2021–2022
School Accountability Report Card

CHILDHELP SCHOOL OF VILLAGE WEST

School Accountability Report Card
Reported Using Data from the
2020–2021 School Year
California Department of Education

For   *Childhelp School of Village West*

Address: 14700 Manzanita Park Road. Beaumont, CA 92223   **Phone:** 833-332-2696
Principal: Brian Polston   **Grade Span:** K-8

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 https://www.cde.ca.gov/ta/ac/sa/.
➢ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
➢ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at https://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.

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refers to data provided by the CDE.

About This School

Table 1: District Contact Information (School Year 2021–2022)

Entity	Contact Information
District Name	Beaumont Unified School District
Phone Number	951-845-1631
Superintendent	Mays Kakish
Email Address	mkakish@beaumontusd.k12.ca.us
Website	www.beaumontusd.us/

Table 2: School Contact Information (School Year 2021–2022)

Entity	Contact Information
School Name	Childhelp School of Village West
Street	14700 Manzanita Park Road
City, State, Zip	Beaumont, CA. 92223
Phone Number	833-332-2696
Principal	Brian Polston
Email Address	bpolston@childhelp.org
Website	www.childhelp.org
County-District-School (CDS) Code	33-66993-6203780

Table 3: School Description and Mission Statement (School Year 2021–2022)

Childhelp School of Village West (CSVW) is a Nonpublic nonsectarian schools (NPS) school located in Beaumont, Ca. The school is situated in Merv Griffin Village which is a residential facility. CSVW is contracted with various SELPAs and LEAs within the Riverside and San Bernardino counties. Student population comprises of both community and residential students who qualify for special education services as specified by IDEA.

CSVW provides educational services to male and female student grades ranging from Kindergarten through 8th grades, ages 6-13 years of age who are diagnosed with Emotional Disturbance (ED), Other Heath Impairment (OHI), Specific Learning Disability (SLD), Autism, Intellectual Disability (ID). Program modality depends on the nature of disability, IEP goals and treatment plans as prescribed on the Individual Service Agreement. Our curriculum delineates course of study that is aligned with the California Department of Education (CDE), and offers courses similar to the contracting school districts. All students are actively involved in common core subjects that are standard based, and support the achievements of the academic standards and learning outcomes expected by the CDE and collaborating school districts. Students have access to state approved textbooks and the e-curriculum component to meet various learning styles and needs.

CSVW also offer alternative curriculum such as social emotional learning which is specifically designed to address the unique needs of students with Autism and Intellectual Disability. The alternative curriculum address deficits in language, social, sensory, physical and development needs. Additionally, CSVW offers a Functional

Academic class. The Functional Academic class primarily focuses on vocational skills, adaptive living skills and community-based instruction.

The behavioral management plan is vital to our program success. CSVW behavior management program derives from Applied Behavior Analysis (ABA) principles which emphasizes positive reinforcement. The behavior program offers a therapeutic environment and a token economy level program with incentives to reward positive and desirable behavior. Efforts to address behavior are not merely limited to reducing frequency and intensity, but are targeted toward the acquisition of behavior and social skills necessary for optimal psychological and socio-emotional functioning. Middle school students participate in a Transferable Skills program that prepares them for work experience. Teachers and paraprofessionals implement BSPs and BIPs as specified in the IEP, including special factors to accommodate and support student learning and minimize behaviors. CSVW adopted Boys Town social skills to help students build social skills and reduce maladaptive behaviors. Individual and group services are also available to help students orientate, acclimate and provide emotional support. All staff are Pro-ACT trained on evidence-based principles required to deescalate student behavior through crisis communication and intervention strategies.

CSVW does not accept students whose services cannot be met as outlined in the IEP. CSVW has an open entry and exit depending on roster capacity. Students are generally referred by the contracting school district. The goal of CSVW is to transition students back to their school of residents. The decision to transition a student is a collaborative effort by the IEP team members.

School Vision:

Childhelp School of Village West's vision is to empower students with self-advocacy skills and a growth mindset that goes beyond students' varying and different abilities.

School Mission:

Childhelp School of Village West's mission is to provide a safe and nurturing learning environment with emphasis on behavior management, social emotional learning, citizenship, academic excellence and community-based instruction that will prepare students for successful transitioning.

School Goals:

· Build a school-wide culture of growth mindset, learning, accountability and responsibility.

· Create a structured, safe and neutral learning environment for our student population.

· Develop a Universal Design for Learning (UDL) that meets the learning objectives of all student with adequate support and accommodations to help bridge the learning gap.

