

# Camino Real Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/aa/lc/)

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

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

<b>School Name</b>	Camino Real Elementary School
<b>Street</b>	4655 Camino Real
<b>City, State, Zip</b>	Jurupa Valley, CA 92509-5419
<b>Phone Number</b>	951-360-2714
<b>Principal</b>	Erika Pham
<b>Email Address</b>	erika_pham@jUSD.k12.ca.us
<b>School Website</b>	<a href="https://jurupausd.org/schools/CaminoRealElementary/Pages/Default.aspx">https://jurupausd.org/schools/CaminoRealElementary/Pages/Default.aspx</a>
<b>County-District-School (CDS) Code</b>	33670906106835

## 2021-22 District Contact Information

<b>District Name</b>	Jurupa Unified School District
<b>Phone Number</b>	951-360-4100
<b>Superintendent</b>	Dr. Trenton Hansen
<b>Email Address</b>	JUSD.Superintendent@jUSD.k12.ca.us
<b>District Website Address</b>	<a href="https://jurupausd.org/">https://jurupausd.org/</a>

## 2021-22 School Overview

Established in 1988, Camino Real Elementary School is comprised of moderate-income homes in a suburban area, Camino Real is located at 4655 Camino Real in Jurupa Valley. Camino is one of 17 elementary schools in the Jurupa Unified School District and is proud to be named as a California Distinguished School. Camino Real is considered a neighborhood school where most students live within walking distance.

Camino Real enrolls approximately 770 students in grades TK – 6 and is a full-inclusion school, where about half of the students qualify for free or reduced lunch. Our enrollment is made of 61.7% Hispanic, 23.4% White, 3.7% Asian and 3.3% African American. English Learners make-up about 10% of the student enrollment and homeless/foster make-up about 1.5% of our population.

Students, TK through sixth grade, have received Chromebooks to enhance their learning experience. Students in grades second through sixth take their Chromebooks home daily and our TK – 1st graders keep their Chromebooks in their classroom.

Camino Real Elementary School students are serviced by 30 teachers, all of whom are fully credentialed. We have two Education Specialists, two Literacy Support teachers, one Psychologist, one Speech and Language Pathologist, and one Band teacher. The school campus is comprised of 33 classrooms, a multipurpose room, library, and main office. Grade Span Adjustment (GSA) in 2021-2022 moves towards 24:1 based on LCFF requirements annually. All teachers hired for Class Size Reduction (CSR) intervention are considered supplemental and over and above the GSA entitlements. Grades 4th – 6th maintain a 34:1 student-teacher ratio. The 2021-2022 school year is 180 days and has been restructured to include 36 minimum days in order to support teacher collaboration. Our staff participates in monthly professional development meetings, as well as Leadership, AVID, PBIS/BSEL, and Grade Level Meetings.

Camino Real Elementary School guides students to explore the attributes of being Respectful, Responsible, and Safe, as they embark on their learning adventures. Our school is committed to providing learning opportunities that are engaging and will assist our students not only with academic success, but also in making responsible decisions when solving problems they will face in the challenging world in which they live. We hold high standards of excellence for ourselves and our students, and work hard to give every student what he/she needs to succeed. At Camino, we provide a well-rounded program that helps students harness their uniqueness and strengths. Our teachers work diligently to create a learning environment that is responsive to the differences in our students' academic levels, interests, and learning styles. We provide a safe, positive, and supportive school

## 2021-22 School Overview

experience so all students feel valued and encouraged to achieve their personal best. Teachers meet regularly to discuss effective teaching strategies and analyze data from Common Core aligned assessments to guide their planning. Within that collaboration time, teachers analyze data and use findings to organize curriculum and learning experiences to guide students in developing a deeper understanding. The goal is for students to be engaged in learning experiences that prepare them for their futures and develop skills that guide them to be college and career ready. Problem solving, critical thinking, analysis, and technology are regular components of the high-level expectations that teachers build into the daily instructional practices. Besides the regular instructional program, various other programs exist to challenge and support our students. Camino Real has a variety of extended learning opportunities; such as, Saturday School, Family Nights, AVID, Think Together, 100 Mile Club, GATE, Primary Intervention/Early Literacy programs, and school-wide Guided Reading and Impact Teams. It takes true partnership to make Camino a success, and with everyone working together, our students can achieve, because of this teamwork, Camino cubs will become collaborative, reflective, and thoughtful citizens contributing great things to society.

### Vision Statement

Camino Real Elementary School is committed to establishing a school culture that removes barriers, while challenging students to do their best academically and supporting their social-emotional growth. A partnership involving the school, home, and community will provide an environment that is conducive to intellectual, academic, personal, and social growth.

