

# Veterans 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>	Veterans Elementary School
<b>Street</b>	1550 Magdalena Avenue
<b>City, State, Zip</b>	Chula Vista, CA 91913
<b>Phone Number</b>	(619) 216-1226
<b>Principal</b>	Angela Rosendale
<b>Email Address</b>	angela.rosendale@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

Veterans Elementary opened in 2005, serving a K-6 population. The school is located in southeast of San Diego County in the city of Chula Vista. It is located in an area of new homes and apartments. Veterans is about five miles from the U.S./Mexico border. Veterans was the 43rd elementary school to open in the Chula Vista Elementary School District. The school has four permanent classroom pods, a library media center, an auditorium, and an administrative building.

We have a very diverse student population. Approximately 27% of the students qualify for the free and reduced National School Lunch Program. Approximately 17% of the students are English Learners, 7% qualify for GATE, 17% are Filipino, and 53% are Hispanic. There are 35 general education teachers, 2 special education teachers, 5 part-time visual and performing arts teachers. We have a full-time Associate Principal, a full-time and part-time Resource Teacher, two Speech Teachers, 2.5 days/week with a nurse on site, 5 days/week with a psychologist on site, and an on-site school counselor 2.5 days/per week.

The mission of Veterans Elementary is to provide all children with a world class education.

Veterans Elementary School provides a safe, nurturing, supportive learning environment for every member of the school community. We foster the continuous academic and social growth of all students by engaging them in challenging, enriching learning experiences that meet their individual needs and prepare them for life in the 21st century. This is accomplished by immersing students in a Common Cores Standards curriculum, which demonstrates relevance to their lives, provides in-depth experiences in all curricular areas and provides a strong foundation for future learning. The building blocks of the academic program are commitment, competency, communication, and collaboration. Staff members take responsibility for basing instruction on best practices by engaging in ongoing professional development through research, reading, and collaboration. Teachers are adept at using ongoing assessments and data to guide instruction. Emphasis is placed on adherence to grade level content standards, ongoing assessment, differentiation, and grade level collaboration. Techniques, strategies, and results are shared with parents on an ongoing basis, thereby giving parents the opportunity to be true partners in the academic growth of their children.

# About this School

2020-21 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	108
Grade 1	104
Grade 2	107
Grade 3	128
Grade 4	126
Grade 5	137
Grade 6	122
Total Enrollment	832

2020-21 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	0.4
Asian	5.6
Black or African American	6.3
Filipino	20
Hispanic or Latino	51
Native Hawaiian or Pacific Islander	0.4
Two or More Races	5.3
White	10.9
English Learners	15.7
Homeless	0.1
Socioeconomically Disadvantaged	27
Students with Disabilities	10.2

## A. Conditions of Learning

### State Priority: Basic

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

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

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

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.8	97.4	1227.0	88.7	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	5.1	0.4	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	1.3	31.4	2.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	14.0	1.0	12115.8	4.4
Unknown	0.5	1.3	106.0	7.7	18854.3	6.9
Total Teaching Positions	37.8	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
Permits and Waivers	0.0
Misassignments	0.5
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.5

## 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 staffs 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

January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Education Adopted, Adopted in 2017-18.	Yes	0%
<b>Mathematics</b>	Houghton Mifflin Harcourt Go Math! K-6, Adopted in 20015-16.	Yes	0%
<b>Science</b>	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008.	Yes	0%
<b>History-Social Science</b>	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish).	Yes	0%

## School Facility Conditions and Planned Improvements

Veterans added 6 new classrooms during the summer of 2010. This allows more space to ensure that all students living within the area can be placed at their neighborhood school rather than being overflowed to a nearby school site. Classroom space at Veterans Elementary School is adequate to support our school's current enrollment. There is room for growth in enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. The school custodial staff performs basic cleaning operations daily.

### Year and month of the most recent FIT report

11/3/2021

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		-Classroom storage maintain a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. Objects/storage removed.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			501 CR: stains on rug.
<b>Electrical</b>	X			301 CR: door to court yard hard to open, outlet cover missing under teachers computer desk 308 CR: IT Box fell out of wall (under whiteboard) 402 CR: IT cover off under teacher work station, thermostat cover broken 404 CR: Electrical socket falling out of wall under teacher work station 502 CR: Plug in air freshener, outlet under whiteboard falling out, covebase peeling, stained ceiling tile 507 : loose outlet by white board wall. 702 CR: electrical socket loose next to sink, electric socket covered with fabric next to door/sink Kitchen: Emergency lights over sink do not work.

