California Department of Education
School Accountability Report Card
Reported Using Data from the 2020 - 2021 School Year
Published During 2021 - 2022

For: John Reith Elementary

Address: 8401 Valley Lark Dr, Sacramento, CA 95823
Principal: Katie Hedrick

Phone: 916-399-0110
Grade Span: K-6

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 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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents 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 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) 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.

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.

About This School

District Contact Information (School Year 2021 - 2022)

District Name	Elk Grove Unified
Phone Number	(916) 686-5085
Web Site	www.egusd.net
Superintendent	Christopher R. Hoffman
E-mail Address	choffman@egusd.net

School Contact Information (School Year 2021 - 2022)

School Name	John Reith Elementary
Street	8401 Valley Lark Dr
City, State, Zip	Sacramento, CA 95823
Phone Number	916-399-0110
Principal	Katie Hedrick
E-mail Address	khedrick@egusd.net
Web Site	http://blogs.egusd.net/reith/
County-District-School(CDS) Code	34673146107916

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

John Reith Jaguars are safe, KIND and responsible. Each morning, you will find all Jaguars in the quad, enjoying background music as staff members greet families. At John Reith Elementary, we strive for academic excellence and social competence through the continual education of our staff, students, parents, and community. We provide a unique and wonderful educational experience for children, starting with the safety of the campus, and continuing with the warmth of our learning environment. We are proud of our after-school program, "Jaguar Club," where students continue their academic day with enrichment activities and homework help. Our goal is to close the achievement gap, and create a child who is college, trade school, career and life ready. We will do this with four focus areas. First, we focus on our children's social and emotional needs. Second, our school continues to provide outstanding services with our PBIS Program, counselors, mental health therapists and school psychologist. We use data to support the intervention needs of every child. Third, we involve and collaborate with our parent community to enhance our school programs. We partner with our families to create a learning environment that best meets every child's needs. Lastly, every teacher on our campus provides our students with high quality instruction. We commit to learning and growing daily to provide each child with the needed tools to be successful in our school and into their future. We pride ourselves on family and community engagement. Families are encouraged to join us for our themed spirit days, Family Lunch Days, College and Career Faire, or after school events: Harvest Festival, Family Make and Take Academic Nights, Talent Show, Art Night Ice-Cream Social, and Holiday Festivities. We are fortunate to work with an outstanding staff and community who support each other in every aspect.

Education is the most powerful weapon which you can use to change the world.
Nelson Mandela

I am honored to serve as the proud Principal of John Reith Elementary,
Katie Hedrick, Proud Principal.

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

Grade Level	Number of Students
Kindergarten	54
Grade 1	79
Grade 2	79
Grade 3	72
Grade 4	71
Grade 5	72
Grade 6	57
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	484

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

Student Group	Percent of Total Enrollment
Female	51.40%
Male	48.60%
Non-Binary	0.00%
American Indian or Alaska Native	0.80%
Asian	23.60%
Black or African American	19.20%
Filipino	2.70%
Hispanic or Latino	36.00%
Native Hawaiian or Pacific Islander	2.90%
Two or More Races	8.10%
White	6.80%
English Learners	25.00%
Foster Youth	2.10%
Homeless	1.70%
Migrant	0.00%
Socioeconomically Disadvantaged	89.30%
Students with Disabilities	13.00%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 2019 - 2020)

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: Our district doesn't have access to the matched CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA) (School Year 2019 - 2020)

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

Note: Our district doesn't have access to the matched CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2019 - 2020)

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

Note: Our district doesn't have access to the matched CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

Class Assignments (School Year 2019 - 2020)

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)**	

Note: Our district doesn't have access to the matched CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

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, and Availability of Textbooks and Instructional Materials (School Year 2021 - 2022)

