

# Loleta Union Elementary

## 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/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

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

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](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>	Loleta Union Elementary
<b>Street</b>	700 Loleta Dr P.O. Box 547
<b>City, State, Zip</b>	Loleta, CA 95551-0547
<b>Phone Number</b>	707.733-5705
<b>Principal</b>	Autumn Chapman
<b>Email Address</b>	achapman@loleta.org
<b>School Website</b>	<a href="https://loletaschool.org">https://loletaschool.org</a>
<b>County-District-School (CDS) Code</b>	12629270000000

## 2021-22 District Contact Information

<b>District Name</b>	Loleta Union Elementary School District
<b>Phone Number</b>	707.733.5705 X100
<b>Superintendent</b>	Autumn Chapman
<b>Email Address</b>	achapman@loleta.org
<b>District Website Address</b>	loletaschool.org

## 2021-22 School Overview

Loleta Elementary School serves a small rural community about eight miles south of Eureka, California. Loleta is a diverse community, consisting of the town of Loleta, the Table Bluff Reservation, the Bear River Rohnerville Rancheria, and a large agricultural area full of working dairies. The school has always enjoyed a positive reputation for working to better itself and provide a quality education for its diverse students. It prides itself on providing each of its students an individualized education. Each student is supported and educated to reach their potential through state of the art technology and curriculum. It is also known for its respect for cultural diversity, and an experienced/supportive staff. We have developed a community where we all belong. Loleta has strong academic, art, music, gardening and science programs. The school is restructuring itself through guiding principles of Environmental stewardship and STEAM (Science, technology, engineering, art and mathematics). We have three major community performances a year along with community dinners in partnership with St Joseph's monthly. The school participates in five sports a year: volleyball, girls and boys basketball, Track and Field and next year we will be introducing soccer! The Vision of the Loleta Union School District is to: provide a safe environment that educates all students for future success. We want our children to get the support they need to succeed, while participating in a variety of diverse activities to better understand the cultures around them and themselves. Although Covid has put a number of our activities on hold, we continue to offer in person learning in a hybrid model and to build our programs. One of our strongest themes at the school is our gardening program. In partnership with the Loleta Community Center, and a grant with HCOE, gardening education and care are part of our daily instruction. Students learn how to grow food, pick it for the cafeteria and learn how to preserve it for use when not in season. Many science lessons and fund raisers rely on the garden. In the fall Loleta hosts a huge pumpkin festival and celebration for the community to celebrate our harvest of corn and pumpkins from the garden.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	19
Grade 1	9
Grade 2	10
Grade 3	10
Grade 4	10
Grade 5	6
Grade 6	15
Grade 7	12
Grade 8	6
Total Enrollment	97

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5
Male	49.5
American Indian or Alaska Native	35.1
Asian	1
Black or African American	3.1
Hispanic or Latino	36.1
Two or More Races	4.1
White	19.6
English Learners	17.5
Foster Youth	4.1
Homeless	6.2
Socioeconomically Disadvantaged	92.8
Students with Disabilities	27.8

## A. Conditions of Learning

### State Priority: Basic

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

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

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

### 2019-20 Teacher Preparation and Placement

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

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

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

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

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

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<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)	

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

Year and month in which the data were collected	January 2022		
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Fountas and Pinnell; IXL; Moby Max; Scholastic	Yes	0.0%
<b>Mathematics</b>	Grades T K-5 "Go Math" by Houghton Mifflin Harcourt, purchased in 2015 Grades 6-8 California Big Ideas also by Houghton Mifflin Harcourt, purchased in 2015 supplement the above programs with a web based program called Accelerated Math	Yes	0.0%
<b>Science</b>	Harcourt Brace Science 2000, Prentice Hall General Science, Houghton Mifflin CA Science, CPO Science (6-8), EEI; science weekly; IXL; Purchasing Foss Science Kits 2022; Science Spin	No	0.0%
<b>History-Social Science</b>	McMillan McGraw California Vistas, Holt, EEI; studies weekly; IXL	Yes	0.0%
<b>Foreign Language</b>	Spanish Classroom Teaching Materials; Spanish Playground; Teachers Discovery	No	0
<b>Health</b>	Well-Being Studies Weekly 5-8 Puberty and Sex Ed classes taught by Planned Parenthood	No	0
<b>Visual and Performing Arts</b>	Music state standards taught by our part time Music Teacher.	No	0
<b>Science Laboratory Equipment</b> (grades 9-12)	N/A		