· Enhance student's self-advocacy skills that will transform and translate to a successful transition into adulthood.

· Utilize evidence-based and effective behavioral management strategies and interventions to help students achieve desirable behaviors conducive for learning.

· Provide ongoing professional development training to all staff as mandated by federal, state and local laws.

· Encourage parent advocacy meetings and work collaboratively on meeting student needs.

· Maintain 85% Average Daily Attendance (ADA) rate on a monthly basis.

Table 4: Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Kindergarten	0
Grade 1	1
Grade 2	0
Grade 3	2
Grade 4	3
Grade 5	2
Grade 6	2
Grade 7	5
Grade 8	2
Grade 9	2
Grade 10	3
Grade 11	0
Grade 12	0
Total Enrollment	22

Table 5: Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	18%
Male	81%
Non-Binary	0
American Indian or Alaska Native	0
Asian	0
Black or African American	18%
Filipino	0
Hispanic or Latino	18%
Native Hawaiian or Pacific Islander	0
Two or More Races	4%
White	54%
English Learners	0
Foster Youth	18%
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	100%
Students with Disabilities	100%

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

Table 6: Teacher Preparation and Placement (School Year 2020–2021)

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)	2	100%	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	0	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	N/A	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	N/A	N/A	N/A	N/A	N/A
Unknown		N/A	N/A	N/A	N/A	N/A
Total Teaching Positions	2	100%	N/A	N/A	N/A	N/A

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.

Table 7: Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA) (School Year 2020–2021)

Authorization/Assignment	Number
Permits and Waivers	0
Misassignments	0
Vacant Positions	1
Total Teachers Without Credentials and Misassignments	0

Table 8: Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2020–2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

Table 9: Class Assignments (School Year 2020–2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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

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

Table 10: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

Year and month in which the data were collected: 03/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017	Yes	0
Mathematics	2017	Yes	0
Science	2020	Yes	0
History-Social Science	2014	No	0
Foreign Language	N/A	N/A	N/A
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

Table 11: School Facility Conditions and Planned Improvements

Childhelp School of Village West is situated on the 123-acre site of Childhelp Merv Griffin Village. Students have access to all amenities the village has to offer, including the library, computer lab, gymnasium, pool and ranch. The beautifully maintained grounds are the perfect setting, giving students the peaceful environment they need to be successful.

Building Maintenance and Repairs: School administration and the maintenance department work collaboratively to ensure that the building and facility is in good operational condition. Childhelp School of Village West has a work order process through WorxHub. All staff are trained and encouraged to report maintenance issues when they become aware of a potential safety hazard. The school implemented a

"Good catch" program to encourage staff to report safety and hazardous issues. Work orders are processed through the WorxHub system and tracked accordingly by the maintenance department. Childhelp School of Village West ensure that the building maintenance is up to standards according to OSHA or CDE regulations.

Safety Committee Team: The Safety Committee Team meet monthly to discuss any safety concerns within the facility. The team review the safety calendar to ensure that all drills are conducted as scheduled. These drills comprise of fire, natural disasters and active shooter preparedness. Each drill is recorded accordingly and reviewed for quality assurance and quality improvement.

Custodian: Childhelp School of Village West have janitorial staffs on duty to ensure cleanliness of the facility at all times. School grounds and classrooms are cleaned before and after school. In situations that necessitates blood borne pathogens, janitorial staffs adhere to established school protocols to prevent spread of germs and minimize risk of infections.
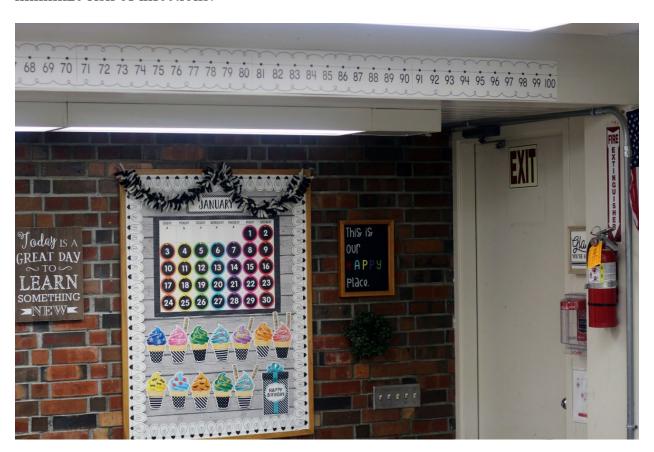
Table 12: School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 03/11/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		New HUAC Equipment (2022)
Interior: Interior Surfaces	X			New Flooring
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			New Electrical Boxes+Wiring (2021)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			All New Roofs (2022)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rate

Year and month of the most recent FIT report: 03/11/2022

Table 13: Overall Rating

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 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:

  o Aligned with CA CCSS for ELA and mathematics;

  o Available to students in grades 3 through 8, and grade 11; and

  o 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:

  o 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.