Year and month in which data were collected: September 7, 2021

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All English/Language Arts books K-12 are provided one per student.		
World of Wonders by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - *Big Book Package*. No student materials. Adopted EGUSD 2016	Yes	0
California Wonders by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- *Your Turn Practice Book, Close Reading Companion* 1st- *Literature Anthology units 1-4, Your Turn Practice Book, Close Reading Companion.* 2nd-6th: *Literature Anthology, Your Turn Practice Book, Close Reading Companion.* Adopted EGUSD 2016	Yes	0
CA StudySync by McGraw Hill, © 2017 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	7th-8th - Student Edition Adopted EGUSD 2017	Yes	0
English books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th-12th - Student Edition *CA StudySync* by McGraw Hill, © 2017 Adopted EGUSD 2017 10th Honors - *Advanced Language & Literature*, Bedford, Freeman & Worth © 2016 Adopted EGUSD 2018	Yes	0
AP English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: 11th - *Language of Composition*, Bedford/St. Martins © 2013 Adopted EGUSD 2015 12th - *Bedford Introduction to Literature*, Bedford/St. Martins © 2016 Adopted EGUSD 2017	Yes	0
IB English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: *Theory of Knowledge*, Oxford University Press © 2020 Adopted EGUSD 2020 *English A: Literature for the IB Diploma*, Oxford University Press © 2019; Adopted EGUSD 2021	Yes	0
Mathematics	All Math books K-12 are provided one per student.		
World of Wonders by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - *Big Book Package*. No student materials. Adopted EGUSD 2016	Yes	0
CA GoMath, © 2015 in grades K-6. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	K-6th - Student Edition and Practice workbook Adopted EGUSD 2015	Yes	0
Mathematics books by multiple publishers in grades 7-8. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	7th-8th *Go Math*, Houghton Mifflin Harcourt Publishing © 2015; Adopted EGUSD 2015 8th *Integrated Math 1*, Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015	Yes	0
Mathematics books by multiple publishers in grades 9-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th-12th Integrated Math 1, Integrated Math 2, Integrated Math 3, Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015 *Statistics & Probability with Applications 3e* Bedford Freeman & Worth © 2016; *PreCalculus with Limits 4e* Cengage © 2018 Adopted EGUSD 2018	Yes	0
AP mathematics books by multiple publishers in grades 10-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: *Calculus: Graphical, Numerical*, Pearson 2016; *Practice of Statistics*, 5th Ed., WH Freeman & Co. © 2015 Adopted EGUSD 2016 *Calculus 11th edition*, Cengage © 2018 Adopted EGUSD 2018	Yes	0

IB mathematics books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: *Calculus: Graphical, Numerical*, Pearson © 2016 Adopted EGUSD 2016 *Mathematics Core Topics SL1* © 2019; *Mathematics Core Topics HL1* © 2019; *Mathematics Analysis & Approaches SL2* © 2019; *Mathematics Analysis & Approaches HL2* © 2019; *Mathematics Applications & Interpretation SL2* © 2019, Haese Mathematics Adopted EGUSD 2020	Yes	0
Science	All 2-12 Science books are provided one per student.		
World of Wonders by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - *Big Book Package*. No student materials. Adopted EGUSD 2016	Yes	0
Amplify Science by Amplify Education © 2019 for grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K - Big Book Package (3) 1st - Big Book Package (3) 2nd - Investigation Notebook (3) 3rd - 5th Investigation Notebook (4) Adopted EGUSD 2021	Yes	0
Science text by STEMscopes © 2019 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - *Earth & Space Science* 7th - *Life Science* 8th - *Physical Science* Adopted EGUSD 2020	Yes	0
Science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	*Astronomy Today*, Prentice Hall © 2002; Adopted EGUSD 2002 *Criminalistics*, Prentice Hall © 2004, *Environmental Science*, McGraw Hill © 2005; *Fundamentals of Anatomy & Physiology* © 2006, Prentice Hall; *Chemistry in the Community* © 2006, VHPS; Adopted EGUSD 2006 *Foundations in Microbiology*, McGraw Hill, © 2005 Adopted EGUSD 2008 *The Living Earth*, © 2019, *Physics in the Universe*, © 2019, *STEMscopes, Experience Chemistry*, © 2019 Pearson; Adopted EGUSD 2020	Yes	0
AP science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: *Biology by Campbell*, Pearson © 2011; Adopted EGUSD 2012 *Chemistry: A Molecular Approach*, Pearson © 2014; Adopted EGUSD 2013 *College Physics, 9th Ed., Cengage* © 2012 Adopted EGUSD 2014	Yes	0
IB science books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: *Higher Level Biology*, 2nd Ed., Pearson © 2014; *Standard Level Chemistry*, 2nd Edition, Pearson © 2014; *Higher Level Chemistry*, 2nd Edition, Pearson © 2014; Adopted EGUSD 2015	Yes	0
History-Social Science	All 1-12 History-Social Science books are provided one per student.		
World of Wonders by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - *Big Book Package*. No student materials. Adopted EGUSD 2016	Yes	0
Impact: California by McGraw Hill © 2019 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- *Learning and Working Now and Long Ago* 1st - *A Child's Place in Time and Space* 2nd - *People Who Make a Difference* 3rd - *Continuity and Change* 4th - *California: A Changing State* 5th - *US History: Making a New Nation* Adopted EGUSD 2019	Yes	0
Impact: California by McGraw Hill © 2019 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - *Ancient Civilizations* 7th - *Medieval to Early Modern Times* 8th - *United States History & Geography* Adopted EGUSD 2019	Yes	0
Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	*World Geography and Cultures* © 2008, Glencoe © 2008 Adopted EGUSD 2008 *World History Culture & Geography: The Modern World* © 2019, *United States History & Geography, Continuity & Change* © 2019, *Principles of American Democracy* © 2019, *Principles of Economics* © 2019, McGraw Hill Adopted EGUSD 2020	Yes	0

