

Guin Foss Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

| | |
|-----------------------------------|---|
| School Name | Guin Foss Elementary School |
| Street | 18492 Vanderlip Ave. |
| City, State, Zip | Santa Ana, CA 92705 |
| Phone Number | (714) 730-7552 |
| Principal | Ray Hernandez |
| Email Address | rhernandez@tustin.k12.ca.us |
| School Website | https://www.tustin.k12.ca.us/guin-foss |
| County-District-School (CDS) Code | 30-73643-6030605 |

2021-22 District Contact Information

| | |
|---------------------------------|---|
| District Name | Tustin Unified School District |
| Phone Number | (714) 730-7301 |
| Superintendent | Mark Johnson, Ed.D. |
| Email Address | mjohnson@tustin.k12.ca.us |
| District Website Address | https://www.tustin.k12.ca.us/ |

2021-22 School Overview

At Guin Foss Elementary, we are committed to providing an effective instructional program that promotes educational excellence for all students. Through rigorous standards, engaging strategies, and the support of technology, we will encourage students to be independent thinkers and lifelong learners. In a safe, caring, and nurturing environment, Guin Foss students will develop responsibility for learning, as well as pride in self and school.

Guin Foss is a smaller school community with a huge welcoming feeling. Connecting with all students is both our purpose and vision statement. With approximately 450 students, the staff, students, and parents all work together to make incredible strides in academics, social-emotional learning, and appropriate student behavior. With a well-rounded curriculum including a focus on art, music, physical education, and technology, students are exposed to and encouraged to grow and learn as they explore and share in their surroundings. The Guin Foss staff is proud to offer a rigorous academic program in an environment that supports all learners individually as necessary. To support these goals, small groups of students from Kindergarten to fifth grade are supported through a Multi-Tiered System of Support that is comprised of four fully credentialed teachers whose focus is strictly on academic support and intervention. Furthermore, a full-time school counselor is on campus five days a week to further support students' social-emotional needs.

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 63 |
| Grade 1 | 70 |
| Grade 2 | 66 |
| Grade 3 | 66 |
| Grade 4 | 65 |
| Grade 5 | 69 |
| Total Enrollment | 399 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 46.6 |
| Male | 53.4 |
| Asian | 5.5 |
| Black or African American | 0.8 |
| Filipino | 1.5 |
| Hispanic or Latino | 65.9 |
| Native Hawaiian or Pacific Islander | 0.3 |
| Two or More Races | 5.3 |
| White | 20.8 |
| English Learners | 10.5 |
| Homeless | 1.8 |
| Socioeconomically Disadvantaged | 44.6 |
| Students with Disabilities | 8.3 |

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

| Authorization/Assignment | 2019-20 |
|--|---------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 19 |
| Intern Credential Holders Properly Assigned | 0 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 |
| Unknown | 0 |
| Total Teaching Positions | 19 |

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.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2019-20 |
|--|---------|
| Permits and Waivers | 0 |
| Misassignments | 0 |
| Vacant Positions | 0 |
| Total Teachers Without Credentials and Misassignments | 0 |

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2019-20 |
|---|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0 |
| Local Assignment Options | 0 |
| Total Out-of-Field Teachers | 0 |

2019-20 Class Assignments

| Indicator | 2019-20 |
|--|---------|
| 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 |

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

Tustin Unified School District sets a high priority upon ensuring that high-quality, standards-based textbooks and materials are available for every student to support instructional programs in the schools. Prior to adoption, the Tustin Unified School District conducts a thorough review of its curriculum to ensure that it is aligned with the California Standards for the Common Core.

District K-8 textbooks in the subjects of English language arts, mathematics, history/social science, health, foreign language, visual and performing arts, and science have been adopted from those approved by the State Board of Education. The Tustin Unified School District Board of Education has adopted district textbooks in the subjects listed below. K-12 textbooks for mathematics, history/social science, science, English language arts (including reading), and foreign language are aligned with state-adopted content standards and state or national frameworks. All TUSD students, including all English learners, have textbooks* and instructional materials, including science laboratory equipment at the 9-12 level, that are current and in good condition in accordance with Education Code requirements. All textbooks* and instructional materials are provided in sufficient quantities for each student for use in class and to access from home.

