCFF allotment. The district continues to fund routine projects previously considered as part of the State's former DMP at levels required by the State and continues to use local resources.

There are no corrective actions necessary at this time.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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. CAA 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 assessments for 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.

- **College and Career Ready:** 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment Percentage of Students Meeting or Exceeding the State Standards

Subject	School 2019 - 2020	School 2020 - 2021	District 2019 - 2020	District 2020 - 2021	State 2019 - 2020	State 2020 - 2021
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

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
 Grades Three through Eight and Grade Eleven
 (School Year 2020 - 2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	461	413	89.59	10.41	41.71
Female	217	199	91.71	8.29	49.49
Male	244	214	87.70	12.30	34.43
American Indian or Alaska Native	--	--	--	--	--
Asian	81	74	91.36	8.64	51.35
Black or African American	69	56	81.16	18.84	29.09
Filipino	14	14	100.00	0.00	57.14
Hispanic or Latino	162	141	87.04	12.96	35.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	65	63	96.92	3.08	56.45
White	57	54	94.74	5.26	41.51
English Learners	81	68	83.95	16.05	10.29
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	118	95	80.51	19.49	27.96
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	71	50	70.42	29.58	4.00

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
 Grades Three through Eight and Grade Eleven
 (School Year 2020 - 2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	461	410	88.94	11.06	26.47
Female	217	197	90.78	9.22	29.74
Male	244	213	87.30	12.70	23.47
American Indian or Alaska Native	--	--	--	--	--
Asian	81	74	91.36	8.64	33.78
Black or African American	69	54	78.26	21.74	13.21
Filipino	14	14	100.00	0.00	21.43
Hispanic or Latino	162	142	87.65	12.35	23.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	65	62	95.38	4.62	37.10
White	57	53	92.98	7.02	26.92
English Learners	81	68	83.95	16.05	10.29
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	118	92	77.97	22.03	13.19
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	71	51	71.83	28.17	0.00

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Local Assessment Test Results in ELA by Student Group
 Assessment Name(s): N/A
 Grades Three through Eight and Grade Eleven (School Year 2020 - 2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level *
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only 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.

Local Assessment Test Results in Mathematics by Student Group
 Assessment Name(s): N/A
 Grades Three through Eight and Grade Eleven (School Year 2020 - 2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only 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.

CAASPP Test Results in Science for All Students
 Grades Five, Eight, and High School
 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019 - 2020	School 2020 - 2021	District 2019 - 2020	District 2020 - 2021	State 2019 - 2020	State 2020 - 2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	0%	N/A	28.72%

Note: 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.

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

CAASPP Test Results in Science by Student Group
 Grades Five, Eight, and High School
 (School Year 2020 - 2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	118	NT	NT	NT	NT
Female	61	NT	NT	NT	NT
Male	57	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	13	NT	NT	NT	NT
Black or African American	21	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	42	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	20	NT	NT	NT	NT
White	14	NT	NT	NT	NT
English Learners	16	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	19	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2020 - 2021)

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

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

[Opportunities for Parental Involvement \(School Year 2021 - 2022\)](#)

Parent involvement is an integral part to our success at Marion Mix. Parents and community members are encouraged to volunteer in classrooms, chaperone field trips, help in the front office and attend monthly meetings provided by the principal. Our committed PTO collaborates with our families to serve and support our community priorities. School Site Council, ELAC and advisory committees are other opportunities to become involved in the site's decision making. Please contact Mrs. Barrad, Principal, at 916.509.8877 for more information.

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2018 - 2019	School 2020 - 2021	District 2018 - 2019	District 2020 - 2021	State 2018 - 2019	State 2020 - 2021
Suspensions	2.25%	0.00%	5.06%	0.12%	3.47%	0.20%
Expulsions	0.00%	0.0%	0.05%	0.00%	0.08%	0.00%

Note: 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.

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019 - 2020	District 2019 - 2020	State 2019 - 2020
Suspensions	1.08%	4.02%	2.45%
Expulsions	0.00%	0.03%	0.05%

Note: 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.

Suspensions and Expulsions by Student Group (School Year 2020 - 2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	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%

School Safety Plan (School Year 2021 - 2022)

At Mix, we believe that nothing should impede the academic achievement of our students, and our district is committed to providing a safe and secure environment for learning. Our safety handbook outlines procedures for emergencies such as earthquakes, fires, lock down situations and floods for prompt and effective response. School wide drills for these protocols are practiced regularly. The District's Police Services collaborates with our site in maintaining safety at our school and throughout our community. A review of our school safety plan is conducted yearly on February 2022 and approved by our School Site Council. We provide staff supervision before and after school, and all visitors are required to sign-in at the front office and wear badges while on campus. During school hours, all gates are kept locked to limit accessibility.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2018 - 2019)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25		5	
1	24		4	
2	23	1	5	
3	24		5	
4	31		3	
5	29		4	
6	29		4	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2019 - 2020)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24		5	
1	21	1	4	
2	21	1	4	
3	24		5	
4	28		4	
5	24	1	3	
6	25	1	4	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2020 - 2021)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25		5	
1	24		4	
2	22	1	4	
3	23	2	4	
4	25	2	4	
5	20	3	3	
6	20	2	3	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

[Ratio of Pupils to Academic Counselors \(School Year 2020 - 2021\)](#)

Title	Ratio
Pupils to Academic Counselors*	0

*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.