AP social science books by multiple publishers in grades 10-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses *Essentials of Comparative Politics*, W.W. Norton © 2015 Adopted EGUSD 2016 *Krugman's Economics* © 2015, *America's History*, © 2014, Bedford Freeman & Worth, *Worlds Together Worlds Apart* © 2016, *American Politics Today* © 2017, W.W. Norton; Adopted EGUSD 2017	Yes	0
IB social science books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: *History of the Americas* © 2015; Adopted EGUSD 2017 *The Cold War Superpower Tensions and Rivalries* © 2015, Oxford University Press; *Authoritarian States*, © 2015, Oxford University Press Adopted EGUSD 2018	Yes	0
	Supplemental for English Learners *World Geography & Cultures* © 2002, Pacemaker Series, AGS Globe Fearon; Adopted EGUSD 2008	Yes	0
Foreign Language	All 7-12 World language books are provided one per student.		
World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education.	*Genki II*, Japanese Times © 2011; Adopted EGUSD 2017 *Adventures in Japanese 1 & 2*, Cheng & Tsui © 2016; *Dekiru!*, Cheng & Tsui, © 2017; *Deutsch Aktuell 1,2,3*, EMC-Carnegie © 2017; *EntreCultures 1,2,3*, Wayside © 2020; *Imaginez*, Vista Higher Learning © 2020; *EntreCulturas 1,2,3*, Wayside © 2017; *EntreCulturas 4*, Wayside © 2021 Adopted EGUSD 2021	Yes	0
AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: *Dekiru!*, Cheng & Tsui, © 2017; *Neue Blockwinkel*, Wayside, © 2017; *Imaginez*, Vista Higher Learning © 2020; *Triangulo A Preciado*, Wayside © 2019; *Azulejo*, Wayside © 2012 Adopted EGUSD 2021	Yes	0
IB world language books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	IB Courses: *Adventures in Japanese* III, Cheng & Tsui © 1998; Adopted EGUSD 2000 *Yookoso!* McGraw-Hill © 2006; Adopted EGUSD 2007 *French B Course Companion, Spanish B Course Companion,* © 2018, Oxford University Press Adopted EGUSD 2019	Yes	0
Visual and Performing Arts			
All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education.	7th-8th: *Tradition of Excellence*, Beacon Music © 2011; Adopted EGUSD 2018	Yes	0
	9-12th: *Alfred's Basic Adult Piano Course*, Alfred Music © 1999; *Basic Drama Projects*, Perfection Learning © 2015; *Beginning Sculpture*, Davis © 2005; *Communication Through Graphic Design*, Davis © 2010; *Dance Composition*, Davis © 2009; *Discovering Drawing*, Davis © 2018; *Discovering Dance*, Human Kinetics © 2014; *Drama for Reading and Performance*, Perfection Learning © 2008; *Experience Clay*, Davis © 2011; *Experience Painting*, Davis © 2015; *Experiencing Dance*, Human Kinetics © 2014; *Focus on Photography*, Davis © 2016; *Guitar School*, Alfred Music © 1998; *Photography*, Pearson © 2016; Adopted EGUSD 2018	Yes	0
AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: *Gardner's Art Through the Ages*, Thomson/Wadsworth © 2005; Adopted EGUSD 2005 *Musician's Guide to Theory and Analysis*, WW Norton © 2006; Adopted EGUSD 2018	Yes	0
Health	All 9-12 Health books are provided one per student.		
All high school textbooks are from the most recent adoption of the local governing Board of Education.	*Glencoe Health*, McGraw Hill © 2022 Adopted EGUSD 2021	Yes	0
Science Laboratory Equipment (grades 9-12)	All 9-12 students utilizing a lab have access to appropriate equipment.		