Table 14: CAASPP Test Results in 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 Standard

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.

Table 15: 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	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

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.

Table 16: 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	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

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.

Table 17: Local Assessment Test Results in ELA by Student Group
Assessment Name(s):
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.

Table 18: Local Assessment Test Results in Mathematics by Student Group Assessment Name(s):
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.

Table 19: 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/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 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.

Table 20: 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	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

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

Table 21: Career Technical Education Programs (School Year 2020–2021)

N/A

Table 22: Career Technical Education (CTE) Participation (School Year 2020–2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	N/A
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	N/A
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	N/A
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

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

Table 24: California Physical Fitness Test Results (School Year 2020–2021)

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
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 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

Table 25: Opportunities for Parental Involvement (School Year 2021–2022)

Childhelp School of Village West believes in parent advocacy and involvement. It is through teamwork that we can achieve our mission of providing quality education to our students. Therefore, communication is strongly encouraged between staff and parents/guardians. There is a daily communication log/point sheets sent home to provide snapshot of the student's day. Parents are encouraged to reach out to teachers or school administrators regarding student progress or any other concerns. There are other opportunities for parent/guardians involvements throughout the school year. Our school also encourage parent volunteer throughout the school year. During Summer school session, Childhelp School of Village West invites parents/guardians for its annual "Multi-cultural Day" event. Parents/guardians get to meet school staff and experience a multi-cultural event that is organized by our student population. Childhelp School of Village West partners with community agencies to coordinate a "Career Day" event. Parents/guardians and community members are invited to the event to provide students exposure to career awareness and career options. Holiday seasons are a great time to connect with families as well. Childhelp School of Village West donates Thanksgiving turkey and dinner baskets to our low income families. All our students also get Christmas gift donations as a way of giving back to our communities. During Childhelp's annual Christmas Party, parents/guardians are invited to the Children Activity Center (CAC) for an evening of entertainment. Our students showcase their talents by performing various acts on stage.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;

- High school graduation rates; and

- Chronic Absenteeism

Table 26: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018–2019	School 2019–2020	School 2020–2021	District 2018–2019	District 2019–2020	District 2020–2021	State 2018–2019	State 2019–2020	State 2020–2021
Dropout Rate	0	0	0	0	0	0	0	0	0
Graduation Rate	20%	0	0	0	0	0	0	0	0

Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2020–2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	N/A	N/A	N/A
Female	N/A	N/A	N/A
Male	N/A	N/A	N/A
Non-Binary	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A
White	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A
Homeless	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Table 28: Chronic Absenteeism by Student Group (School Year 2020–2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A

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

Table 29: 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	N/A	N/A	N/A	N/A	N/A	N/A
Expulsions	N/A	N/A	N/A	N/A	N/A	N/A

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.

Table 30: 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	N/A	N/A	N/A
Expulsions	N/A	N/A	N/A

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.

Table 31: Suspensions and Expulsions by Student Group
(School Year 2020–2021)

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

Table 32: School Safety Plan (School Year 2021–2022)

Prior to enrollment, Childhelp School of Village West provides parents/guardians and/or students with school intake form. The intake form provides detailed information on school safety plans such mandatory child abuse reporting or sexual harassment. All staff members are required by law to be trained on mandatory child abuse reporting and sexual harassment. Childhelp School Village West take precautionary measures to ensure that no weapons or drugs are permitted on school grounds. All visitors are mandated to report to the front office for proper check-in/out. Visitors are provided with a badge and guided by staff while on school grounds. Staff members and students are oriented on van safety rules and regulations. All students are accompanied to their classrooms upon arrival and accompanied to the van parking lot during dismissal. All student movements are monitored and supervised by staff members. All staffs or students are encouraged to report confidentially of any suspicious activities within the school grounds and our "Good catch" program helps identify potential hazardous issues for corrections. All entrances/exit signs are well lid and our classrooms are inspected daily for risk of fire hazards and any potential safety hazards. Fire, natural disaster and active shooter drills are conducted routinely for safe response and training purposes.

