

# J. Calvin Lauderbach 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/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/aa/lc/)

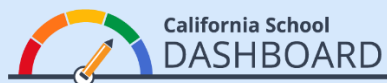
For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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

<b>School Name</b>	J. Calvin Lauderbach Elementary School
<b>Street</b>	390 Palomar Street
<b>City, State, Zip</b>	Chula Vista, CA 91911
<b>Phone Number</b>	(619) 422-1127
<b>Principal</b>	Melody Belcher
<b>Email Address</b>	melody.belcher@cvesd.org
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	37-68023-6037832

## 2021-22 District Contact Information

<b>District Name</b>	Chula Vista Elementary School District
<b>Phone Number</b>	(619) 425-9600
<b>Superintendent</b>	Oscar Esquivel, Interim Superintendent
<b>Email Address</b>	oscar.esquivel@cvesd.org
<b>District Website Address</b>	www.cvesd.org

## 2021-22 School Overview

### Description

Lauderbach is one of 49 schools in the Chula Vista Elementary School District, including charters. Lauderbach serves approximately 740 students from PreSchool through Sixth grade. In addition, three Special Education classes are also on site. Two preschools are also part of our campus. Spanish Dual Immersion was added in 2019 in Kindergarten and First, Second. Third grade was added this year with additional grade levels to be added each year after. In addition to the core program, Visual and Performing Arts are part of Lauderbach's core learning. The school was built in 1957, and consists of 42 self-contained classrooms. The grounds and infrastructure were last modernized in 2002 into a modern learning environment and a significant resource for the community. Since then new air and heating units have been installed last year, technology upgrades have been done.

### Mission

Lauderbach Elementary is a collaborative community of lifelong learners that prepares and motivates its globally-minded students to be literate and effective communicators in a digital world. All learners are empowered to persevere as leaders and develop innovative strategies to succeed academically, socially, emotionally, and physically. The diversity and the unique value of every community member are embraced and celebrated at Lauderbach. All students are engaged in the visual and performing arts experience through music, digital technology, and applied. Opportunities for intramural sports are offered during the school year.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	114
Grade 1	90
Grade 2	97
Grade 3	97
Grade 4	91
Grade 5	114
Grade 6	92
Total Enrollment	695

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.2
Black or African American	1.4
Filipino	1.9
Hispanic or Latino	91.2
Native Hawaiian or Pacific Islander	0.4
Two or More Races	1.2
White	3.9
English Learners	51.5
Foster Youth	0.4
Homeless	0.7
Socioeconomically Disadvantaged	87.3
Students with Disabilities	15.1

## A. Conditions of Learning

### State Priority: Basic

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

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	31.1	91.2	1227.0	88.7	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.3	1.0	5.1	0.4	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.0	2.9	31.4	2.3	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	14.0	1.0	12115.8	4.4
<b>Unknown</b>	1.6	4.9	106.0	7.7	18854.3	6.9
<b>Total Teaching Positions</b>	34.1	100.0	1383.7	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	1.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	1.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staff and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Year and month in which the data were collected

August 2017

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Universe K-6. Adopted Spring 2017 (English & Spanish)	Yes	0%
Mathematics	Go Math K-6. Adopted Spring 2015.	Yes	0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008.	Yes	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%
Foreign Language	Vista Higher Learning	Yes	0%
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A

## School Facility Conditions and Planned Improvements

Classroom space at our school is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Custodial staff performs basic cleaning operations daily. A chain has been installed to close the staff parking area at 7:45 each morning and 2:15 each afternoon, thus eliminating the alternate lane that allowed cars to bypass the appropriate drop-off lane. Our site falls under the William's Settlement. Each year our school site is monitored to ensure all facilities are in safe and working order.