School Facility Conditions and Planned Improvements (School Year 2021 - 2022)

We are located in a suburban neighborhood in South Sacramento. The majority of our students walk to school, a few ride in private vehicles, and a handful are bused to attend our SDC ABSS and DD classes. This school has 24 classrooms, a multipurpose room, a library, computer lab, and an administration building. The main campus was built in 1989. Two portable classrooms serve our Head Start and Title I Preschool classrooms. Our Kindergarten wing has a separate playground from the main playground, and it serves our preschool and kindergarten students. Our main playground serves students in grades 1-6.We share a playing field with the City of Sacramento. Last year, we got all new roofing, funded by the Measure M bond. Our multipurpose Room is equipped with a kitchen for serving school meals, and a stage that is used for performances and presentations. Every classroom is equipped with an interactive board. We have a fully-operational computer lab.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Included is information from the facility survey instrument on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Our school received an "Exemplary" status based on the State's definitions for each of the eight categories evaluated, which is the highest rating possible.

School Facility Good Repair Status (School Year 2021 - 2022)

Year and month of the most recent FIT report : 9/1/2021

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

Overall Facility (School Year 2021 - 2022)

Year and month of the most recent FIT report: 9/1/2021

Overall Rating

Exemplary	Good	Fair	Poor
x			

The district’s maintenance and grounds departments work in connection with the school site custodial team to ensure that school buildings, classrooms, and grounds are maintained at exceptional levels to provide a safe and functional environment for all students. The district utilizes the latest electronic work order system enabling site administration and custodians to communicate maintenance needs, urgent repairs, or necessary projects. Emergency repair needs are resolved by either the school custodian or district maintenance staff. The school’s custodians work as a team and with the principal to develop a daily cleaning process and schedule. Each morning the custodian inspects the school prior to students and staff entering school grounds. Restrooms are inspected throughout the day to ensure that they are adequately stocked, safe, and sanitary. The Board of Education has adopted cleaning standards for all schools in the district. Our school prides itself on staying clean and in good repair.

The State Deferred Maintenance Program (DMP) was established in 1980 to aid districts in major maintenance projects. Beginning with the 2013-2014 fiscal year and the inception of the Local Control Funding Formula (LCFF) the State has intended for Deferred Maintenance needs and expenses to be included in the District's LCFF allotment. The district continues to fund routine projects previously considered as part of the State's former DMP at levels required by the State and continues to use local resources.

With the recent passage of Measure M in November, 2016's election, our school will receive upgrades in flooring, security components, and technology. Our school underwent construction to replace the roofs on many of our buildings on site.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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. CAA 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standards

Subject	School 2019 - 2020	School 2020 - 2021	District 2019 - 2020	District 2020 - 2021	State 2019 - 2020	State 2020 - 2021
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: 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.