## School Facility Conditions and Planned Improvements

The district's facilities are in good/fair repair. In 2017-18, we have implemented our proposition 38 upgrades including new lighting inside and out, a new refrigerator and two new furnaces. The district employs 2.5 physical maintenance men who perform custodian duties and drive the bus. In the summer of 2019, we made extensive repairs to a number of walls on the property. We do need to address our roofs which are on our maintenance to do list for the coming year.

In 2016-17, the district made a move to separate the middle school from the rest of the school in an effort to better prepare middle school students for high school. The middle school has its own courtyard, makers space and better access to the computer lab/specialized middle school library. The elementary has its own library in the main building run by volunteers from the Kiwanis Club! We also have music once a week and art daily. The school created and has established a "Sensory room" to help educate students about the mind-body connection and to give them the ability to use up some restless energy to allow them to access their studies better! We also have created a Zen Den. This is a special place for students to go if they need to self-regulate or need a quiet break from the classroom. Run by our specially trained Student Support Team, the Zen Den has provided assistance to an average of 17 students a day. The students get a fifteen minute break in there on average and head back to the classroom.

Currently our rotations have begun and we are focusing on art, coding, music, Native Culture Curriculum and P.E. We are currently writing for a grant to upgrade our air circulation in the classrooms and decrease virus spread. We have replaced our carpeted hallways with vinyl waterproof flooring and all classrooms have new carpets.

Year and month of the most recent FIT report

January 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Applying for a CALSHAPE grant to assist with airflow and Carbon dioxide levels in classrooms. 2 new heaters purchased for portables.
<b>Interior:</b> Interior Surfaces	X			Using one time COVID funds, tested for asbestos (found none in main areas) and replaced carpets with vinyl waterproof flooring.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Presently cordoned off. Have purchased, but yet to install water filtration devices. Each student has their own reusable water bottle.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		We anticipate the need to create a more permanent fix for our roofs. We are writing a grant to help with these repairs Currently we have patched areas so there is no leakage but this is a temporary step.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			New picnic tables purchased for outside to eat and for outside classrooms.

**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
<b>All Students</b>	66	64	96.97	3.03	7.94
<b>Female</b>	36	35	97.22	2.78	8.57
<b>Male</b>	30	29	96.67	3.33	7.14
<b>American Indian or Alaska Native</b>	30	28	93.33	6.67	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	26	26	100	0	16
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	12	12	100	0	16.67
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	12	12	100	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	43	42	97.67	2.33	9.52
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	24	24	100	0	8.33

## 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	66	64	96.97	3.03	1.56
Female	36	35	97.22	2.78	0.00
Male	30	29	96.67	3.33	3.45
American Indian or Alaska Native	30	28	93.33	6.67	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	26	26	100.00	0.00	3.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	12	12	100.00	0.00	8.33
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	42	97.67	2.33	2.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	4.17

## 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.

All Students	66	63	95	5	15
Female	36	36	100	0	26
Male	30	27	90	10	15
American Indian or Alaska Native	30	28	94	6	5
Asian	N/A	-	-	-	-
Black or African American	N/A	-	-	-	-
Filipino	N/A	-	-	-	-
Hispanic or Latino	26	25	94	6	38

