

# Del Mar 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/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>	Del Mar Elementary School
<b>Street</b>	1959 Merrill Street
<b>City, State, Zip</b>	Santa Cruz, CA , 95062-4102
<b>Phone Number</b>	(831) 477-2063
<b>Principal</b>	Marilyn Rockey
<b>Email Address</b>	mrockey@losd.ca
<b>School Website</b>	<a href="https://dm.losd.ca/">https://dm.losd.ca/</a>
<b>County-District-School (CDS) Code</b>	44697656114102

## 2021-22 District Contact Information

<b>District Name</b>	Live Oak School District
<b>Phone Number</b>	(831) 475-6333
<b>Superintendent</b>	Dr. Daisy Morales
<b>Email Address</b>	dmorales@losd.ca
<b>District Website Address</b>	<a href="http://www.losd.ca/">http://www.losd.ca/</a>

## 2021-22 School Overview

### About Our School

The Del Mar Elementary School Staff is driven and passionate about enhancing the emotional, physical and intellectual growth of all students. As a school, we provide a rich learning environment, a Common Core State Standards-based education, and a wide range of learning opportunities that will serve to promote lifelong learning.

In addition, we consistently help each child rise to his or her highest potential as a caring, responsible, active participant in family, community, and society. At Del Mar School, we believe firmly in the development of our scholars' character as well as their responsibility to be an exceptional citizen of the world. We know that these elementary school years are the formative years where the foundation for their future success is being created. We seek to develop a work ethic that they will utilize to achieve academically each day in their classrooms. Our scholars learn that there are specific character pillars that define a person of excellence. As stated in our school pledge: Each day, we are creating a new world.

We:

- \* Show responsibility
- \* Use kindness

## 2021-22 School Overview

- \* Respond respectfully
  - \* Find safe solutions
- We all surf!!

Our core curricula and instructional programs in all areas are aligned with the rigorous Common Core State Standards. Our teachers receive state-of-the-art training in many areas: math, language arts and early literacy. We are now in the eighth year of the implementation of Lucy Caulkins' Writer's Workshop model in all of our classrooms. This consistency in curriculum and instruction accelerates learning and provides structured instruction that is evident across all grade levels. Del Mar School focuses on the mind, body, and spirit of all of its scholars. In support of this, physical fitness and nutrition are a deep focus. Del Mar scholars participate in the walking club during lunchtime, Elementary Track and Field Day in the spring, and growing organic produce in the Life Lab and garden.

Faculty members continue to participate in ongoing professional development in areas such as writing (Writer's Workshop), school-wide classroom management (Bullying Prevention via Second Step), Growth Mindset, Accountable Talk, and English language development ( Guided Language Acquisition Design).

One of our most defining practices and beliefs is our daily investment in practicing a Growth Mindset. School is a mistake making place. We believe that if we embrace our mistakes, and learn from them, we excel further in learning as well as in social-emotional growth. Each week all classrooms focus on a specific "Growth Mindset Quote of the Week". This quote is featured during our daily announcements as well as discussed during class meetings. We have embedded this practice across the curriculum as well as in school culture and activities.

The Del Mar Leadership Team has attended and utilized professional development in the areas of Reciprocal Teaching, Developing a Purposeful Classroom, Close Reading, and Positive Behavior Intervention System (PBIS). Pushing to always be on the cutting edge of the best practices to reach every scholar, the Del Mar Leadership Team also received professional development delivered by Douglas Fisher in the form of The Purposeful Classroom. In addition, the team also focuses on cultural literacy and has participated in Dr. Muhammad's work in this area. In past years, the team attended a three-day training focused on studying "The Will to Lead, the Skill to Teach," which delved into transforming our school culture, learning, and teaching.

These staff development programs have ensured that our teachers deliver all lessons through effective teaching practices that make Common Core Grade-Level Standards accessible to all students. In addition, all of our teachers utilize a variety of technologies for the delivery of lessons rooted in high engagement and critical thinking.

Standard equipment for each classroom includes a Promethean board (an interactive whiteboard), document camera, and handheld student response devices. Twenty-first-century learning is alive and well at Del Mar School!

Del Mar School is now in the sixth year of implementing PBIS. Challenging behaviors in schools represent barriers to teaching and learning. Rather than relying on a mixed bag of short-term solutions for individual students and situations, we are focusing on proactive ways to define, teach and sustain appropriate student behaviors across all of our school settings. Our primary goal as a PBIS school is to design effective school environments that will increase teaching and learning for all students. The Del Mar PBIS approach is different than traditional school discipline because we are focusing on our entire school climate. We consider the reason why behaviors are occurring. The traditional way of dealing with problems is to punish individual students with the hope that future problems will decrease. Instead, discipline is used as a form of training that will produce positive character and behavior elements.