On September 27, 2021, the Tustin Unified School District Board of Education verified by resolution that each student at this school has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State of California.

*textbooks may be digital or hard copy depending on textbook and adoption cycle

Year and month in which the data were collected

November 2021

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|-----------------------------|--|
| Reading/Language Arts | Heineman: Units of Study for Teaching Reading, K-5 (2016) Heineman: Units of Study in Opinion, Information, and Narrative Writing, K-5 (2016) First Hand: Phonics Lessons: Letters, Words and How They Work K-2 (2016) McGraw Hill: Wonders K-5 (2016) Supplemental Textbooks and Materials Students have access to classroom libraries containing both literature and non-fiction text. | Yes | 0% |
| Mathematics | Houghton Mifflin Harcourt: Math Expressions Common Core K-5 (2014) | Yes | 0% |
| Science | Twig Education Inc: Twig Science, K-5 (2020) This curriculum is aligned to the Next Generation Science Standards and incorporates the three-dimensional learning model including cross-cutting concepts, science and engineering practices and disciplinary core ideas. Digital interactive curriculum is used in grades TK-5 and is supported with inquiry-based, hands-on exploration activities. | Yes | 0% |
| History-Social Science | Harcourt Brace: Reflections, K-5 (2007) | Yes | 0% |
| Foreign Language | Not applicable | | N/A |
| Health | Health curriculum was developed by Tustin Unified School District based on the Positive Prevention Plus curriculum which is recommended by the State Board of Education (2017) | Yes | 0% |

| | | | |
|--|----------------|--|-----|
| Visual and Performing Arts | Not applicable | | N/A |
| Science Laboratory Equipment (grades 9-12) | Not applicable | | N/A |

School Facility Conditions and Planned Improvements

The Tustin Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction (OPSC). The results of this survey are available at the school office, the District office, or on the Internet at <https://tinyurl.com/TUSD-Facility-Inspection-Tool>. The 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.

In the summer of 2015, the school received the following maintenance and operations improvements: new air conditioning units for every building, new roof, new ceiling, lighting fixtures, new paint of the entire exterior. During the summer of 2016, additional renovations included new carpeting and painting for the interior of every building. During the summer of 2019, the school's library was converted into a brand new state-run pre-school classroom in order to make room for new pre-school students. In the summer of 2020 solar shade structures were installed in the playground. The school grounds are clean and well-groomed. The students and parents work in the school garden during recess and after school to help beautify the school grounds and increase hands-on learning. The colorful murals and many trees add to the welcoming atmosphere of the school and grounds. There is ongoing, routine maintenance and upkeep of all buildings and facilities to present a safe, clean and well-maintained learning environment.

Year and month of the most recent FIT report

November 2021

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

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X | | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 201 | NT | NT | NT | NT |
| Female | 91 | NT | NT | NT | NT |
| Male | 110 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 133 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | -- | NT | NT | NT | NT |
| White | 46 | NT | NT | NT | NT |
| English Learners | 22 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | -- | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 88 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 20 | NT | NT | NT | NT |

2020-21 CAASPP Test Results in Math by Student Group

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 201 | NT | NT | NT | NT |
| Female | 91 | NT | NT | NT | NT |
| Male | 110 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 133 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | -- | NT | NT | NT | NT |
| White | 46 | NT | NT | NT | NT |
| English Learners | 22 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | -- | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 88 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 20 | NT | NT | NT | NT |

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

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

| STAR Renaissance Student Groups | STAR Renaissance Total Enrollment | STAR Renaissance Number Tested | STAR Renaissance Percent Tested | STAR Renaissance Percent Not Tested | STAR Renaissance Percent At or Above Grade Level |
|----------------------------------|-----------------------------------|--------------------------------|---------------------------------|-------------------------------------|--|
| All Students | 202 | 198 | 98 | 2 | 58.1 |
| Female | 91 | 90 | 98.9 | 1.1 | 54.9 |
| Male | 111 | 108 | 97.3 | 2.7 | 58.6 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|--|-----|-----|------|-----|------|
| Asian | 10 | 10 | 100 | 0 | 70 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 1 | 1 | 100 | 0 | 0 |
| Hispanic or Latino | 133 | 132 | 99.2 | .8 | 50 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 100 | 0 | 100 |
| Two or More Races | 10 | 10 | 100 | 0 | 90 |
| White | 47 | 44 | 93.6 | 6.4 | 72.7 |
| English Learners | 22 | 22 | 100 | 0 | 9.1 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 5 | 5 | 100 | 0 | 40 |
| Military | 7 | 7 | 100 | 0 | 42.9 |
| Socioeconomically Disadvantaged | 107 | 105 | 98.1 | 1.9 | 41.9 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 25 | 23 | 92 | 8 | 13 |