Year and month of the most recent FIT report

10/5/2020

## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	703 A and B: 703A adult RR access panel falling off - blinds stained ceiling tiles CR 1005: Stained ceiling tiles CR 1101: weather stripping peeling of jam CR 1102: blinds broken, stained ceiling tiles CR 202: carpet spotted and stained, floor stained. CR 204: carpet spotted, blinds. CR 303: carpet spotted and stained, dirty. CR 502: Corrosion on drinking fountain, Light switch wont work CR 504: blinds missing CR 701: Stained tac panel CR 704: 6 stained ceiling tile, stained carpet. Stained ceiling tile in restroom CR 804: CR 901: Broken window blinds, dirty vent CR 902: Stained ceiling tiles CR 903: broken window blinds CR 904: Broken window blinds and missing slates CR 908: Broken blinds, Sink counter missing edge laminate Kidco office (Stage Right): Stained ceiling tile, dirty vents Kinder 1001: Carpet stained, Ceiling tile stained Kinder 1002: Carpet stained, and restrooms dirty - sink P-Trap leaking, missing blinds, safety lights out Lounge: cracked floor tiles, stained ceiling tile
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			600 boys RR: Broken soap dispensers, spider webs, dirty toilet partitions. Door frames rusty. Sinks need chaulking 600 girls RR: Broken soap dispensers, spider webs, dirty toilet partitions. Door frames rusty. 800 boys: 1 stained ceiling tile, broken soap dispenser Admin reception: Floor dirty CR 702: dirty, blinds CR 801: vents dirty; carpet spots CR 905: Dirty Vent CR 907: Sinks and vents dirty, doors need painting, door mechanism leaking fluid. Health office: Floor dirty

## School Facility Conditions and Planned Improvements

				Kinder 1002: Carpet stained, and restrooms dirty - sink P-Trap leaking, missing blinds, safety lights out Multipurpose custodian room: Lift being used as storage and dirty vent
<b>Electrical</b>	X			703 A and B: 703A adult RR access panel falling off - blinds stained ceiling tiles CR 203: Light switch needs replaed CR 401: Light switch won't turn off CR 904: Broken window blinds and missing slates Kinder 1001: Carpet stained, Ceiling tile stained Kinder 1002: Carpet stained, and restrooms dirty - sink P-Trap leaking, missing blinds, safety lights out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		400 Womens RR: Broken soap dispenser 600 boys RR: Broken soap dispensers, spider webs, dirty toilet partitions. Door frames rusty. Sinks need chaulking 800 boys: 1 stained ceiling tile, broken soap dispenser 800 girls: Stained ceiling tiles,dirty vent CR 502: Corrosion on drinking fountain, Light switch wont work CR 503: fountain broken CR 906: Blinds don't open, fountain knob comes off CR 907: Sinks and vents dirty, doors need painting, door mechanism leaking fluid. CR 908: Broken blinds, Sink counter missing edge laminate Kinder 1002: Carpet stained, and restrooms dirty - sink P-Trap leaking, missing blinds, safety lights out Play Ground: soccer goal cahin link needs maintenance
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			600 boys RR: Broken soap dispensers, spider webs, dirty toilet partitions. Door frames rusty. Sinks need chaulking 600 girls RR: Broken soap dispensers, spider webs, dirty toilet partitions. Door frames rusty.

School Facility Conditions and Planned Improvements
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			CR 1102: blinds broken, stained ceiling tiles CR 1103: Broken window blinds stained ceiling tiles replace wheater stripping around door. CR 303: carpet spotted and stained, dirty. CR 704: 6 stained ceiling tile, stained carpet. Stained ceiling tile in restroom CR 907: Sinks and vents dirty, doors need painting, door mechanism leaking fluid. Kinder play toy: rubber starting to show metal Replace cracked landings Play Ground: soccer goal cahin link needs maintenance
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Overall Facility Rate
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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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (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
<b>All Students</b>	404	NT	NT	NT	NT
<b>Female</b>	203	NT	NT	NT	NT
<b>Male</b>	201	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	372	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	14	NT	NT	NT	NT
<b>English Learners</b>	217	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	14	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	371	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	66	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	404	NT	NT	NT	NT
Female	203	NT	NT	NT	NT
Male	201	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	372	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	14	NT	NT	NT	NT
English Learners	217	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	14	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	371	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	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.