## School Facility Conditions and Planned Improvements

				<p>MP: 2 Lights out, North side of kitchen exterior door closes to hard, R side of stale emergency lights do not work.</p> <p>YMCA/CC: No face plate on electric socket under sink, door hinge protector peeling</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			<p>306</p> <p>CR: Faucet handle falls off, cabinet door needs adjustment (near workroom door)</p> <p>504</p> <p>CR: Faucet handle falls off, stained ceiling tile</p> <p>505: loose faucet handle, stained ceiling tile</p> <p>508</p> <p>CR: sink faucet loose</p> <p>601</p> <p>CR: broken formica on sink countertop, sink very loose</p> <p>605</p> <p>CR: Need to adjust doors on sink, center room door doesn't close properly</p> <p>607</p> <p>CR: sink doors need adjustment, covebase peeling</p> <p>706 CR: Faucet handle falls off, plug in air freshener</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	X			<p>305 Obstructed Exits</p> <p>Removed all items from the means of egress; rear of stage.</p> <p>552 Fire Alarm Service</p> <p>Fire alarm serviced annually</p>
<b>Structural:</b> Structural Damage, Roofs	X			<p>300 N Resource Room: 1 stained tile.</p> <p>401 CR: stained ceiling tile</p> <p>502</p> <p>CR: Plug in air freshener, outlet under whiteboard falling out, covebase peeling, stained ceiling tile</p> <p>504</p> <p>CR: Faucet handle falls off, stained ceiling tile</p> <p>505: loose faucet handle, stained ceiling tile</p>
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>300 custodian next to rrs external: electrical panel blocked, door is hard to shut</p> <p>301</p>

## School Facility Conditions and Planned Improvements

				<p>CR: door to court yard hard to open, outlet cover missing under teachers computer desk 510</p> <p>Resource: shelves not secure, plug in air freshener, missing blinds 605</p> <p>CR: Need to adjust doors on sink, center room door doesn't close properly</p> <p>Kinder Playtoy: rubber on platforms showing metal</p> <p>MP: 2 Lights out, North side of kitchen exterior door closes to hard, R side of stale emergency lights do not work.</p> <p>Play Toy: Up in the middle there is a loose blue bar, climbing staircase is loose (next to rock wall)</p> <p>Playground: 300 bldg. PIV/Fire Depart. Connection missing a cover, back stop bolts are too long also missing 2 middle support bars.</p> <p>Stage Roof access: electrical panel blocked, roof access blocked, items stored againsts water heater.</p> <p>YMCA/CC: No face plate on electric socket under sink, door hinge protector peeling</p>
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## 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
<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
All Students	518	NT	NT	NT	NT
Female	255	NT	NT	NT	NT
Male	263	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	24	NT	NT	NT	NT
Black or African American	34	NT	NT	NT	NT
Filipino	104	NT	NT	NT	NT
Hispanic or Latino	260	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	30	NT	NT	NT	NT
White	61	NT	NT	NT	NT
English Learners	69	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	119	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	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	518	NT	NT	NT	NT
Female	255	NT	NT	NT	NT
Male	263	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	24	NT	NT	NT	NT
Black or African American	34	NT	NT	NT	NT
Filipino	104	NT	NT	NT	NT
Hispanic or Latino	260	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	30	NT	NT	NT	NT
White	61	NT	NT	NT	NT
English Learners	69	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	119	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	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	513	482	94	6	69
Female	253	242	96	4	71
Male	260	240	92	8	67
American Indian or Alaska Native	2	2	100	0	50
Asian	140	125	89	11	78

<b>Black or African American</b>	28	27	96	4	61
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	258	248	96	4	64
<b>Native Hawaiian or Pacific Islander</b>	3	3	100	0	67
<b>Two or More Races</b>	24	22	92	8	75
<b>White</b>	58	55	95	5	67
<b>English Learners</b>	74	70	95	5	51
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	1	1	100	0	0
<b>Military</b>	67	64	96	4	75
<b>Socioeconomically Disadvantaged</b>	138	132	96	4	54
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	50	36	72	28	28

\*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>	513	480	94	6	40
<b>Female</b>	253	238	94	6	41
<b>Male</b>	260	242	93	7	40
<b>American Indian or Alaska Native</b>	2	2	100	0	0
<b>Asian</b>	140	125	89	11	60
<b>Black or African American</b>	28	25	89	11	21
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	258	248	96	4	31
<b>Native Hawaiian or Pacific Islander</b>	3	3	100	0	33
<b>Two or More Races</b>	24	22	92	8	38
<b>White</b>	58	55	95	5	48
<b>English Learners</b>	74	70	95	5	16
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	1	1	100	0	0
<b>Military</b>	67	62	93	7	40
<b>Socioeconomically Disadvantaged</b>	138	130	94	6	27
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0

<b>Students with Disabilities</b>	50	34	68	32	10
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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>	141	NT	NT	NT	NT
<b>Female</b>	69	NT	NT	NT	NT
<b>Male</b>	72	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	26	NT	NT	NT	NT
<b>Hispanic or Latino</b>	77	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>	15	NT	NT	NT	NT
<b>English Learners</b>	18	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	30	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	16	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 persons:

Angela Rosendale, Principal  
angela.rosendale@cvesd.org

Claudia Aldrete, Associate Principal  
alaudia.aldrete@cvesd.org

Contact Phone Number: (619) 216-1226  
Fax Number: (619) 216-9226

Parents/guardians have the opportunity to volunteer in the classroom or at various offices on the school site. Parent/guardians are asked to sign in and wear a volunteer badge to identify them as volunteers. In addition, parents/guardians can run for positions on the School Site Council (S.S.C.) and the Parent Teacher Association (P.T.A). Other opportunities for participation include School Site Council (SSC), English Learner Advisory Committee (E.L.A.C.), Safety Committee, Coffee Chat with Veterans Leadership, Military Meet and Greet Meetings, Back to School Night, Fall Festival and by volunteering in classrooms.

#### Parent Participation

Research shows a high correlation between parent involvement and effective schools. We encourage parents to become actively involved in our school by inviting parents to volunteer in classrooms, participate in ELAC, GATE, and other after-school programs. We have Parent Information Nights to keep parents informed about assessment, curriculum and instruction and we provide parents with ways in which they can become partners with us in the education of their children. The PTA sponsors enrichment programs and provides materials for the benefit and welfare of our children and the community. Five parents took an active part in school planning by serving as members of the School Site Council. This included overseeing the budget, Safe School Plan and the School Site Plan. In addition, parents at Veterans are provided the opportunity to participate in parent workshops sessions to learn how to support their children at home

## 2021-22 Opportunities for Parental Involvement

with reading, writing, and math. Additionally, we have monthly Coffee Chats with Veterans Leadership where the principal seeks input from parents regarding concerns on campus.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	896	873	71	8.1
Female	431	422	26	6.2
Male	465	451	45	10.0
American Indian or Alaska Native	3	3	0	0.0
Asian	52	49	1	2.0
Black or African American	67	63	8	12.7
Filipino	173	170	7	4.1
Hispanic or Latino	449	439	47	10.7
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	49	47	0	0.0
White	98	97	8	8.2
English Learners	173	168	17	10.1
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	256	250	41	16.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	108	106	22	20.8

## 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>	0.32	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>	0.74	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

The school safety plan is updated each year with input from parents, staff, Chula Vista Police Department, and Chula Vista Fire Department. The School Site Council approved the School Safety Plan on January 19, 2021. Due to COVID-19, additional safety protocols have been implemented. The disaster team is updated within the first month of every school year. Emergency drills are conducted on a regular basis. Fire drills are held on a monthly basis and earthquake drills every 3 months. This year, we continue to have a Veterans Safety and Emergency Preparedness Committee to collaborate with all stakeholders and continue to promote school safety. The Safety Patrol provides students and parents safe crossing at established areas around the school.

The goal of Veterans Elementary is to meet the academic, social and emotional needs of our students through a collaborative partnership with students, parents, staff and community. Students and staff must be equipped with the necessary training, tools and services in order to assure a safe, secure learning environment. Teachers are provided with and trained on updated procedures and/or policies that affect school safety. Uniform school rules and consistent discipline policies are established and posted throughout the school. Fire and disaster drills are conducted and staff is continually trained and updated regarding their responsibilities in case of an emergency. Adequate playground supervision is provided by classified supervisors and certificated staff. Veterans Safety Patrol members and the School Resource Officer are posted at the front of the school to assist children crossing the street and vehicles entering the upper parking lot. Clear plans and supervision are established for students who ride the bus, walk or are dropped off by parents. In the event of an emergency, Veterans has a comprehensive response plan in the Safe School Plan, which was updated and approved by School Site Council on January 19, 2021.

The Veterans staff believes in high expectations for all students, both academically and socially. Most teachers have received CLAD (Cognitive Language Acquisition Development) certification, G.L.A.D training, and have been trained in English Language Development Instruction and use this training to ensure Limited English Proficient students benefit equally from classroom instruction. This year, teachers will continue to expand their use of strategies to differentiate instruction based on data analysis. We will also continue to deconstruct standards and provide rigorous instruction. Instructional practices are monitored throughout the year. It is our belief that, when students feel successful about their education, they tend to make better choices about treating others in a respectful manner. All staff is in-serviced annually on Blood Borne Pathogens and sexual harassment and they receive written information regarding the definition of sexual harassment and procedures to be followed to register a complaint. Additionally, all staff will receive professional development and training on their roles and responsibilities in the event of an emergency or disaster. Additionally, all visitors/volunteers to the school campus sign in at the office using the new Raptor System to ensure student safety and accountability for adults on campus in case of an emergency.