All of the programs, interventions, adherence to our mission, and vision statement have led us to be a recipient of recognition as a Gold Ribbon School and Gold Ribbon Title 1 School! We were honored by this award and will seek to continually meet the needs of all of our scholars!!!

### School Description and Mission Statement:

Our Mission and Vision Statement, which is that of the Live Oak School District, as a whole, is as follows: Our mission is to empower, inspire, and ensure equitable opportunity for every student to thrive. We teach and nurture the whole child in an academically rigorous, collaborative, and innovative environment.

All students will have the knowledge, confidence, and ability to pursue their dreams and realize their full potential. All students will have the courage, character, and compassion to make a meaningful impact in their world. Del Mar Elementary School strives to continually enhance and promote the emotional, physical, and intellectual growth of all students by providing a rich learning environment, an education built upon the California Common Core State Standards, and a wide range of learning opportunities that will serve to promote lifelong learning.

## 2021-22 School Overview

### Academic Success

Del Mar Elementary School is committed to the academic success and potential of all of our scholars. As a staff of educators committed to providing the very best for each of our scholars, WE:

Focus on meeting the individual learning needs of each of our scholars

- \* Create an engaging and motivational classroom learning environment
- \* Treat all scholars, parents, and colleagues with respect
- \* Hold ourselves, our colleagues, our scholars, and parents to a high level of expectation for academic success
- \* Collaborate with our colleagues in order to construct effective lessons that will boost each scholar to achieve their learning goals
- \* Commit two 60 minute blocks of time, after school, for professional development delivered through teacher leaders and the instructional coach with the support of the principal
- \* Work to overcome every obstacle to academic success for all of our scholars

### School Expectations

At Del Mar Elementary School, we have high expectations for each one of our scholars. We unwaveringly believe that if students work hard and to their potential, they can become academically successful. It is our commitment to provide our scholars with everything necessary, academically and socially, to become successful in middle school, high school, and ultimately college if that is their choice. This commitment demands a strong partnership with parents. The teachers and staff members of Del Mar will do everything possible to ensure our scholars are successful. For this challenge, we also need the full and dedicated support of our school families.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	64
Grade 1	47
Grade 2	50
Grade 3	64
Grade 4	54
Grade 5	65
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	344

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.6
American Indian or Alaska Native	.6
Asian	1.7
Black or African American	3.5
Filipino	.3
Hispanic or Latino	63.1
Native Hawaiian or Pacific Islander	.3
Two or More Races	1.2
White	28.8
English Learners	37.5
Foster Youth	.6
Homeless	9.9
Migrant	1.7
Socioeconomically Disadvantaged	64.0
Students with Disabilities	15.7

### 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>	20.49
<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>	21

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>	0
<b>Misassignments</b>	0
<b>Vacant Positions</b>	0
<b>Total Teachers Without Credentials and Misassignments</b>	0

## 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>	0
<b>Local Assignment Options</b>	0
<b>Total Out-of-Field Teachers</b>	0

## 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)	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

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

<b>Year and month in which the data were collected</b>	January 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Lucy Calkins Writing Units Lucy Calkins Reading Units Center for Collaborative Classroom Being A Reader Grammar Gallery	Yes	0%
<b>Mathematics</b>	Great Minds Eureka Math	Yes	0%
<b>Science</b>	K-5 FOSS NGSS	Yes	0%
<b>History-Social Science</b>	Pearson Scott Foresman History-Social Science for California	Yes	0%
<b>Foreign Language</b>			
<b>Health</b>	Positive Prevention Plus Program (5th grade Family Life/Sexual Health)	Yes	
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)			

### School Facility Conditions and Planned Improvements

Del Mar School is daily maintained by site custodians and weekly maintained by the district's maintenance department. The physical plant of the school falls into the area of "good". The HVAC system filters have been upgraded to MERV 13 and every classroom has a free-standing HEPA air purifier.

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

December 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			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		The roof and gutter systems are in need of repair and restoration. Repairs will be incorporated into the district's major maintenance plan by priority of need.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Windows are old single pane with some broken hardware. Replacement parts are hard to find.