<b>Native Hawaiian or Pacific Islander</b>	N/A	-	-	-	-
<b>Two or More Races</b>	3	3	100	0	0
<b>White</b>	7	6	86	14	50
<b>English Learners</b>	14	13	93	7	38
<b>Foster Youth</b>	-	-	-	-	-
<b>Homeless</b>	12	12	86	14	33
<b>Military</b>	N/A	-	-	-	-
<b>Socioeconomically Disadvantaged</b>	60	64	96	4	22
<b>Students Receiving Migrant Education Services</b>	N/A	-	-	-	-
<b>Students with Disabilities</b>	24	24	93	7	8
<b>All Students</b>	N/A				
<b>Female</b>	N/A				
<b>Male</b>	N/A				
<b>American Indian or Alaska Native</b>	N/A				
<b>Asian</b>	N/A				
<b>Black or African American</b>	N/A				
<b>Filipino</b>	N/A				
<b>Hispanic or Latino</b>	N/A				
<b>Native Hawaiian or Pacific Islander</b>	N/A				
<b>Two or More Races</b>	N/A				
<b>White</b>	N/A				
<b>English Learners</b>	N/A				
<b>Foster Youth</b>	N/A				
<b>Homeless</b>	N/A				
<b>Military</b>	N/A				
<b>Socioeconomically Disadvantaged</b>	N/A				
<b>Students Receiving Migrant Education Services</b>	N/A				
<b>Students with Disabilities</b>	N/A				
<b>All Students</b>	N/A				
<b>Female</b>	N/A				
<b>Male</b>	N/A				
<b>American Indian or Alaska Native</b>	N/A				
<b>Asian</b>	N/A				
<b>Black or African American</b>	N/A				
<b>Filipino</b>	N/A				
<b>Hispanic or Latino</b>	N/A				
<b>Native Hawaiian or Pacific Islander</b>	N/A				
<b>Two or More Races</b>	N/A				
<b>White</b>	N/A				
<b>English Learners</b>	N/A				

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

<b>Students Receiving Migrant Education Services</b>	N/A				
<b>Students with Disabilities</b>	N/A				

\*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>All Students</b>	66	63	95	5	1
<b>Female</b>	36	36	100	0	0
<b>Male</b>	30	27	90	10	0
<b>American Indian or Alaska Native</b>	33	31	94	6	0
<b>Asian</b>	N/A	-	-	-	-
<b>Black or African American</b>	N/A	-	-	-	-
<b>Filipino</b>	N/A	-	-	-	-
<b>Hispanic or Latino</b>	17	16	94	6	0
<b>Native Hawaiian or Pacific Islander</b>	N/A	-	-	-	-
<b>Two or More Races</b>	3	3	100	0	0
<b>White</b>	7	6	86	14	0
<b>English Learners</b>	14	13	93	7	0
<b>Foster Youth</b>	N/A	-	-	-	-
<b>Homeless</b>	7	6	86	14	17
<b>Military</b>	N/A	-	-	-	-
<b>Socioeconomically Disadvantaged</b>	71	68	96	4	1
<b>Students Receiving Migrant Education Services</b>	N/A	-	-	-	-
<b>Students with Disabilities</b>	14	13	93	7	8
<b>All Students</b>	N/A				
<b>Female</b>	N/A				
<b>Male</b>	N/A				
<b>American Indian or Alaska Native</b>	N/A				
<b>Asian</b>	N/A				
<b>Black or African American</b>	N/A				
<b>Filipino</b>	N/A				
<b>Hispanic or Latino</b>	N/A				
<b>Native Hawaiian or Pacific Islander</b>	N/A				
<b>Two or More Races</b>	N/A				
<b>White</b>	N/A				
<b>English Learners</b>	N/A				
<b>Foster Youth</b>	N/A				

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

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

\*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	0.00	N/A	0.00	N/A	28.72



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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	15	15	100.00	0.00	0.00
Female	--	--	--	--	--
Male	11	11	100.00	0.00	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

### 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

Loleta School has a tight knit community. When not affected by Covid 19 regulations, parents are encouraged to volunteer in their child's classroom and to take part in the many award assemblies (monthly), field trips and other activities offered for their children. We have a variety of advisory committee meetings: English Learner Acquisition Committee (ELAC) monthly, bi-monthly School Culture and Climate meeting (aka Stakeholders aka Advisory). Indian Education Advisory Meeting (quarterly) and board meetings. These are the meetings that also act as our first pass at planning for the LCAP and other plans for the district. Secondly, we communicate several times a year with the two Tribal Councils from the area and we have council members or tribal members who are affiliated with the council attending our primary committee meetings. The school has developed partnerships with several groups which also provide input and support to the school: St. Joseph's through the Loleta Community Resource Center and True North.

The community is invited on campus (during non-Covid times) to celebrate with us through our fall Harvest festival, California Indigenous Peoples Day, Trunk-or-Treat, Field Day, sports games, student performances and fundraising events. We also have a monthly theme for the school and create a community dinner around that theme in partnership with the Loleta Community Resource Center!