### Mission Statement

Our mission is to work together to build a safe, respectful, nurturing environment where everyone is equal and all achievements are celebrated. Our staff is committed to helping students maximize their ability to succeed, develop a growth mindset, and support their social emotional well-being. Together, Camino's teachers, faculty, parents, and community help us achieve this.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	117
Grade 1	99
Grade 2	106
Grade 3	116
Grade 4	119
Grade 5	98
Grade 6	117
<b>Total Enrollment</b>	<b>772</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	4
Black or African American	2.2
Filipino	1
Hispanic or Latino	64
Native Hawaiian or Pacific Islander	0.5
Two or More Races	2.6
White	21.4
English Learners	10
Foster Youth	0.1
Homeless	0.3
Socioeconomically Disadvantaged	48.3
Students with Disabilities	8.5

### A. Conditions of Learning

#### State Priority: Basic

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

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

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

## 2019-20 Teacher Preparation and Placement

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

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

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

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

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

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

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

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

Jurupa Unified School District conducts an evaluation of instructional materials to adopt materials that best meet the needs of students. The district conducts adoptions on a districtwide basis. The review process includes a committee of a majority of classroom teachers in the appropriate discipline (Education Code Section 60210). In addition, all instructional materials are in compliance with social content standards. When making adoption decisions, the adoption committee uses the content standards, the curriculum frameworks, the State Board of Education-adopted evaluation criteria, and the reports on each adoption as resources. The final decision for selecting and recommending textbook adoptions is with the adoption committee. The most recently adopted textbooks were selected from the state-approved list.

All students, including English learners, have standards-aligned textbooks checked out to them, to use in class and to take home, in each of the core curriculum areas of reading/language arts, mathematics, science and history/social science; foreign language and health; visual and performing arts; and science laboratory equipment for grades nine through twelve as appropriate.

Elementary students receive core curriculum textbooks on the first day of enrollment. Middle school and high school students receive textbooks checked out to them at registration days a few days before the first day of school. All students enrolling after the first day of school have core curriculum textbooks checked out to them by the Library Clerk on their first day of enrollment.

**Year and month in which the data were collected**

September 13, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	World of Wonders (TK), Wonders (Grades K-6), McGraw Hill Education Publishers (2017), NWEA (Grades TK-6) (2021), Wonders ELD & Maravillas ELD (Grades K-6), McGraw Hill Education Publishers (2017)	Yes	0
<b>Mathematics</b>	My Math (Grades TK-5), McGraw Hill Education Publishers (2013), California Math Course 1(Grade 6), McGraw Hill Education Publishers (2015)	Yes	0
<b>Science</b>	California Science (Grades K-6) Houghton Mifflin Harcourt Publishers (2008)	Yes	0
<b>History-Social Science</b>	History-Social Science (Grades K-6), Houghton Mifflin Harcourt Publishers (2007)	Yes	0

## School Facility Conditions and Planned Improvements

Our custodial staff, consisting of 1 daytime custodian, 1 mid-day custodian, and 1 evening custodian, perform basic cleaning operations in every classroom on a regular basis. The safety, cleanliness, and adequacy of our school facilities are a high priority to the District. Overall, school grounds and facilities are in good repair; maintenance does an excellent job at maintaining the facilities. The District's Deferred Maintenance Plan is assessed and updated every year. Work generated by the Deferred Maintenance Plan is generally completed during the summer months. Fire inspections are conducted on an annual basis and any issues are addressed immediately. The District also has an internal inspection team conducting annual safety inspections of all sites. All safety-related items are handled as top priority.

Safety is maintained through the coordination and efforts of several different agencies, including the local fire department, Keenan and Associates (Administrator of Workers' Compensation), Industrial Indemnity (Liability Insurance Carrier), the district safety committee, and our own school custodians.

Camino Real Elementary School has 8 Activity Supervisors to support student safety. Camino Real Elementary School in accordance with Senate Bill 187 has safe school strategies that include information on the status of school crime and the following elements: Safe school programs; child abuse reporting procedures; disaster response procedures; suspension and expulsion policies pursuant to Education Code Section 48900, 48915, and 49079; the District's Discipline Handbook and Sexual Harassment Policy; our school dress code; and procedures and rules for safety on the way to and from school as well as during school hours. This plan will be updated every year and approved by our School Site Council by March.

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

10/11/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Rm 24 Air vents dirty
<b>Interior:</b> Interior Surfaces	X			MPR Walls need new paint
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Library Spider webs around entry doors
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Drinking fountains off due to COVID-19 guidelines
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b>	X			Installed New Roof 2019.

## School Facility Conditions and Planned Improvements

Structural Damage, Roofs				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Lower Grade Playground Rubber matting needs repair or replacement

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	456	1	0.22	99.78	--
Female	220	0	0	100	--
Male	236	1	0.42	99.58	--
American Indian or Alaska Native	0	0	0	0	0
Asian	18	0	0	100	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	297	1	0.34	99.66	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	0	0	100	--
White	101	0	0	100	--
English Learners	36	0	0	100	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	225	1	0.44	99.56	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	1	2.56	97.44	--

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

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	456	1	0.22	99.78	--
Female	220	0	0.00	100.00	--
Male	236	1	0.42	99.58	--
American Indian or Alaska Native	0	0	0	0	0
Asian	18	0	0.00	100.00	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	297	1	0.34	99.66	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	0	0.00	100.00	--
White	101	0	0.00	100.00	--
English Learners	36	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	225	1	0.44	99.56	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	1	2.56	97.44	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Student Groups	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Total Enrollment	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Number Tested	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Percent Tested	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Percent Not Tested	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Percent At or Above Grade Level