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.

**Table 33: 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	0	N/A	N/A	N/A
1	0	N/A	N/A	N/A
2	0	N/A	N/A	N/A
3	0	N/A	N/A	N/A
4	0	N/A	N/A	N/A
5	0	N/A	N/A	N/A
6	0	N/A	N/A	N/A
Other**	10	6	N/A	N/A

*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.

Table 34: 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	0	N/A	N/A	N/A
1	0	N/A	N/A	N/A
2	0	N/A	N/A	N/A
3	0	N/A	N/A	N/A
4	0	N/A	N/A	N/A
5	0	N/A	N/A	N/A
6	0	N/A	N/A	N/A
Other**	10	6	N/A	N/A

*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.

Table 35: 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	0	N/A	N/A	N/A
1	0	N/A	N/A	N/A
2	0	N/A	N/A	N/A
3	0	N/A	N/A	N/A
4	0	N/A	N/A	N/A
5	0	N/A	N/A	N/A
6	0	N/A	N/A	N/A
Other**	10	6	N/A	N/A

*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.

Table 36: Average Class Size and Class Size Distribution (Secondary)
(School Year 2018–2019)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	12	2	N/A	N/A
Mathematics	12	2	N/A	N/A
Science	12	2	N/A	N/A
Social Science	12	2	N/A	N/A

*Number of classes indicates how many classrooms 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.

Table 37: Average Class Size and Class Size Distribution (Secondary)
(School Year 2019–2020)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	12	2	N/A	N/A
Mathematics	12	2	N/A	N/A
Science	12	2	N/A	N/A
Social Science	12	2	N/A	N/A

*Number of classes indicates how many classrooms 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.

Table 38: Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	19	2	N/A	N/A
Mathematics	19	2	N/A	N/A
Science	19	2	N/A	N/A
Social Science	19	2	N/A	N/A

*Number of classes indicates how many classrooms 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.

Table 39: Ratio of Pupils to Academic Counselor (School Year 2020–2021)

Title	Ratio
Pupils to Academic Counselor*	1:23

*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.

Table 40: Student Support Services Staff (School Year 2020–2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	46

*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.

Table 41: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019–2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	142.00 per diem	N/A	4,618.00	58,240.00
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	N/A	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

Table 42: Types of Services Funded (Fiscal Year 2020–2021)

CSVW has a multi-disciplinary approach within the educational and behavioral programs. Each multi-disciplinary teams (MDT) are intertwined and work collaboratively to ensure student safety and successful adaptation. Students are expected to meet all expectations set within the various entities. CSVW has highly qualified credentialed teachers who specialize in special education. Students are placed with classroom teachers who have the appropriate credential based on student's disabilities.

All students at CSVW participate in the free lunch program. They are provided morning snacks and daily lunch with emphasis on balanced diet. Students who are allergic to certain beverages or food items are provided alternatives. CSVW provides extracurricular activities such as Equine experience, Art therapy, Specially Designed PE, Computer Lab, School Library, Swimming and a Sensory room. Since students all have exceptional and distinct needs, these activities are designed to meet each and individual student unique needs. In addition to our Behavior Counselors, CSVW is also contracted with outside agencies to provide Related Services such as speech therapy and occupational therapy. In instances where other services are recommended based on triennial, FBA or other assessments, CSVW work collaboratively with the school districts to ensure that assistive technology or adaptive PE services are rendered accordingly. Definition of each entities are as follows:

Educational program- The educational program is aligned with the common core state standards with flexibility, accommodations and supports for all students. The NPS provides small group and/or individualized instruction, frequent breaks, time away, shortened assignments, directions repeated, read aloud or assistive technology as specified in the IEP.

Behavior counseling- Related service that addresses maladaptive behavioral patterns with replacement behaviors, emphasis on trauma informed therapy and the acquisition of social skills through individual and group therapy.

Positive intervention plan- A PBIP is a very detailed plan that is based on information gathered during the Functional Assessment. It provides support and strategies that can be used to reduce the problematic behavior and replace it with something else that is more socially acceptable. The Positive Behavior Intervention Plan lists many

recommendations and strategies to be used, many of which are described under Specialized Classroom Management (Boys Town Educational Model).

Speech therapy- Related service provided by a state approved licensed speech pathologist or qualified designee that work individually with students to assess and provide services to improve the linguistic area. This agency only works with the school entity and does not provide services to the residential program.