[Student Support Services Staff \(School Year 2020 - 2021\)](#)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	2.2

* 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.

[Expenditures Per Pupil and School Site Teacher Salaries \(Fiscal Year 2019 - 2020\)](#)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$6,498	\$373	\$6,125	\$72,676
District	N/A	N/A	\$7,183	\$81,393
Percent Difference - School Site and District	N/A	N/A	-15.90%	-11.32%
State	N/A	N/A	\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-31.83%	-15.24%

Note: Cells with N/A values do not require data.

[Types of Services Funded \(Fiscal Year 2021 - 2022\)](#)

At our school, we have highly qualified staff to assist students with special learning needs. Our Learning Center provides services for special education students. All English Language Learners participate in direct English instruction through our designated ELD time. The needs of Gifted and Talented students are met within the classroom by providing enrichment experiences and/or after school in various ways. Our CREST (Capital Region Engineering Science Technology) and Robotics programs meet after school weekly to encourage students to learn more about engineering and robotics. In addition, we have expanded our VAPA opportunities on with a performing choir and drum core. New this year to Mix, is the National Elementary Honor Society which meets bi-monthly and focuses on community service. We also provide various sports opportunities such as Basketball, Volleyball and Running for Rhett.

Teacher and Administrative Salaries (Fiscal Year 2019 - 2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,193	\$50,897
Mid-Range Teacher Salary	\$67,621	\$78,461
Highest Teacher Salary	\$98,138	\$104,322
Average Principal Salary (Elementary)	\$125,579	\$131,863
Average Principal Salary (Middle)	\$122,900	\$137,086
Average Principal Salary (High)	\$133,715	\$151,143
Superintendent Salary	\$363,331	\$297,037
Percent of Budget for Teacher Salaries	35.00%	32.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

Our school and District offer a variety of professional learning opportunities for all staff. Currently, our school is focusing on the implementation of research-based, high quality instructional practices through Visible Learning strategies. The staff has also been trained on Project Lead the Way which is a project-based science curriculum, that is being implemented to best support our emphasis on STEM instruction. We continue with our implementation of Professional Learning Communities, in which our teachers focus on collaboration and student learning. Our staff is also committed to learning strategies to support Social Emotional Learning as well as Culturally Responsive teaching practices. New teachers who have been teaching fewer than two years are supported by the district's Beginning Teacher Program. They meet weekly with an experienced mentor to work on specific strategies to meet the needs of all students in their classrooms.

	2019 - 2020	2020 - 2021	2021 - 2022
Number of school days dedicated to Staff Development and Continuous Improvement	10	7	7

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application 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 Student 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 Web Application. 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.

LEA-Level CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020 - 2021)

LEAwide	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	461	413	89.59	10.41	41.71
Female	217	199	91.71	8.29	49.49
Male	244	214	87.70	12.30	34.43
American Indian or Alaska Native	--	--	--	--	--
Asian	81	74	91.36	8.64	51.35
Black or African American	69	56	81.16	18.84	29.09
Filipino	14	14	100.00	0.00	57.14
Hispanic or Latino	162	141	87.04	12.96	35.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	65	63	96.92	3.08	56.45
White	57	54	94.74	5.26	41.51
English Learners	81	68	83.95	16.05	10.29
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	118	95	80.51	19.49	27.96
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	71	50	70.42	29.58	4.00

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

LEA-Level CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020 - 2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	461	410	88.94	11.06	26.47
Female	217	197	90.78	9.22	29.74
Male	244	213	87.30	12.70	23.47
American Indian or Alaska Native	--	--	--	--	--
Asian	81	74	91.36	8.64	33.78
Black or African American	69	54	78.26	21.74	13.21
Filipino	14	14	100.00	0.00	21.43
Hispanic or Latino	162	142	87.65	12.35	23.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	65	62	95.38	4.62	37.10
White	57	53	92.98	7.02	26.92
English Learners	81	68	83.95	16.05	10.29
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	118	92	77.97	22.03	13.19
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	71	51	71.83	28.17	0.00

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

LEA-Level Local Assessment Test Results in ELA by Student Group
 Assessment Name(s): N/A
 Grades Three through Eight and Grade Eleven (School Year 2020 - 2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level *
LEAwide	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

LEA-Level Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s): N/A

Grades Three through Eight and Grade Eleven (School Year 2020 - 2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.