The District hosts an interactive website and also an active Facebook Page.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	114	113	0	0.0
Female	54	54	0	0.0
Male	60	59	0	0.0
American Indian or Alaska Native	47	46	0	0.0
Asian	1	1	0	0.0
Black or African American	3	3	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	39	39	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	0	0.0
White	19	19	0	0.0
English Learners	18	18	0	0.0
Foster Youth	4	4	0	0.0
Homeless	8	8	0	0.0
Socioeconomically Disadvantaged	103	103	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	36	36	0	0.0

### 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>	23.74	5.26	23.74	5.22	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>	20.33	20.33	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>	5.26	0.00
<b>Female</b>	9.26	0.00
<b>Male</b>	1.67	0.00
<b>American Indian or Alaska Native</b>	8.51	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>	2.56	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>	5.26	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>	4.85	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	2.78	0.00

## 2021-22 School Safety Plan

Loleta Elementary School provides a safe, clean environment for our students. Loleta Elementary School has policies and plans in place to assure the safety of our students. Our comprehensive School Safety Plan covers the details of the emergency responses. In this changing world, our safety plan is evolving with it and we appreciate community input into this. Evacuation drills, lockdown, fire-drills, earthquake drills, walkie-talkie checks are performed regularly. We take every precaution to ensure effective communication. This is helped by our new All-Call system implemented in 2018-2019. All classrooms have telephones, a walkie talkie and access to the Internet. Our office maintains a weather radio alert to cover all emergency situations. We are also the location of a CERT (community emergency response trailer) and are actively looking to refill it. This is also a Red Cross evacuation Center. Our last review of the comprehensive school plan was this past winter as we prepared with our count JPA for the IMReady program. We have been working on its completion by the second week in February.

Visitors are required to register in the office as they enter the school as well as participating in a health check. Student comfort and safety is the highest priority. We comply with the Cal-OSHA, California Department of Public Health guidance for health and safety in public schools. PP is posted on our school website. The School Safety Plan is reviewed annually. Parents may access the School Safety Plan by contacting the school office at (707) 733-5705 or downloading it from our website [loletaschool.org](http://loletaschool.org). All employees and volunteers are required to be fingerprinted including our community garden participants.

### 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				
1				
2				
3				
4				
5				
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	1		
1				
2				
3				
4				
5				
6				
Other	17	3	1	

## 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	19	1		
1				
2				
3				
4				
5				
6				
Other	15	4		

## 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
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.5

## 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	\$15797.0	\$4268.0	6,355.09	44,176
District	N/A	N/A	\$11529.0	
Percent Difference - School Site and District	N/A	N/A	-57.9	0.0
State			\$8,444	\$72,352
Percent Difference - School Site and State	N/A	N/A	-19.8	-47.2

## 2020-21 Types of Services Funded

Loleta Elementary School provides supplemental services through the following programs: Title I, CELDT Program, English Learners, Enhancing Education Through Technology, Limited English Proficient Program, Reading Specialist Program, Speech and Language Program, Resource Specialist Program and K-3 Class Size Reduction and a K-5 Intensive Support Classroom (Special Day Classroom). Gardening exploration program, Art in the Classroom, Salmon Science

## 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$47,265
Mid-Range Teacher Salary		\$69,813
Highest Teacher Salary		\$91,237
Average Principal Salary (Elementary)		\$113,466
Average Principal Salary (Middle)		\$115,186
Average Principal Salary (High)		\$0
Superintendent Salary		\$131,359
Percent of Budget for Teacher Salaries	18%	30%
Percent of Budget for Administrative Salaries	5%	7%