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

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

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

| STAR Renaissance Student Groups | STAR Renaissance Total Enrollment | STAR Renaissance Number Tested | STAR Renaissance Percent Tested | STAR Renaissance Percent Not Tested | STAR Renaissance Percent At or Above Grade Level |
|--|--|---------------------------------------|--|--|---|
| All Students | 202 | 191 | 94.6 | 5.4 | 40.8 |
| Female | 91 | 85 | 93.4 | 6.6 | 31.9 |
| Male | 111 | 106 | 95.5 | 4.5 | 44.1 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 10 | 9 | 90 | 10 | 60 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 1 | 1 | 100 | 0 | 0 |
| Hispanic or Latino | 133 | 126 | 94.7 | 5.3 | 31.7 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 100 | 0 | 0 |
| Two or More Races | 10 | 10 | 100 | 0 | 80 |
| White | 47 | 44 | 93.6 | 6.4 | 54.5 |
| English Learners | 22 | 22 | 100 | 0 | 9.1 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 5 | 4 | 80 | 20 | 0 |
| Military | 7 | 7 | 100 | 0 | 57.1 |

| | | | | | |
|--|-----|-----|------|-----|------|
| Socioeconomically Disadvantaged | 107 | 103 | 96.3 | 3.7 | 31.1 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 25 | 24 | 96 | 4 | 8.3 |

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

CAASPP Test Results in Science for All Students

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

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

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

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

2020-21 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|---------------------|------------------|-------------------|-----------------------|-------------------------------|
| All Students | 70 | NT | NT | NT | NT |
| Female | 29 | NT | NT | NT | NT |
| Male | 41 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 40 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | 26 | NT | NT | NT | NT |
| English Learners | -- | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 31 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 12 | NT | NT | NT | NT |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

For the 2021-2022 school year, schools are closely following CDPH Guidance to ensure the health and safety of students and staff, as well as the school community. Tustin Unified and school leaders are working hard to ensure that there are many opportunities in the district for parental involvement through virtual SSC and ELAC meetings, virtual parent and community meetings, participation in parent surveys, support organizations, booster clubs, school site councils, DELAC and district-level advisory committees with the superintendent.

Nestled in a quiet neighborhood, Guin Foss Elementary has been called one of Tustin's hidden treasures. With the high academic achievement of our students, Guin Foss is not as hidden as many have believed. Point in case, over the past few years, Guin Foss has been recognized as a California Distinguished School, and California Gold Ribbon School. We have truly come a long way since the school reopened in 1997. It was then that our campus, which for years had housed the district's instructional resource center and adult education classes, began its transformation into the high-achieving, outstanding elementary school that it is today.

Parents are encouraged to be highly involved and active at Guin Foss. The school's Parent Volunteer Coordinator is an active PTO Board Member who actively recruits and involves parents in activities and events happening on campus. On a regular basis, one is able to see the many friendly faces of our parent volunteers on campus. Due to Covid-19 guidelines, parents and visitors on campus have been limited to essential purposes only. Under normal circumstances, parents have the opportunity to volunteer in many capacities such as room parents, classroom volunteers, lunch helpers, Red Ribbon Week Parent Representatives, Authors Tea Volunteers, Spring Fling Coordinators, PTO Board Members, and a multitude of other student-centered support teams. Parents currently attend and participate in virtual monthly PTO meetings, quarterly ELAC meetings, and School Site Council meetings. Back to School night in the Fall and Open House in the Spring have returned to in-person meetings with an emphasis on safety and being in outdoor spaces as much as possible. The school employs a bilingual community liaison who supports parent involvement and provides interpretation support as needed. It's easy to see how parents are valued and welcomed at Guin Foss! Volunteers are always welcome and can contact the school Principal, Ray Hernandez, at (714) 730-7552 for opportunities to make a difference in the life of their child!!