Occupational therapy- Related service provided by a state approved licensed therapist to help students improve their gross and fine motor skills. This agency only works with the school entity and does not provide services to the residential program.

Art therapy- An extracurricular activity is facilitated by an art therapist to help students identify their creative mindset, provide aesthetic experience, project-based learning and exercise their motor skills. This program is built into the school's daily bell schedule. The art program is also available to the residential program during the weekends when the school is not in session.

Equine experience- An extracurricular activity facilitated by an equine therapist to help students interact with animals in a caring manner and teaches the significance of relationship building and nonverbal communication skills. The equine program is built into the school's daily bell schedule. The equine program is also available to the residential program during the weekends when the school is not in session.

Computer lab- An extracurricular activity facilitated by the librarian assistant to provide students access to technology such as gaming apps (Success-Maker), Microsoft software, researching and keyboarding.

Library experience- An extracurricular activity designed to give students the experience of bookkeeping, researching books and checking in/out instructional materials. The librarian also offers an Accelerated Reading program and help with fluency and remedial literacy.

Nutritional program- Provides free snacks or lunches to our student population with emphasis on balanced diet and provide accommodation to students who have specific allergies. The nutrition program is school based and not affiliated with the residential program.

Medical program- Childhelp medical department is located within the residential facility and the nurse on duty provides consults to CSVW front office staff on most medical emergencies or situations that requires medical attention.

Specially Designed Physical Education- Each student has access to a specially designed physical education as specified by the IEP. The PE program is facilitated by a coach or a qualified fitness instructor and is designed to provide health education, nutrition, physical activity (sports) and to also teach students about sharing and the importance of good sportsmanship. The Children Activity Center (CAC) is available to the residential students during the weekends or when the school is out of session.

Sensory room- The sensory room is designed for calming, deescalating behaviors and also to meet the sensory diets of all students.

Transportation services- The NPS has school vans for transporting community students from home to school and vice versa. The NPS vans are strictly operated by the school staff and for school related activities. The NPS does not share the vans with the residential program.

Swimming pool- During the summer, the NPS students have access to the swimming pool. Our students are assessed to determine their levels. They are closely monitored and supervised during the swimming hours. The swimming pool is also accessible to the residential program when the school is closed or out of session.

Childhelp School of Village West currently receives funding for the following services:
-Special Day Class
-Speech & Language Services
-Occupational Therapy
-Educational Related Mental Health Services (ERMHS)
-Behavior Intervention Design or Planning
-Assessments
-Career Awareness
-Behavioral Services
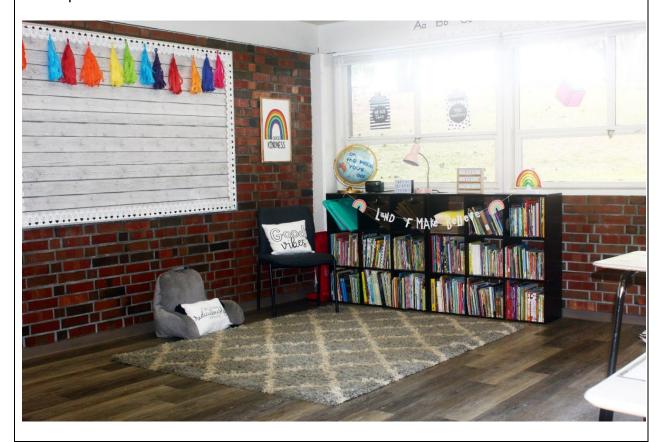-Nutrition program
-1:1 Aides
-Transportation services

Table 43: Teacher and Administrative Salaries (Fiscal Year 2019–2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	N/A
Mid-Range Teacher Salary	N/A	N/A
Highest Teacher Salary	N/A	N/A
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	N/A	N/A
Percent of Budget for Teacher Salaries	N/A	N/A
Percent of Budget for Administrative Salaries	N/A	N/A

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Table 44: Advanced Placement (AP) Courses (School Year 2020–2021)

Percent of Students in AP Courses*: N/A*

Subject	Number of AP Courses Offered*
Computer Science	N/A
English	N/A
Fine and Performing Arts	N/A
Foreign Language	N/A
Mathematics	N/A
Science	N/A
Social Science	N/A
Total AP Courses Offered*	N/A

*Where there are student course enrollments of at least one student.

Table 45: Professional Development

Measure	2019–2020	2020–2021	2021–2022
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	38

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 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 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.

**Table 1: 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)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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

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.

**Table 2: 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
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

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.

Table 3: 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.

Table 4: 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.