Achieve Academy
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	1700 28th Ave. Oakland, CA , 94621-2455	**Principal:**	Shawna Myers, Principal
Phone:	(510) 904-6403	**Grade Span:**	K-5

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, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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 https://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) https://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.

About This School

Shawna Myers, Principal

 Principal, Achieve Academy

About Our School

Achieve Academy is a TK-5th grade school located in the heart of the Fruitvale. Our school is representative of both the diversity and hope of the Fruitvale community. At Achieve, we take the trust and hope our families instill in us very seriously. We are a school that is committed to ensuring that ALL children receive the support, encouragement, and instruction they need to achieve academic excellence and develop into young people who are proud of their heritage and accomplishments, and who are prepared to be positive change-makers in their community. Our teachers and staff take time to know all students as individuals, to create a school culture that is welcoming and safe, and to work tirelessly towards ensuring the academic success for all students. On any given day, a walk through our school would reveal classrooms where students are reading complex texts, tackling challenging math story problems, participating in small-group instruction tailored to their needs, developing critical-thinking skills, and deepening their learning through conversation. Achieve is unique because of the relationships that staff form with the students and their families, the personalized attention students receive, and our commitment to educating the whole-child.

Contact

Achieve Academy
1700 28th Ave.
Oakland, CA 94621-2455

Phone: (510) 904-6403
Email: cbo@efcps.net

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Oakland Unified
Phone Number	(510) 879-2551
Superintendent	Johnson-Trammell, Kyla
Email Address	kyla.johnson@ousd.org
Website	www.ousd.org

School Contact Information (School Year 2021—2022)

School Name	Achieve Academy
Street	1700 28th Ave.
City, State, Zip	Oakland, CA , 94621-2455
Phone Number	(510) 904-6403
Principal	Shawna Myers, Principal
Email Address	cbo@efcps.net
Website	http://www.efcps.org
County-District-School (CDS) Code	01612590111476

Last updated: 1/12/22

School Description and Mission Statement (School Year 2021—2022)

VISION:
The Achieve community supports all students to become lifelong learners and critical thinkers who are prepared to reach their fullest potential. Achieve students are empowered partners in their education, advocates for their community, and confident in their sense of self and their own agency.

MISSION:
The Achieve community fosters a rigorous learning environment that recognizes the brilliance of every student by creating intentional opportunities for growth, developing the whole child, cultivating socio-emotional wellness and valuing the identities of all community members.

VALUES:

Academic Excellence
Caring Community
High Expectations
Identity
Engagement
Vision and Values
Equity

Last updated: 1/12/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	94
Grade 2	102
Grade 3	109
Grade 4	96
Grade 5	112
Kindergarten	94
Total Enrollment	607
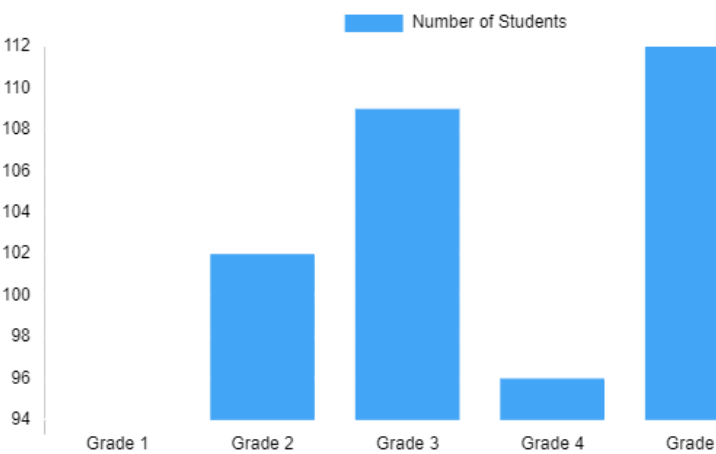
Last updated: 1/12/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	50.70%
Male	49.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	2.00%
Black or African American	3.80%
Filipino	0.80%
Hispanic or Latino	88.50%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	1.20%
White	3.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	66.70%
Foster Youth	0.00%
Homeless	1.50%
Migrant	0.00%
Socioeconomically Disavantaged	94.40%
Students with Disabilities	8.70%

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

Teacher Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

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
Reading/Language Arts	EL Achieve, Center for Collaborative Classroom	Yes	0%
Mathematics	Eureka	Yes	0%
Science	Uplevel, EL Achieve	Yes	0%
History-Social Science	EL Achieve	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	Teacher-created	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 1/12/22

School Facility Conditions and Planned Improvements

Our building is home to over 500 families. We have a custodial team who is proud about keeping our campus clean for our students, staff and parents. Our facilities team makes sure all repairs are done in a timely manner. Student safety is our top priority. We are continuously working on making sure every corner is safe. We have made sure there are not uneven surfaces (sidewalks, heater covers). Our team will continue to identify these areas throughout the year. Our hallways are bright, and our walls scream "students learning". Even though Achieve is a very old building, we work hard with our Operations team in making sure our campus is safe and improvements are done when needed.

Last updated: 1/20/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2022

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Good

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 assessments for 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.