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 423 | 412 | 16 | 3.9 |
| Female | 194 | 190 | 7 | 3.7 |
| Male | 229 | 222 | 9 | 4.1 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 22 | 22 | 2 | 9.1 |
| Black or African American | 3 | 3 | 0 | 0.0 |
| Filipino | 6 | 6 | 0 | 0.0 |
| Hispanic or Latino | 273 | 270 | 10 | 3.7 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 0 | 0.0 |
| Two or More Races | 22 | 21 | 0 | 0.0 |
| White | 96 | 89 | 4 | 4.5 |
| English Learners | 47 | 47 | 4 | 8.5 |
| Foster Youth | 1 | 1 | 0 | 0.0 |
| Homeless | 9 | 9 | 3 | 33.3 |
| Socioeconomically Disadvantaged | 186 | 183 | 13 | 7.1 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 40 | 38 | 5 | 13.2 |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

| Subject | School 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.43 | 0.00 | 2.08 | 0.10 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.10 | 0.00 | 0.08 | 0.00 |

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

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|--------------------|----------------|------------------|---------------|
| Suspensions | 0.46 | 0.93 | 2.45 |
| Expulsions | 0.00 | 0.07 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

Date Last Reviewed by School Site Council (SSC): 1/21/2021 (pending review 02/07/2022)
Date Updated and Approved by SSC: 1/21/2021 (pending approval 02/07/2022)
Date Discussed with Staff: 8/18/2021

Our School Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, attestation plan for COVID-19, routine and emergency; suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; discrimination/harassment policy; provisions of any school-wide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; hate crime reporting; school safety goals and objectives. We run monthly drills and work closely with our Student Services department to ensure that we have updated procedures and practices in place to ensure school-wide safety.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 16 | 6 | 1 | |
| 1 | 26 | | 2 | |
| 2 | 24 | | 3 | |
| 3 | 31 | | 2 | |
| 4 | 29 | | 2 | |
| 5 | 30 | | 3 | |
| 6 | | | | |

2019-20 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 30 | | 2 | |
| 1 | 26 | | 2 | |
| 2 | 37 | | 1 | 1 |
| 3 | 30 | | 2 | |
| 4 | 35 | | | 2 |
| 5 | 34 | | | 1 |
| 6 | | | | |
| Other | 23 | | 3 | |

2020-21 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 27 | | 2 | |
| 1 | 23 | | 2 | |
| 2 | 21 | | 2 | |
| 3 | 28 | | 2 | |
| 4 | 31 | | 1 | 1 |
| 5 | 34 | | | 2 |
| 6 | | | | |
| Other | 22 | | 3 | |

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | |

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|--|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | .5 |
| Psychologist | .4 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | .8 |
| Resource Specialist (non-teaching) | 0 |

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$11,928 | \$3,536 | \$8,393 | \$90,797 |
| District | N/A | N/A | \$8,081 | \$90,508 |
| Percent Difference - School Site and District | N/A | N/A | 3.8 | 0.3 |
| State | | | \$8,444 | \$84,665 |
| Percent Difference - School Site and State | N/A | N/A | -0.6 | 7.0 |

2020-21 Types of Services Funded

Guin Foss Elementary School receives funding for categorical programs focused on ELL and At-risk students that are available at our school site in addition to base funding to support all students. These program funds include LCFF-EL and Schoolwide Title I Program funds. The Tustin Public Schools Foundation and site PTO/PTA also supports the school with donations and financial support throughout the year to support school-wide programs and events for students. The school's Single Plan for Student Achievement (SPSA) identifies student needs and addresses specifically how these categorical funds will support student learning and achievement through a Multi-Tiered System of Supports. The categorical funds are used to provide tiered and targeted supports or interventions for at-risk students in the areas of academics, behavior and social emotional learning, and absenteeism, professional development, instructional materials, additional personnel to support all students in accessing academic standards, and technology resources.