This year, Veterans has new COVID-19 Ingress/Egress Procedures. We have altered the way people move in and out of the school in order to comply with social distancing recommendations. We have also placed signage all over campus reminding everyone to maintain 6 feet of physical separation. Fire and life safety requirements, including those mandating a minimum number of emergency exits, have not changed as a result of COVID-19 or social distancing. The potential for a fire and the need for emergency exits has not changed, regardless of the number of people in a building.

It is important to note that we will remain vigilant and aware during this challenging time by reporting any instances of emergency exits being blocked or otherwise inaccessible during an emergency. We have also minimized the number of individuals on campus by allowing half of the student body to return to campus.

This year, we have also modified our school safety programs and strategies to include COVID-19 safety.

We intend to implement the Core Four Pillars for COVID-19 Safety. These four pillars are essential to mitigating and preventing the spread of the COVID virus. In addition to these four pillars our school is also instituting:

- Cohort model for keeping students and staff limited in contacts
- Providing distance learning for any families who wish to keep children at home during the COVID pandemic.
- Behavioral signage to reiterate the four pillars and our safety procedures
- Limiting shared spaces, equipment and materials

The following strategies are being implemented in order to reduce and prevent the spread of COVID and other viruses:

- Physical Distancing
- Increased cleaning, disinfecting and hygiene
- Health monitoring and contact tracing
- Wearing of personal protective equipment
- Only allowing necessary visitors and vendors on campus.

## 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	23	1	4	
1	25		5	
2	23		5	
3	22	2	4	
4	23		5	
5	29		4	
6	25	3	4	

### 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	19	2	4	
1	19	2	4	
2	18	2	5	
3	19	3	4	
4	20	2	5	
5	16	5	3	
6	22	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	15	5	2	
1	17	5	1	
2	18	3	3	
3	18	5	2	
4	22	2	4	
5	22	1	5	
6	20	2	4	
Other	13	1		

## 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.8
Social Worker	0
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	0

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,716.87	3,707.01	8,009.86	85,026
District	N/A	N/A	190,145,679	\$82,315
Percent Difference - School Site and District	N/A	N/A	-200.0	3.2
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-5.3	-1.0

## 2020-21 Types of Services Funded

Students in need of additional support and instruction were provided with a variety of services and materials through categorical funds. These funds were used to provide support for all students as well as any target groups. Programs offered included:

Illuminate Data Management System  
 Part Time Program Support Teachers for teacher collaboration. Visual art classes are provided to students every other week.  
 Technical Computer Support  
 Standards based supplemental materials  
 Additional instructional assistant for primary grades  
 Before/after school programs  
 NGSS materials  
 GATE program  
 Accelerated Reader  
 Achieve 3000  
 Next Gen Math

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

## Professional Development

Professional development is based on our school's data. The District provided Resource Teacher and the school's Instructional Leadership Team, site lead learners, are offered district professional development on our identified areas of need.

Each year, teachers engaged in Professional Development Cycles to monitor, measure and modify best teaching practices to support school goals. Based on school data, teachers receive training which is aligned to an area for growth. The District provided Resource Teacher and the school's ILT are offered district professional development aligned to the District's Instructional Focus. The plan for professional development includes on-site coaching by teachers, District provided Resource Teacher, and administration.

Each year, targeted professional improvement activities are provided for teachers, instructional aides, and other employees. All teachers at Veterans are highly qualified. Staff development topics arose from analyzing data and professional growth needs. Activities reflect the school's goals and objectives and are part of our Site Plan for Student Achievement.

2020-2021:

\*Mathematics:

- Learning Intentions & Success Criteria
- Quality Indicators

2019-2020:

\*Mathematics:

- Academic Discourse
- High Impact Language Strategies – Three Reads Protocol
- Learning Intentions & Success Criteria

\*Designated – English Language Development

\*Social Emotional Learning

During the 2017-2018 and 2018-2019 school year, professional development included on-site coaching by District provided Resource Teacher and administration. Our professional development plan included: Writing through the San Diego Area Writing Project, Guided Language Acquisition Design (GLAD), formative writing assessments, and Writing and Rigor.

Designated and Integrated ELD (K-6), Achieve 3000/Smarty Ants, District provided Dual Immersion Spanish Language Arts, Benchmark/Adelante, and ELPAC. Teachers understand how to unpack grade-level standards and continue to utilize learning objectives to support teaching and learning. Teachers use the Gradual Release of Responsibility model of instruction to ensure rigorous and scaffolded learning takes place daily. Additionally, to ensure that all student needs are met and addressed, teachers have engaged in Restorative Practice and Sanford Harmony training which is curriculum that addresses Social Emotional Learning.

The goal is to continue to build capacity and instructional leadership at the site for every teacher.

Principal and Associate Principal will participate in professional development to learn skills and strategies to build stronger leadership capacity at school through our Instructional Leadership Team and grade level collaboration.

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	21		

# 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.					