A3000 Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	394	369	94	6	33
Female	196	187	95	5	38
Male	198	182	92	8	28
American Indian or Alaska Native	0	0	0	0	0
Asian	7	7	100	0	86

<b>Black or African American</b>	5	4	80	20	20
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	362	338	93	7	32
<b>Native Hawaiian or Pacific Islander</b>	1	1	100	0	0
<b>Two or More Races</b>	5	5	100	0	60
<b>White</b>	14	14	100	0	36
<b>English Learners</b>	215	198	92	8	16
<b>Foster Youth</b>	2	2	100	0	0
<b>Homeless</b>	3	2	67	33	0
<b>Military</b>	6	6	100	0	50
<b>Socioeconomically Disadvantaged</b>	355	333	94	6	32
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	61	53	87	13	7

\*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.

<b>iReady Student Groups</b>	<b>iReady Total Enrollment</b>	<b>iReady Number Tested</b>	<b>iReady Percent Tested</b>	<b>iReady Percent Not Tested</b>	<b>iReady Percent At or Above Grade Level</b>
<b>All Students</b>	394	375	95	5	12
<b>Female</b>	196	188	96	4	15
<b>Male</b>	198	187	94	6	10
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	7	7	100	0	71
<b>Black or African American</b>	5	5	100	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	362	343	95	5	12
<b>Native Hawaiian or Pacific Islander</b>	1	1	100	0	0
<b>Two or More Races</b>	5	5	100	0	0
<b>White</b>	14	14	100	0	0
<b>English Learners</b>	215	201	93	7	5
<b>Foster Youth</b>	2	2	100	0	0
<b>Homeless</b>	3	1	33	67	0
<b>Military</b>	6	6	100	0	50
<b>Socioeconomically Disadvantaged</b>	355	338	95	5	11
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0

<b>Students with Disabilities</b>	61	57	93	7	0
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\*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
<b>Science</b> (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
<b>All Students</b>	120	NT	NT	NT	NT
<b>Female</b>	57	NT	NT	NT	NT
<b>Male</b>	63	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	110	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	60	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	108	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	21	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

Contact person: Principal Melody Belcher  
Contact Phone Number: (619) 422-1127

We encourage parents to visit and become active in our school. Many parents and members of the community volunteer or help with special events. Parent education classes are offered in English and Spanish based on the topic of parent need and interest. Lauderbach Elementary has created a community of "Building Community," inside and outside of our campus. We work collaboratively with local businesses and outreach programs which involves creating more opportunities for parents to participate in school functions such as PTA sponsored events like Fall Festival, Jump Rope for Heart, Red Ribbon Week, and Spring Dance. In addition, Family Math, Family Literacy, and Awards Assemblies invite our families to be part of our school. In addition, Lauderbach parents serve on the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Lauderbach's PTA helps with raising funds for the school so that our scholars receive the additional support to be set up for success. Please call 619-422-1127 if you want to become involved in school activities. Spanish translation is available. We embrace the diversity of all our families. This year our Parent Education Series is focused on Cultural Diversity and Culturally Responsive Teaching. Our Parent Education classes are presented in English and Spanish.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	774	744	209	28.1
Female	386	371	89	24.0
Male	388	373	120	32.2
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	12	11	3	27.3
Filipino	13	13	0	0.0
Hispanic or Latino	709	683	200	29.3
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	8	7	0	0.0
White	29	27	6	22.2
English Learners	481	468	149	31.8
Foster Youth	3	3	1	33.3
Homeless	14	14	11	78.6
Socioeconomically Disadvantaged	679	656	196	29.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	120	119	41	34.5

### C. Engagement

#### State Priority: School Climate

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

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



## Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	1.83	0.00	0.79	0.02	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	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
<b>Suspensions</b>	0.36	0.56	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

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

## 2021-22 School Safety Plan

## 2021-22 School Safety Plan

In November of 2021, the Lauderbach School Site Council and ELAC approved the School Safety Plan.