Categorical funds are used to provide interventions for at-risk students, professional development, instructional materials, and technology resources. With a school-wide goal of increasing literacy and math achievement of all students, professional development (PD) will be provided to the staff in the format of District led PD days, site-led PD days, and consultant-based PD days. To support teachers in the teaching of mathematical mindsets, teachers who have not received professional development through Jo Boaler's Mathematical Mindsets curriculum will have the opportunity to participate. Additional Title I funding is used to purchase instructional technology (including software subscriptions) to deliver scientifically-based, personalized instruction to improve the achievement of students in the areas of reading, mathematics, and English Language Development. ESSA funding has been designated to support students outside of school hours. This intervention is to provide additional learning time to account for learning loss due to COVID-19 school closures and distance learning instruction.

2019-20 Teacher and Administrative Salaries

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

| Category | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$53,195 | \$50,897 |
| Mid-Range Teacher Salary | \$85,813 | \$78,461 |
| Highest Teacher Salary | \$114,221 | \$104,322 |
| Average Principal Salary (Elementary) | \$140,298 | \$131,863 |
| Average Principal Salary (Middle) | \$148,473 | \$137,086 |
| Average Principal Salary (High) | \$167,470 | \$151,143 |
| Superintendent Salary | \$356,744 | \$297,037 |
| Percent of Budget for Teacher Salaries | 35% | 32% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

Professional Development

Tustin Unified School District provides dedicated time for professional development for all staff. Schools often provide additional professional development time based on specific school-site scheduling and budgetary decisions. The District provides intensive workshops in August during the week before school starts to provide teachers with new knowledge and enhanced skills for the upcoming year. Staff development opportunities are also offered after school and by release time throughout the school year. New teachers are provided an extensive new teacher training program throughout the year to support their implementation of effective instruction.

Guin Foss teachers collaborate on Wednesdays to further align best teaching practices as a cohesive unit. The teachers of Guin Foss implement researched-based teaching practices based on their ongoing study of best practices for reading and writing strategies. Teachers work to refine the implementation of writing strategies in all classrooms, providing a thorough writing curriculum that builds on students' writing skills and the Teacher's College Units of Study. Our teachers continue to pursue professional development opportunities in other instructional areas such as Cognitive Guided Instruction in mathematics.

Our dedicated teachers continue their weekly collaborative planning with the support of a District provided Teachers on Special Assignment. The principal-provided staff development meetings have focused on the processes of Balanced Literacy, English Language Development, Cognitively Guided Instruction, differentiated instruction, and behavior support. Teachers continue to meet weekly in Professional Learning Communities to plan and target instructional practices, interventions, technology integration, and student behavior supports. Teachers continue to participate in district-wide professional development throughout the school year. The school leadership team meets regularly to discuss school-wide timelines, data, and systems to support student learning. The school's PBIS Coach meets monthly with the PBIS (Positive Behavioral Interventions and Supports) team to review behavior, discuss needs, and to implement supports and strategies as needs are presented. Professional development continues in the area of GATE certification where teachers are working towards their GATE certification. New teachers are supported through our District provided Induction Program that includes mentoring and ongoing professional development.

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

| Subject | 2019-20 | 2020-21 | 2021-22 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 11 | 13 | 11 |

Tustin Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

2021-22 District Contact Information

| | |
|---------------------------------|---|
| District Name | Tustin Unified School District |
| Phone Number | (714) 730-7301 |
| Superintendent | Mark Johnson, Ed.D. |
| Email Address | mjohnson@tustin.k12.ca.us |
| District Website Address | https://www.tustin.k12.ca.us/ |

2020-21 CAASPP Test Results in ELA by Student Group

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 12162 | 1721 | 14.15 | 85.85 | 65.01 |
| Female | 5867 | 833 | 14.20 | 85.80 | 71.27 |
| Male | 6290 | 888 | 14.12 | 85.88 | 59.12 |
| American Indian or Alaska Native | 13 | 4 | -- | 69.23 | -- |
| Asian | 2582 | 390 | 15.10 | 84.90 | 86.89 |
| Black or African American | 205 | 19 | 9.27 | 90.73 | 47.37 |
| Filipino | 217 | 24 | 11.06 | 88.94 | 62.50 |
| Hispanic or Latino | 5691 | 816 | 14.34 | 85.66 | 49.57 |
| Native Hawaiian or Pacific Islander | 42 | 9 | 21.43 | 78.57 | -- |
| Two or More Races | 733 | 88 | 12.01 | 87.99 | 70.45 |
| White | 2679 | 371 | 13.85 | 86.15 | 76.28 |
| English Learners | 2124 | 225 | 10.59 | 89.41 | 14.80 |
| Foster Youth | 55 | 6 | 10.91 | 89.09 | -- |
| Homeless | 540 | 62 | 11.48 | 88.52 | 38.71 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 4937 | 673 | 13.63 | 86.37 | 48.36 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 1359 | 196 | 14.42 | 85.58 | 17.35 |