Note: 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.

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
All Students	265	245	92.45	7.55	24.59
Female	138	126	91.30	8.70	28.80
Male	127	119	93.70	6.30	20.17
American Indian or Alaska Native	--	--	--	--	--
Asian	60	59	98.33	1.67	35.59
Black or African American	55	48	87.27	12.73	10.42
Filipino	--	--	--	--	--
Hispanic or Latino	94	89	94.68	5.32	20.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	17	80.95	19.05	47.06
White	17	15	88.24	11.76	20.00
English Learners	73	69	94.52	5.48	10.29
Foster Youth	--	--	--	--	--
Homeless	14	10	71.43	28.57	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	249	230	92.37	7.63	24.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	36	90.00	10.00	2.78

Note: N/T values indicate that this school 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.

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
All Students	265	244	92.08	7.92	12.70
Female	138	125	90.58	9.42	14.40
Male	127	119	93.70	6.30	10.92
American Indian or Alaska Native	--	--	--	--	--
Asian	60	59	98.33	1.67	22.03
Black or African American	55	48	87.27	12.73	2.08
Filipino	--	--	--	--	--
Hispanic or Latino	94	88	93.62	6.38	11.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	17	80.95	19.05	11.76
White	17	15	88.24	11.76	13.33
English Learners	73	68	93.15	6.85	10.29
Foster Youth	--	--	--	--	--
Homeless	14	10	71.43	28.57	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	249	229	91.97	8.03	12.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	36	90.00	10.00	2.78

Note: N/T values indicate that this school 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.

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): N/A
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	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*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.

Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): N/A
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	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019 - 2020	School 2020 - 2021	District 2019 - 2020	District 2020 - 2021	State 2019 - 2020	State 2020 - 2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	0%	N/A	28.72%

Note: 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.

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School
(School Year 2020 - 2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	69	NT	NT	NT	NT
Female	32	NT	NT	NT	NT
Male	37	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	13	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	32	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	18	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2020 - 2021)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2021 - 2022)

There are a number of ways to become involved with your child's education. We invite parents to join our PTO. Our School Site Council assists with budget decisions. ELAC meets to discuss and plan supports for our English Learners. We host Back to School Night, Open House, academic make and take nights, Harvest Festival, Holiday Shows, Principal's coffee chats & our talent show. Parents are always welcome to volunteer on our campus. Please contact Katie Hedrick at our office at 916-399-0110 with any further questions.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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	8.91%	0.00%	5.06%	0.12%	3.47%	0.20%
Expulsions	0.00%	0.0%	0.05%	0.00%	0.08%	0.00%

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	4.61%	4.02%	2.45%
Expulsions	0.00%	0.03%	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.

Suspensions and Expulsions by Student Group (School Year 2020 - 2021)

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

School Safety Plan (School Year 2021 - 2022)

We are committed to providing a safe and secure environment for learning. Our staff reviewed and updated our School Safety Plan in December 2021. The school is monitored and supervised by assigned staff members before and after school, and during lunch and recess. Outside gates are secured and locked, providing a safer environment for students and staff. An "Emergency Handbook", outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the school office. Yearly school safety inspections are conducted by the County of Sacramento. The district's Police Services work closely with our school site to provide a safe, secure environment for all students. Discipline and anti-bullying programs, such as PBIS and Random Acts of Kindness have been implemented, and safety procedures are followed.

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	25		3	
1	22		3	
2	24		3	
3	25		3	
4	30		2	
5	28		3	
6	25		3	
Other**	8	1		

* 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	24		3	
1	24		3	
2	25		3	
3	24		3	
4	23	1	2	
5	22	1	2	
6	28		3	
Other**	7	1		

* 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	17	1	2	
1	25		3	
2	20	1	3	
3	24		3	
4	24	1	2	
5	23	1	2	
6	28		2	
Other**	6	2		

* 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.