Emergency and earthquake preparedness drills are conducted monthly. Staff is kept abreast of the latest changes to our emergency procedures to keep them updated. Any new staff member is given training on the school's safety procedures and is provided with copies of the Safe School Plan. Adequate playground supervision is provided to ensure the maximum safety of students during their recess periods. As part of our curriculum, students in fifth grade participate in a week-long drug awareness and alcohol abuse prevention program provided in conjunction with the Chula Vista Police Department's School Resource Officer(s). Staff are encouraged to attend Safety development training provided by the district. In addition, our full-time, on-site nurse provides training in Blood Borne Pathogens, as well as child abuse reporting.

Goals are fluid and will be tailored to meet the needs of our Community during COVID-19 and Distance Learning. Attendance and Student Engagement are a current focus for School Environment/Climate. Creating a Physical Environment conducive to protecting against the spread of COVID-19 is a focus where all staff and SSC are part of the conversation to ensure the PPE equipment, classroom physical environment, cleaning equipment, and staff are trained to ensure school safety.

### GOALS

#### Component 1 – School Environment/Climate

Goal: Lauderbach School will continue this course to address the personal, social, emotional, and cultural needs of its school community (students, staff and families).

Objective: Lauderbach staff will work to eliminate bullying and encourage mutual respect among all members of the school community as measured by staff, student and parent perception, and a decrease in the number of discipline referrals for bullying behavior using the following strategies and interventions:

- Continued Implementation of the PBIS/MTSS Social Emotional support

Teacher have implemented behavior tracking system to track behaviors and address problem areas through SWIS

- Staff have been trained in Restorative Justice practices to have students reflect on their behavior
- Individual and group counseling available to all students
- Continuation of the Cougar Compliment Program with special emphasis on recognizing and rewarding kindness and respectful behavior.
- Peace Patrol and paw Patrol training with special emphasis on recognizing and resolving bullying behavior.
- Provide parent trainings around school protocol and procedures and PBIS/MTSS

Goal: Lauderbach will promote commitment to education.

Objective: Lauderbach staff will work together to increase average daily attendance.

- Parent Handbook – a section of the parent handbook, given to every Lauderbach family, will discuss the importance of good attendance and the district attendance policy.
- Virtual Back to School Night and parent conferences – Principal and Associate Principal will address the importance of good attendance for academic success.
- Incentive program

o Bar graphs will be maintained in every classroom showing the average attendance per week of the class.

o Quarterly reward for the upper and primary classes with the highest average attendance - (Wii parties with the Principal and AP).

o Quarterly rewards (pencils, folders etc.) for each student with perfect attendance for the quarter.

o Teachers are encouraged to offer attendance incentives.

Perfect Attendance special recognition for parents and students.

#### Component 2 – Physical Environment

Goal: Lauderbach will protect the safety of all members of the school community.

Objective: Lauderbach will strive to reduce the risk of injury to students caused by parents violating traffic patterns in the parking lot, crosswalk, and 4th Avenue drop-off area.

- Staff will direct cars to follow designated lanes to the appropriate drop-off and pick-up area.

Quarterly assemblies to promote school and community safety.

## 2021-22 School Safety Plan

Annual school bus safety will take place 1st quarter each year.

- In an effort to decrease traffic on 4th Avenue, the school will work with the neighboring church and allow parents and the community to use the church parking spaces.

All school gates are now closed daily at 3:00 pm. Any visitors will sign in at the front office. STRETCH after-school program students are picked up in the auditorium.