2020-21 CAASPP Test Results in Math by Student Group

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 12163 | 1627 | 13.38 | 86.62 | 45.68 |
| Female | 5867 | 776 | 13.23 | 86.77 | 47.61 |
| Male | 6291 | 851 | 13.53 | 86.47 | 43.91 |
| American Indian or Alaska Native | 13 | 3 | -- | 76.92 | -- |
| Asian | 2582 | 378 | 14.64 | 85.36 | 77.39 |
| Black or African American | 205 | 18 | 8.78 | 91.22 | 33.33 |
| Filipino | 217 | 23 | 10.60 | 89.40 | 39.13 |
| Hispanic or Latino | 5692 | 782 | 13.74 | 86.26 | 24.42 |
| Native Hawaiian or Pacific Islander | 42 | 7 | 16.67 | 83.33 | -- |
| Two or More Races | 733 | 84 | 11.46 | 88.54 | 55.95 |
| White | 2679 | 332 | 12.39 | | 58.01 |
| English Learners | 2125 | 218 | 10.26 | 89.74 | 8.41 |
| Foster Youth | 55 | 7 | 12.73 | 87.27 | -- |
| Homeless | 540 | 62 | 11.48 | 88.52 | 12.90 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 4938 | 650 | 13.16 | 86.84 | 26.58 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 1360 | 199 | 14.63 | 85.37 | 9.23 |

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

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

| STAR Renaissance Student Groups | STAR Renaissance Total Enrollment | STAR Renaissance Number Tested | STAR Renaissance Percent Tested | STAR Renaissance Percent Not Tested | STAR Renaissance Percent At or Above Grade Level |
|---------------------------------|-----------------------------------|--------------------------------|---------------------------------|-------------------------------------|--|
|---------------------------------|-----------------------------------|--------------------------------|---------------------------------|-------------------------------------|--|

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

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

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

| STAR Renaissance Student Groups | STAR Renaissance Total Enrollment | STAR Renaissance Number Tested | STAR Renaissance Percent Tested | STAR Renaissance Percent Not Tested | STAR Renaissance Percent At or Above Grade Level |
|--|-----------------------------------|--------------------------------|---------------------------------|-------------------------------------|--|
| All Students | 9694 | 9127 | 94.2 | 5.8 | 43.5 |
| Female | 4700 | 4475 | 95.2 | 4.8 | 38.8 |
| Male | 4988 | 4647 | 93.2 | 6.8 | 43.1 |
| American Indian or Alaska Native | 8 | 8 | 100 | 0 | 25 |
| Asian | 2046 | 1996 | 97.6 | 2.4 | 77.6 |
| Black or African American | 172 | 162 | 94.2 | 5.8 | 18.5 |
| Filipino | 176 | 165 | 93.8 | 6.2 | 62.4 |
| Hispanic or Latino | 4600 | 4201 | 91.3 | 8.7 | 20.9 |
| Native Hawaiian or Pacific Islander | 31 | 29 | 93.5 | 6.5 | 17.2 |
| Two or More Races | 562 | 544 | 96.8 | 3.2 | 59.6 |
| White | 2057 | 1981 | 96.3 | 3.7 | 51.6 |
| English Learners | 1707 | 1522 | 89.2 | 10.8 | 7.6 |
| Foster Youth | 35 | 28 | 80 | 20 | 17.9 |
| Homeless | 221 | 178 | 80.5 | 19.5 | 14 |
| Military | 437 | 411 | 94.1 | 5.9 | 43.3 |
| Socioeconomically Disadvantaged | 4700 | 4294 | 91.4 | 8.6 | 23.8 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 1156 | 967 | 83.7 | 16.3 | 16.1 |

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