## Professional Development

All teachers at Loleta Elementary School are currently assigned to teach within their credentialed subject areas. California law permits elementary grade teachers to instruct in all subjects. However, in order to provide our students with quality instruction in all areas of the curriculum, and to develop awareness of Best Practices with our current multiculturally diverse students our teaching staff is encouraged to actively participate in professional development classes. Four staff members are participating in LETRs and are learning how to teach reading in Tk-6. Loleta Union Elementary School District, being a single school district, has only one teacher per 2 grade levels. This year in order to mitigate learning loss, we used one time funding to open up 1/2 and our 7/8. We were all certified in First aid/AED this year as team. Teachers collaborate with their colleagues twice per month and once a month as a staff. We have moved to in-person meetings once again but keep zoom meetings as an option should they be needed due to the Pandemic. Teachers have access to high quality professional development through the Humboldt County Office of Education and have attended numerous workshops. All staff have participated in Keenan workshop trainings. The workshops included but were not limited to McKinney-Vento/Homeless and Foster Youth; Covid 19 prevention, Awareness of Sexual harassment and mandated reporting, Currently the school staff is participating in training on Fountas and Pinnell implementation on site. We are continuously reviewing MTSS and trauma informed care videos on a personal basis. Our school Climate director arranges training in new strategies and trainings to assist our students in accessing the curriculum by learning self-regulation and mindfulness. She writes a weekly wellness letter with lessons to be implemented through Google Classroom by teachers and holds a weekly school wide assembly for all students to learn our new social/emotional curriculum character strong.. This year we are implementing our Native American curriculum for all students at Loleta that we purchased last year. We also are working with HCOE through school improvement to determine the causes of Chronic absenteeism and for our district to figure out more ways to support our youth. We have created a student support team to act as our liaisons with our community and complete our wraparound support services for every family. We have also borrowed a van to increase access to our transportation insecure students who cannot make the bus or move mid-year. We are purchasing Foss Science Kits with Indian Education Funds this year and professional development will be given to begin teaching them once the purchases are finished.

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	5	6	4

# Loleta Union 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>	Loleta Union Elementary School District
<b>Phone Number</b>	707.733.5705 X100
<b>Superintendent</b>	Autumn Chapman
<b>Email Address</b>	achapman@loleta.org
<b>District Website Address</b>	loletaschool.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
All Students	66	64	96.97	3.03	7.94
Female	36	35	97.22	2.78	8.57
Male	30	29	96.67	3.33	7.14
American Indian or Alaska Native	30	28	93.33	6.67	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	26	26	100.00	0.00	16.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	12	12	100.00	0.00	16.67
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	42	97.67	2.33	9.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	8.33

## 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	66	64	96.97	3.03	1.56
Female	36	35	97.22	2.78	0.00
Male	30	29	96.67	3.33	3.45
American Indian or Alaska Native	30	28	93.33	6.67	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	26	26	100.00	0.00	3.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	12	12	100.00	0.00	8.33
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	42	97.67	2.33	2.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	4.17

## 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.

All Students	N/A				
Female	N/A				
Male	N/A				
American Indian or Alaska Native	N/A				
Asian	N/A				
Black or African American	N/A				
Filipino	N/A				
Hispanic or Latino	N/A				

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

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

<b>Students Receiving Migrant Education Services</b>	N/A				
<b>Students with Disabilities</b>	N/A				

\*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>All Students</b>	N/A				
<b>Female</b>	N/A				
<b>Male</b>	N/A				
<b>American Indian or Alaska Native</b>	N/A				
<b>Asian</b>	N/A				
<b>Black or African American</b>	N/A				
<b>Filipino</b>	N/A				
<b>Hispanic or Latino</b>	N/A				
<b>Native Hawaiian or Pacific Islander</b>	N/A				
<b>Two or More Races</b>	N/A				
<b>White</b>	N/A				
<b>English Learners</b>	N/A				
<b>Foster Youth</b>	N/A				
<b>Homeless</b>	N/A				
<b>Military</b>	N/A				
<b>Socioeconomically Disadvantaged</b>	N/A				
<b>Students Receiving Migrant Education Services</b>	N/A				
<b>Students with Disabilities</b>	N/A				
<b>All Students</b>	N/A				
<b>Female</b>	N/A				
<b>Male</b>	N/A				
<b>American Indian or Alaska Native</b>	N/A				
<b>Asian</b>	N/A				
<b>Black or African American</b>	N/A				
<b>Filipino</b>	N/A				
<b>Hispanic or Latino</b>	N/A				
<b>Native Hawaiian or Pacific Islander</b>	N/A				
<b>Two or More Races</b>	N/A				
<b>White</b>	N/A				
<b>English Learners</b>	N/A				
<b>Foster Youth</b>	N/A				

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

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

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