\* 3 Drop off and Pick Up Zones have been added for safer entrance and exit

## 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	21	3	3	
1	19	3	1	
2	23		4	
3	22	1	4	
4	17	2	4	
5	22	1	4	
6	30		4	
Other	14	2		

## 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	17	4	3	
1	16	6		
2	19	2	3	
3	21	1	4	
4	22	1	4	
5	14	3	4	
6	19	2	4	

## 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	16	3	4	
1	21	2	3	1
2	16	4	2	
3	19	1	4	
4	18	2	3	
5	23	1	4	
6	15	3	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	695

## 2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	3.9

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,177.05	4,233.25	7,943.81	77,931
District	N/A	N/A	190,145,679	\$82,315
Percent Difference - School Site and District	N/A	N/A	-200.0	-5.5
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-6.1	-9.7

## 2020-21 Types of Services Funded

- Family Resource Center - Open Door
- ECRI Coach
- South Bay County Mental Health
- Chula Vista Public Library
- STRETCH –Before and after school program
- Jump Start and Extended Day Academic Intervention Programs
- Student Study Trips (locations across San Diego and Chula Vista)
- Fourth grade Learn To Swim Program-South Bay YMCA & Kaiser Foundation
- Full Time Psychologist
- Full Time Counselor
- . Nurse
- English Language Learner Instructional Assistant
- 1 Part time technology support staff
- Collaboration - 5 VAPA Support Teachers
- Library Media Technician

## 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
<b>Beginning Teacher Salary</b>	\$51,655	\$52,060
<b>Mid-Range Teacher Salary</b>	\$77,932	\$84,043
<b>Highest Teacher Salary</b>	\$103,806	\$107,043
<b>Average Principal Salary (Elementary)</b>	\$137,246	\$133,582
<b>Average Principal Salary (Middle)</b>	\$0	\$138,803
<b>Average Principal Salary (High)</b>	\$0	\$133,845
<b>Superintendent Salary</b>	\$308,616	\$240,628
<b>Percent of Budget for Teacher Salaries</b>	37%	35%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## Professional Development

Lauderbach School staff members are receiving ongoing training in the Common Core State Standards in Math, Language Arts, and Writing. In 2018-19 Lauderbach focused on ensuring students were accessing text on a daily basis, being provided multiple reading opportunities throughout the day and ensuring students were demonstrating learning through collaborative groups and independently. In 2018-19, Lauderbach focused on building our critical writers so that our students are articulate and are able to communicate proficiently and attend to audience, task, and purpose in their writing. In 2018-19 & 2019-20, Lauderbach's content focus is Math. All staff will participate in best practices that support the high impact instructional strategies in Math. In addition, Lauderbach is continuing to focus on building our critical writers so that our students are articulate and are able to communicate proficiently and attend to audience, task, and purpose in their writing by focusing on Mentor Text. Teachers will also receive PD from the district and school on Designated ELD. Lauderbach staff members will continue to grow professionally in the area of Mathematical Practices and Mathematical Discourse, Guided and Independent Reading by continuing to participate in the Professional Learning Cycle in Math, and opportunities to participate in peer observations. All staff are committed in working collaboratively to analyze student data to better teach to the needs of the individual student. In 2019-20 our school focus is on Content Literacy through Teacher Clarity and ensuring that we continue to support literacy across all content areas. Quality Indicators for Distance Learning instruction has been the primary focus of 20-21. Identifying high impact strategies to leverage student learning and student engagement are areas of focus.

Other professional development activities include:

MTSS-Sanford Harmony  
 Common Core Standards Based Instruction  
 SIPPS  
 ECRI Reading Foundational Skills  
 Gradual Release of Responsibility  
 Collaborative Conversations and Accountable Talk Quality Indicators  
 Professional Learning Communities  
 Next Generation Science Standards  
 Mentor Text writing  
 Mathematical Standards of Practice  
 Benchmark Universe  
 Smarty Ants Literacy  
 Achieve 3000  
 iReady  
 Teacher Clarity  
 Distance Learning Quality Indicators  
 English Language Development Standards  
 Guided Language Acquisition Design (GLAD)  
 Visual & Performing Arts Standards  
 STEAM Standards  
 Dual Immersion  
 Physical Fitness Standards

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	15	15	10

# Chula Vista Elementary 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

<b>District Name</b>	Chula Vista Elementary School District
<b>Phone Number</b>	(619) 425-9600
<b>Superintendent</b>	Oscar Esquivel, Interim Superintendent
<b>Email Address</b>	oscar.esquivel@cvesd.org
<b>District Website Address</b>	www.cvesd.org