Ratio of Pupils to Academic Counselors (School Year 2020 - 2021)

Title	Ratio
Pupils to Academic Counselors*	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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	4.2

* 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 (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$9,034	$2,164	$6,870	$73,206
District	N/A	N/A	$7,183	$81,393
Percent Difference - School Site and District	N/A	N/A	-4.45%	-10.59%
State	N/A	N/A	$8,444	$84,665
Percent Difference - School Site and State	N/A	N/A	-20.55%	-14.52%

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

Types of Services Funded (Fiscal Year 2021 - 2022)

We have a highly qualified staff to assist students with special learning needs. Our Learning Center services special education students and other students who need additional support to meet standards. We have a class for 5th and 6th grade students with Academic Behavioral and Social Supports (ABSS), and a Language/Speech Pathologist. Our School Psychologist is assigned to our site four days/week and our Mental Health professional comes to our site 3 days weekly to provide individual and group counseling. We also have two Developmental Diagnostic special education classes on our campus. Our Bilingual Teaching Associates help our English Learners access the core curriculum. Gifted and Talented students participate in accelerated instruction and an after school extended day program where CREST science opportunities are provided. Our Jaguar Club, ASES, after school program provides homework assistance, literacy instruction, and enrichment activities. Reith has a strong student leadership program called leadership ambassadors. Students help run our PBIS and character education programs.

Teacher and Administrative Salaries (Fiscal Year 2019 - 2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,193	$50,897
Mid-Range Teacher Salary	$67,621	$78,461
Highest Teacher Salary	$98,138	$104,322
Average Principal Salary (Elementary)	$125,579	$131,863
Average Principal Salary (Middle)	$122,900	$137,086
Average Principal Salary (High)	$133,715	$151,143
Superintendent Salary	$363,331	$297,037
Percent of Budget for Teacher Salaries	35.00%	32.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development

Our school and district offer many PD opportunities for teachers and staff. All staff participate in Professional Learning Community (PLC) training so that we can continue to provide the best learning opportunities for our students. All K-3 teachers participate in Early Literacy Training. Teachers use common planning time to meet and review student work, to determine students' strengths and weaknesses. We also have a CCSS Instructional Coach and EL Coach assigned to work with teachers at our site. Our school is the 1st AVID Elementary school wide in EGUSD. Our teachers use strong AVID strategies to support student learning. Finally, the district offers a variety of classes for support staff. Instructional aides, school secretaries, office clerks, and custodians take classes that relate to their work, such as learning new computer skills and learning to work more efficiently. Our school philosophy is that we are lifelong learners.

	2019 - 2020	2020 - 2021	2021 - 2022
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	0

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)

LEAwide	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	265	245	92.45	7.55	24.59
Female	138	126	91.30	8.70	28.80
Male	127	119	93.70	6.30	20.17
American Indian or Alaska Native	--	--	--	--	--
Asian	60	59	98.33	1.67	35.59
Black or African American	55	48	87.27	12.73	10.42
Filipino	--	--	--	--	--
Hispanic or Latino	94	89	94.68	5.32	20.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	17	80.95	19.05	47.06
White	17	15	88.24	11.76	20.00
English Learners	73	69	94.52	5.48	10.29
Foster Youth	--	--	--	--	--
Homeless	14	10	71.43	28.57	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	249	230	92.37	7.63	24.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	36	90.00	10.00	2.78

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.

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
All Students	265	244	92.08	7.92	12.70
Female	138	125	90.58	9.42	14.40
Male	127	119	93.70	6.30	10.92
American Indian or Alaska Native	--	--	--	--	--
Asian	60	59	98.33	1.67	22.03
Black or African American	55	48	87.27	12.73	2.08
Filipino	--	--	--	--	--
Hispanic or Latino	94	88	93.62	6.38	11.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	17	80.95	19.05	11.76
White	17	15	88.24	11.76	13.33
English Learners	73	68	93.15	6.85	10.29
Foster Youth	--	--	--	--	--
Homeless	14	10	71.43	28.57	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	249	229	91.97	8.03	12.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	36	90.00	10.00	2.78

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.

LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name(s): N/A
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	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*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.

LEA-Level Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): N/A
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	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*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 Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.