- **College and Career Ready:** 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.

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): FastBridge aReading
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	317	298	94.01	5.99	28.19
Female	159	155	97.48	2.52	31.61
Male	158	143	90.51	9.49	24.48
American Indian or Alaska Native	1	--	--	--	--
Asian	8	--	--	--	--
Black or African American	10	--	--	--	--
Filipino	4	--	--	--	--
Hispanic or Latino	281	266	94.66	5.34	27.07
Native Hawaiian or Pacific Islander	1	--	--	--	--
Two or More Races	1	--	--	--	--
White	11	11	100	0	27.27
English Learners	210	195	92.86	7.14	11.79
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socieconomically Disadvantages	296	279	94.26	5.74	26.52
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	42	38	90.48	9.52	7.89

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only 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.

Last updated: 1/20/22

Local AssessmentTest Results in Mathematics by Student Group
Assessment Name(s): FastBridge aMath
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	317	309	97.48	2.52	23.62
Female	159	156	98.11	1.89	25.64
Male	158	153	96.84	3.16	21.57
American Indian or Alaska Native	1	--	--	--	--
Asian	8	--	--	--	--
Black or African American	10	--	--	--	--
Filipino	4	--	--	--	--
Hispanic or Latino	281	277	98.58	1.42	22.38
Native Hawaiian or Pacific Islander	1	--	--	--	--
Two or More Races	1	--	--	--	--
White	11	11	100	0	27.27
English Learners	210	207	98.57	1.43	13.04
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socieconomically Disadvantages	296	290	97.97	2.03	22.41
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	42	39	92.86	7.14	10.26

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: In cases where the school administered only 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.

Last updated: 1/20/22

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

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

undefined

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates
- Chronic Absenteeism

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	615	610	26	4.3
Female	312	309	11	3.6
Male	303	301	15	5.0
American Indian or Alaska Native	1	1	0	5.0
Asian	13	12	0	0.0
Black or African American	25	24	6	25
Filipino	5	5	1	20.0
Hispanic or Latino	540	538	17	3.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	8	7	1	14.3
White	22	22	1	4.5
English Learners	454	453	16	3.5
Foster Youth	3	3	1	33.3
Homeless	9	9	0	0.0
Socieconomically Disadvantages	580	576	25	4.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	63	62	3	4.8

Last updated:

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
(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	1.47%		4.40%		3.47%	
Expulsions	0.00%		0.09%		0.08%	

Note: 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.

Suspensions and Expulsions for School Year 2019—2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.29%	3.64%	2.45%
Expulsions	0.00%	0.07%	0.05%

Note: 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.

Last updated: 1/20/22

School Safety Plan (School Year 2021-2022)

The Achieve Safety Plan was reviewed, revised, updated and discussed with staff on October 1, 2021 that included: school site safety programs, procedures for complying with school safety laws, and Disaster/Emergency/Crisis Response procedures. The safety plan includes procedures for regular occurrences such as drills, basic first aid, and supervision schedules and expectations. It also includes emergency procedures and responsibilities for emergencies including earthquake, fire, environmental hazard, armed intruder or attack, or serious illness accident. The plan includes professional development for the staff around the procedures. We also have a safety Plan and Guidelines for staff and students around COVID-19 Protocols.

Last updated: 1/20/22

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	23.00	1	4	
1	26.00		4	
2	21.00	1	3	
3	28.00		4	
4	26.00		4	
5	29.00		4	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	23.00	1	4	
1	26.00		4	
2	27.00		4	
3	25.00		4	
4	29.00		4	
5	28.00		4	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	24.00	1	3	
1	24.00		4	
2	26.00		4	
3	27.00		4	
4	24.00		4	
5	28.00		4	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	24.00	1	3	
	24.00		4	

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	0

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	2.00
Social Worker	0.00
Nurse	0.01
Speech/Language/Hearing Specialist	1.03
Resource Specialist (non-teaching)	4.40
Other	14.90

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13542.50	$2801.59	$10740.91	$64415.00
District	N/A	N/A	$10284.90	$57075.28
Percent Difference – School Site and District	N/A	N/A	4.43%	12.86%
State	N/A	N/A	$8443.83	$84665.00
Percent Difference – School Site and State	N/A	N/A	27.20%	-23.92%

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2020–2021)