## 2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	13068	6	0.05	99.95	--
<b>Female</b>	6294	1	0.02	99.98	--
<b>Male</b>	6774	5	0.07	99.93	--
<b>American Indian or Alaska Native</b>	28	0	--	100.00	--
<b>Asian</b>	334	0	0.00	100.00	--
<b>Black or African American</b>	539	0	0.00	100.00	--
<b>Filipino</b>	1341	0	0.00	100.00	--
<b>Hispanic or Latino</b>	8810	4	0.05	99.95	--
<b>Native Hawaiian or Pacific Islander</b>	45	0	0.00	100.00	--
<b>Two or More Races</b>	646	0	0.00	100.00	--
<b>White</b>	1325	2	0.15	99.85	--
<b>English Learners</b>	2860	3	0.10	99.90	--
<b>Foster Youth</b>	47	0	0.00	100.00	--
<b>Homeless</b>	154	0	0.00	100.00	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	6569	0	0.00	100.00	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	2097	6	0.29	99.71	--

## 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	13068	6	0.05	99.95	--
Female	6294	1	0.02	99.98	--
Male	6774	5	0.07	99.93	--
American Indian or Alaska Native	28	0	--	100.00	--
Asian	334	0	0.00	100.00	--
Black or African American	539	0	0.00	100.00	--
Filipino	1341	0	0.00	100.00	--
Hispanic or Latino	8810	4	0.05	99.95	--
Native Hawaiian or Pacific Islander	45	0	0.00	100.00	--
Two or More Races	646	0	0.00	100.00	--
White	1325	2	0.15		--
English Learners	2860	3	0.10	99.90	--
Foster Youth	47	0	0.00	100.00	--
Homeless	154	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	6569	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	2097	6	0.29	99.71	--

## 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.

A3000 Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	13002	12287	95	5	53
Female	6269	5977	95	5	55
Male	6733	6310	94	6	52
American Indian or Alaska Native	29	28	97	3	48
Asian	1752	1662	95	5	77

<b>Black or African American</b>	526	489	93	7	56
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	8711	8260	95	5	46
<b>Native Hawaiian or Pacific Islander</b>	40	39	98	3	65
<b>Two or More Races</b>	607	571	94	6	67
<b>White</b>	1337	1238	93	7	65
<b>English Learners</b>	3019	2856	95	5	21
<b>Foster Youth</b>	38	35	92	8	21
<b>Homeless</b>	55	49	89	11	18
<b>Military</b>	1436	1338	93	7	69
<b>Socioeconomically Disadvantaged</b>	6841	6449	94	6	39
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	1975	1692	86	14	20

\*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.

<b>iReady Student Groups</b>	<b>A3000 Total Enrollment</b>	<b>A3000 Number Tested</b>	<b>A3000 Percent Tested</b>	<b>A3000 Percent Not Tested</b>	<b>A3000 Percent At or Above Grade Level</b>
<b>All Students</b>	13002	12276	94	6	27
<b>Female</b>	6269	5959	95	5	26
<b>Male</b>	6733	6317	94	6	28
<b>American Indian or Alaska Native</b>	29	28	97	3	31
<b>Asian</b>	1752	1660	95	5	56
<b>Black or African American</b>	526	487	93	7	23
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	8711	8251	95	5	20
<b>Native Hawaiian or Pacific Islander</b>	40	39	98	3	30
<b>Two or More Races</b>	607	573	94	6	39
<b>White</b>	1337	1238	93	7	35
<b>English Learners</b>	3019	2858	95	5	8
<b>Foster Youth</b>	38	35	92	8	3
<b>Homeless</b>	55	49	89	11	4
<b>Military</b>	1436	1333	93	7	39
<b>Socioeconomically Disadvantaged</b>	6841	6430	94	6	15
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0

<b>Students with Disabilities</b>	1975	1729	88	12	9
*At or above the grade-level standard in the context of the local assessment administered.					