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

All Students	183	172	94	6	46
Female	87	79	91	9	49
Male	96	93	97	3	43
American Indian or Alaska Native	2	2	100	0	na
Asian	2	2	100	0	NA
Black or African American	8	8	100	0	NA
Filipino	0	0	0	0	NA
Hispanic or Latino	112	107	96	4	34

<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	NA
<b>Two or More Races</b>	1	1	100	0	NA
<b>White</b>	56	50	89	11	72
<b>English Learners</b>	74	70	95	5	21
<b>Foster Youth</b>	1	0	0	0	NA
<b>Homeless</b>	29	27	93	7	30
<b>Military</b>	0	0	0	0	NA
<b>Socioeconomically Disadvantaged</b>	125	118	94	6	37
<b>Students Receiving Migrant Education Services</b>	4	4	100	0	NA
<b>Students with Disabilities</b>	35	30	86	14	10

\*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>	183	174	95	5	39
<b>Female</b>	87	81	93	7	31
<b>Male</b>	96	93	97	3	45
<b>American Indian or Alaska Native</b>	4	2	50	50	NA
<b>Asian</b>	2	2	100	0	NA
<b>Black or African American</b>	10	8	80	20	NA
<b>Filipino</b>	0	0	0	0	NA
<b>Hispanic or Latino</b>	112	110	98	2	26
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	NA
<b>Two or More Races</b>	1	1	100	0	NA
<b>White</b>	63	49	78	22	63
<b>English Learners</b>	74	73	99	1	16
<b>Foster Youth</b>	1	0	0	0	NA
<b>Homeless</b>	29	28	97	3	21
<b>Military</b>	0	0	0	0	NA
<b>Socioeconomically Disadvantaged</b>	125	121	97	3	29
<b>Students Receiving Migrant Education Services</b>	4	4	100	0	NA
<b>Students with Disabilities</b>	35	32	91	9	3

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

## CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

## 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

At Del Mar Elementary School, Parent and Family Engagement is defined as the participation of parents and families in regular, two-way, and meaningful communication with school stakeholders. This communication regards student academic learning and other in school and after school activities, including ensuring the following:

- \* Parents and families play an integral role in their child's learning
- \* Parents and families are encouraged to be actively involved in their child's education at school and in after school programs including ASES and KidCare
- \* Parents and families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

The parent and family engagement policy is organized around the six types of parent involvement: Communication, parent education, volunteerism, learning at home, decision making, and collaborating with the community.

1) Communicating: We seek to design effective forms of school-to-home and home-to-school communications about our school programs and children's progress. Conferences with every parent occur at least twice per year. Language translators are provided to assist families as needed. Regularly scheduled dissemination of newsletters, notices, phone calls, text messages, and other communications is a priority for Del Mar teachers, principal, and office staff.

2) Parenting: We seek to assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students as they progress through each age & grade level. The Del Mar staff has a deep understanding of families who come from cultures different than their own.

3) Volunteering: We seek to communicate with families about school programs and student progress through effective school-to-home and home-to-school communications. We continually work towards improving recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.

4) Learning at Home: We seek to involve families, with their children, in learning activities at home, including homework and other curriculum-related activities and decisions.

5) Decision Making: We seek to include families as participants in school decisions, governance, and advocacy through our Home and School Club, School Site Council, school committees, LCAP action teams, and other parent organizations.

6) Collaborating with the Community: The Del Mar Cradle To Career Organization and Initiatives has been the harbinger in coordinating community resources and services for students, families, and the school. During times of duress, this organization has sponsored and carried out food drives, financial support for families in need, and fostered an expansion of parental education through offering classes and advice. In addition, we work with businesses, agencies, and other groups, to provide services to the community.

At Del Mar Elementary School, one of our three prioritized goals is to engage and involve our families in all aspects of the educational process. To this end, we commit to the following:

- \* Educating and involving parents in the school's Title I program.
- \* Conducting town hall parent meetings (virtual or live), where the school principal convenes an annual Title I meeting that educates all families and stakeholders regarding their school's participation in Title I programs, the curriculum and assessments used at the school, the Common Core State Standards, and the right of parents (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) to be involved.

Del Mar Elementary School offers multiple flexible options for participation such as:

- \* Meetings in the morning or evening, opportunities for parents to formulate suggestions, as well as participate in decisions

## 2021-22 Opportunities for Parental Involvement

relating to the education of their children.

\* The School Principal responds to any such suggestions as soon as practicably possible.

\* Use of Title I funds (as appropriate) helps with transportation and child care to facilitate parent participation.

Del Mar School involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of all programs including the planning, review, and improvement of the Del Mar School Parent & Family Engagement Policy and the joint development of the Del Mar School-wide Program Plan (SPSA).