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$51500.00	$50897.00
Mid-Range Teacher Salary	$56292.00	$78461.00
Highest Teacher Salary	$90144.00	$104322.00
Average Principal Salary (Elementary)	$104556.00	$131863.00
Average Principal Salary (Middle)	$104556.00	$137086.00
Average Principal Salary (High)	$106000.00	--
Superintendent Salary	$206806.00	$297037.00
Percent of Budget for Teacher Salaries	21.84%	32.00%
Percent of Budget for Administrative Salaries	3.02%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.
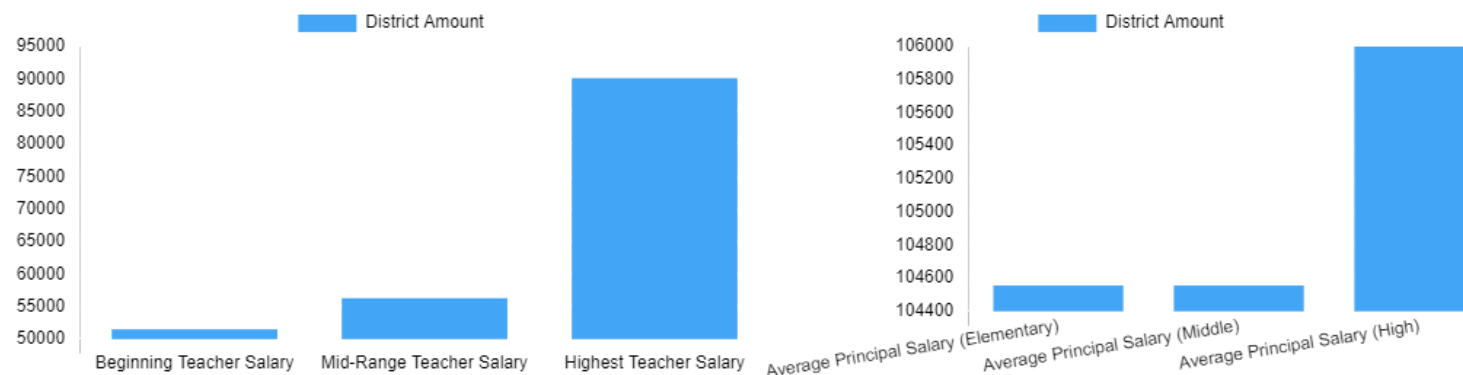
Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	15	14	14

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application 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 Web Application. 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.

LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	18417	113	0.61	99.39	54.95
Female	8725	61	0.70	99.30	67.21
Male	9684	52	0.54	99.46	40.00
American Indian or Alaska Native	56	0	--	100.00	--
Asian	2176	4	0.18	99.82	--
Black or African American	4168	9	0.22	99.78	--
Filipino	133	0	0.00	100.00	--
Hispanic or Latino	8236	98	1.19	98.81	58.33
Native Hawaiian or Pacific Islander	187	0	0.00	100.00	--
Two or More Races	1460	0	0.00	100.00	--
White	2001	2	0.10	99.90	--
English Learners	5744	18	0.31	99.69	5.56
Foster Youth	121	1	0.83	99.17	--
Homeless					
Military	0	0	0	0	0
Socieconomically Disadvantages	13769	107	0.78	99.22	55.24
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	3020	21	0.70	99.30	23.81

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/24/22

LEA-Level CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	18417	109	0.59	99.41	18.35
Female	8725	60	0.69	99.31	18.33
Male	9684	49	0.51	99.49	18.37
American Indian or Alaska Native	56	0	--	100.00	--
Asian	2176	3	0.14	99.86	--
Black or African American	4168	8	0.19	99.81	--
Filipino	133	0	0.00	100.00	--
Hispanic or Latino	8236	95	1.15	98.85	17.89
Native Hawaiian or Pacific Islander	187	1	0.53	99.47	--
Two or More Races	1460	0	0.00	100.00	--
White	2001	2	0.10	99.90	--
English Learners	5744	18	0.31	99.69	0.00
Foster Youth	121	1	0.83	99.17	--
Homeless					
Military	0	0	0	0	0
Socieconomically Disadvantages	13769	103	0.75	99.25	18.45
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	3020	20	0.66	99.34	0.00

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/10/21

LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name/s:
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
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					
Socieconomically Disadvantages					
Students Receiving Migrant Education Services					
Students with Disabilities					

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/1/01

LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name/s:
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
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					
Socieconomically Disadvantages					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/1/01

LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name/s:
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
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					
Socieconomically Disadvantages					
Students Receiving Migrant Education Services					
Students with Disabilities					

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Last updated: 1/1/01

LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name/s:
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
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					
Socieconomically Disadvantages					
Students Receiving Migrant Education Services					
Students with Disabilities					

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Last updated: 1/1/01

LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name/s:
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
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					
Socieconomically Disadvantages					
Students Receiving Migrant Education Services					
Students with Disabilities					

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Last updated: 1/20/22

LEA-Level Assessment Test Results in Mathematics by Student Group
Assessment Name/s:
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
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					
Socieconomically Disadvantages					
Students Receiving Migrant Education Services					
Students with Disabilities					

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Last updated: 1/1/01

LEA-Level Assessment Test Results in Mathematics by Student Group
Assessment Name/s:
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
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					
Socieconomically Disadvantages					
Students Receiving Migrant Education Services					
Students with Disabilities					

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Last updated: 1/1/01

LEA-Level Assessment Test Results in Mathematics by Student Group
Assessment Name/s:
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
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Foster Youth					
Homeless					
Military					
Socieconomically Disadvantages					
Students Receiving Migrant Education Services					
Students with Disabilities					

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Last updated: 1/1/01

LEA-Level Assessment Test Results in Mathematics by Student Group
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Military					
Socieconomically Disadvantages					
Students Receiving Migrant Education Services					
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LEA-Level Assessment Test Results in Mathematics by Student Group
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Last updated: 1/1/01