Providing opportunities for the informed participation of parents and family members, including providing information and school reports is carried out in the following way:

All parents are invited to participate in the school's English Learner Advisory Council (ELAC), through which members receive information and school reports related to EL student progress (ELPAC assessment results, SBAC results by subgroup, and local measures). They also learn about many aspects of the English Learner Master Plan. The ELAC president is also part of the District English Learner Advisory Council (DELAC) where they serve in an advisory role to our Governing Board;

Our School Site Council serves as our school-wide parent advisory committee which monitors student progress and programs by analyzing school-level annual assessments, as well as parent survey results, and then make necessary changes to the parent and family engagement policy. In addition, we have a robust Cradle to Career Parent Leadership Committee, which is conducted bilingually where parents have multiple opportunities for informed participation and decision-making.

In addition, we have a robust Cradle to Career Parent Leadership Committee, which is conducted bilingually where parents have multiple opportunities for informed participation and decision-making.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	358	358	79	22.06
<b>Female</b>	178	178	38	21.35
<b>Male</b>	180	180	41	22.78
<b>American Indian or Alaska Native</b>	2	2	0	0
<b>Asian</b>	6	6	1	16.67
<b>Black or African American</b>	14	14	4	28.57
<b>Filipino</b>	2	2	1	50
<b>Hispanic or Latino</b>	224	224	54	24.11
<b>Native Hawaiian or Pacific Islander</b>	1	1	0	0
<b>Two or More Races</b>	4	4	0	0
<b>White</b>	103	103	18	17.47
<b>English Learners</b>	127	127	31	24.41
<b>Foster Youth</b>				
<b>Homeless</b>	36	36	6	16.67
<b>Socioeconomically Disadvantaged</b>	229	229	56	24.46
<b>Students Receiving Migrant Education Services</b>	6	6	1	16.67
<b>Students with Disabilities</b>	71	71	21	29.58

## C. Engagement

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	1.5	0	2.0	.02	3.5	NA
<b>Expulsions</b>	0	0	0	0	.1	NA

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>	1.2% 1.2	1.4	2.5
<b>Expulsions</b>	0	0	.1

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2021-22 School Safety Plan

Pursuant to Sections 32280 - 32289.5 of the California Education Code, Live Oak Elementary School District, develops and adopts a Comprehensive School Safety Plan on an annual basis. The current 2020-2021 Comprehensive Safety Plan was reviewed and adopted on February 25, 2021, by the District's Board of Directors. The 2021-2022 Live Oak Elementary School District Comprehensive Safety Plan, including both the public and internal components, will be reviewed and considered for adoption on February 16, 2022, and includes but is not limited to both of the following:

- (1) Assessing the current status of school crime committed on school campuses and at school-related functions.
- (2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:
  - (A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.
  - (B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:
    - (i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A school district or county office of education may work with the Office of Emergency Services and the Alfred E. Alquist Seismic Safety

Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:

- (I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff. The department shall provide general direction to school districts and county offices of education on what to include in the school building disaster plan.
- (II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by

## 2021-22 School Safety Plan

the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

(III) Protective measures to be taken before, during, and following an earthquake.

(IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.

(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.

(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.

(F) The provisions of any schoolwide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.

(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.

(H) A safe and orderly environment conducive to learning at the school.

(I) The rules and procedures on school discipline adopted pursuant to Sections 35291, 35291.5, 47605, and 47605.6.

(J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

## 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	22	1	2	
1	22	1	2	
2	23		2	
3	22		3	
4	30		2	
5	26		2	
6				
Other	11	2		

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

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	2	
1	24		2	
2	25		2	
3	22	1	1	
4	30		2	
5	31		2	
6				

## 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			2	
1	15.67		2	
2	16.67		2	
3	12.8		2	
4	18		1	
5	18		2	
6				
Other	29		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)	.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.7
Social Worker	0
Nurse	.22
Speech/Language/Hearing Specialist	.7
Resource Specialist (non-teaching)	

## 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	7877.76	1596.89	6280.88	104,206
District	N/A	N/A	12,606.73	94,488
Percent Difference - School Site and District	N/A	N/A	-67.0	9.8
Percent Difference - School Site and State	N/A	N/A	-17.6	15.7

## 2020-21 Types of Services Funded

Del Mar Elementary School benefits from a robust Response To Intervention (RTI) Program that supports the acceleration of literacy at each grade level. Students receive small group support and instruction at their differentiated levels. The Intervention Teacher coordinates the execution of RTI through a carefully trained team and instructional aides, that conduct small group instruction specifically tied to student need based upon assessment. Students that are operating below grade level, as identified through specific phonological and fluency based assessments, receive small group instruction that specifically targets areas identified as needing growth. Students reading at grade level are given the opportunity to accelerate growth through comprehension challenges and small group instruction. Students reading above grade level are offered opportunities to expand their critical thinking and analysis of text through small group instruction that utilizes a book club format and also Socratic Seminars.

## 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	\$46,216	
Mid-Range Teacher Salary	\$61,176	
Highest Teacher Salary	\$88,187	
Average Principal Salary (Elementary)	\$126,178	
Average Principal Salary (Middle)	\$124,096	
Average Principal Salary (High)	N/A	
Superintendent Salary	\$191,115	
Percent of Budget for Teacher Salaries	38.11%	
Percent of Budget for Administrative Salaries	8.99%	

## Professional Development

In addition to the school days set forth below, staff receives specified time, dedicated to staff development and continuous improvement approximately twice per month throughout the duration of the school year.

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	3	3	3

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

<b>LARC Addendum Overview</b>
<p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<b>CAASPP Results</b>
<p>If you used CAASPP to administer 2020-21 standardized testing, DTS will populate the appropriate tables with data provided by CDE.</p>
<b>Local Assessment Data</b>
<p>If you did not use CAASPP to administer 2020-21 standardized testing, DTS supports MMARS, iReady, MAP, STAR, SBAC and other import formats. You can either:</p> <ol style="list-style-type: none"><li>1. Manually populate the Local Assessment input sections or,</li><li>2. Send us spreadsheets from MMARS or your testing vendor and we'll import data on your behalf.</li><li>3. Send us the data using the spreadsheets listed below and we will import the data for you:</li></ol> <p><a href="#">ELA Local Assessment Results</a> <a href="#">Math Local Assessment Results</a></p> <p>You can use <a href="#">Multiple Measures</a> to convert raw student results to this format. You can also inquire with your testing vendor as they may be able to provide disaggregated data in this format.</p> <p>Please feel free to contact the DTS Support Team by <a href="#">clicking here</a>.</p>

Live Oak School District

2020-21 Local Accountability Report Card (LARC) Addendum

Upload of your logo is optional.

## Local Accountability Report Card (LARC) Addendum

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



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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>	Live Oak School District
<b>Phone Number</b>	831-475-6333
<b>Superintendent</b>	Dr. Daisy Morales
<b>Email Address</b>	<a href="mailto:dmorales@losd.ca">dmorales@losd.ca</a>
<b>District Website Address</b>	<a href="http://www.losd.ca">www.losd.ca</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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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

## 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	1034	1007	97.38	2.62	44.98
Female	516	481	93.21	6.79	51.35
Male	518	494	95.36	4.64	41.70
American Indian or Alaska Native	17	15	88.23	11.77	60
Asian	28	20	71.42	28.58	65
Black or African American	25	21	84	16	38.1

<b>Filipino</b>	16	13	81.25	18.75	76.92
<b>Hispanic or Latino</b>	654	594	90.82	9.18	33.80
<b>Native Hawaiian or Pacific Islander</b>	na	na	na	na	na
<b>Two or More Races</b>	na	na	na	na	na
<b>White</b>	353	271	76.77	23.23	70.11
<b>English Learners</b>	302	288	95.36	4.64	18.05
<b>Foster Youth</b>	na	na	na	na	na
<b>Homeless</b>	174	164	94.25	5.75	26.82
<b>Military</b>	na	na	na	na	na
<b>Socioeconomically Disadvantaged</b>	659	600	91.04	8.96	36.66
<b>Students Receiving Migrant Education Services</b>	na	na	na	na	na
<b>Students with Disabilities</b>	164	151	92.07	7.93	13.24

\*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>	1034	965	93.3	6.7	46.73
<b>Female</b>	516	475	92.05	7.95	47.36
<b>Male</b>	518	490	94.5	5.5	46.12
<b>American Indian or Alaska Native</b>	15	14	93.33	6.7	71.40
<b>Asian</b>	21	19	90.47	9.53	63.15
<b>Black or African American</b>	25	21	84	16	38
<b>Filipino</b>	16	14	87.5	12.5	71.42
<b>Hispanic or Latino</b>	654	589	90.06	9.94	38.7
<b>Native Hawaiian or Pacific Islander</b>	na	na	na	na	na
<b>Two or More Races</b>	na	na	na	na	na
<b>White</b>	353	268	75.9	24.1	59.7
<b>English Learners</b>	302	288	95.36	4.54	23.6
<b>Foster Youth</b>	na	na	na	na	na
<b>Homeless</b>	174	162	93.10	6.9	30.24
<b>Military</b>	na	na	na	na	na
<b>Socioeconomically Disadvantaged</b>	659	591	89.68	10.32	39.42
<b>Students Receiving Migrant Education Services</b>	na	na	na	na	na
<b>Students with Disabilities</b>	164	155	94.51	5.49	17.41

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