<b>All Students</b>	458	409	89.3	10.7	40.34
<b>Female</b>	222	201	90.54	9.46	43.78
<b>Male</b>	236	208	88.14	11.86	37.02
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	19	19	100	0	57.89
<b>Black or African American</b>	8	7	87.5	12.5	42.86
<b>Filipino</b>	3	3	100	0	33.33
<b>Hispanic or Latino</b>	297	264	88.89	11.11	35.98
<b>Native Hawaiian or Pacific Islander</b>	2	2	100	0	100
<b>Two or More Races</b>	11	8	72.73	27.27	50
<b>White</b>	102	91	89.22	10.78	47.25
<b>English Learners</b>	37	31	83.78	16.22	0
<b>Foster Youth</b>	3	1	33.33	66.67	0
<b>Homeless</b>	1	0	0	100	0
<b>Military</b>	5	5	100	0	60
<b>Socioeconomically Disadvantaged</b>	228	193	84.65	15.35	32.64
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	41	28	68.29	31.71	17.86

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

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Student Groups	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Total Enrollment	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Number Tested	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Percent Tested	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Percent Not Tested	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Percent At or Above Grade Level
<b>All Students</b>	458	408	89.08	10.92	19.85
<b>Female</b>	222	200	90.09	9.91	19
<b>Male</b>	236	208	88.14	11.86	20.67
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	19	19	100	0	36.84
<b>Black or African American</b>	8	7	87.5	12.5	28.57
<b>Filipino</b>	3	3	100	0	33.33
<b>Hispanic or Latino</b>	297	265	89.23	10.77	17.74

<b>Native Hawaiian or Pacific Islander</b>	2	2	100	0	50
<b>Two or More Races</b>	11	8	72.73	27.27	12.5
<b>White</b>	102	89	87.25	12.75	21.35
<b>English Learners</b>	37	33	89.19	10.81	3.03
<b>Foster Youth</b>	3	1	33.33	66.67	0
<b>Homeless</b>	1	0	0	100	0
<b>Military</b>	5	5	100	0	20
<b>Socioeconomically Disadvantaged</b>	228	197	86.4	13.6	15.23
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	41	28	68.29	31.71	3.57

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

## CAASPP Test Results in Science for All Students

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

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

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

<b>Subject</b>	<b>School 2019-20</b>	<b>School 2020-21</b>	<b>District 2019-20</b>	<b>District 2020-21</b>	<b>State 2019-20</b>	<b>State 2020-21</b>
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	98	NT	NT	NT	NT
Female	40	NT	NT	NT	NT
Male	58	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	67	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	23	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	52	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

### B. Pupil Outcomes

#### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

The level of parent involvement at Camino Real is extensive. We have an active and supportive PTA which conducts fundraising to support educational experiences for our students, coordinates parent volunteers, and provides activities which extend and enhance learning experiences and fosters school spirit. Our Booster Club provides support for our fourth, fifth, and sixth grade students to participate in overnight field trips and outdoor education programs along with other culminating activities in their final year at Camino Real. Our GATE Advisory Committee/Booster Club examines the needs of the GATE and Merit students, and supports those needs through fundraising events and introduces enriching opportunities for all Camino kids. Our School Site Council, GATE, and ELAC committees meet regularly as representatives of our community and school staff to learn about and give input into school programs and the development of the School Plan, where Camino aligns our SPSA with the three goal of the Local Control Accountability Plan (LCAP): College and Career Readiness; Orderly and Inviting Learning Environment; and Parent, Student, and Community Engagement.

Parents are afforded various opportunities to participate in the education for their child(ren) and through various school organizations. Parents are encouraged to participate in Parent -Teacher Association (PTA), School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented Education (GATE), Booster, and other organized activities to review current school programs, voice concerns, make recommendations, and celebrate success. They are invited to participate in discussions and to receive information regarding Camino Real's Title I programs, GATE programs, EL programs, AVID, Digital Gateway/Common Sense Citizenship, and other educational programs. Parents can call Dalia Aceves at (951) 360-2714 for more information.

Regular, two-way communication between the school and home is provided in both English and Spanish. Camino establishes regular communication with families using a variety of methods including; Q Communications, Parent Square, PeachJar, Class Dojo, FB, marquee, Instagram, and our school website. Parents are also able to communicate with staff members via email due to every student having a Chromebook. Communications from the site to student homes include tools for working with their child's teacher, ways to help their child with schoolwork, homework, and collaborating with the school for the benefit of their child(ren). In addition, parent classes are available through various district office programs.



## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	801	783	75	9.6
Female	389	384	30	7.8
Male	412	399	45	11.3
American Indian or Alaska Native	0	0	0	0.0
Asian	35	34	4	11.8
Black or African American	17	17	1	5.9
Filipino	7	7	0	0.0
Hispanic or Latino	514	506	52	10.3
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	19	19	2	10.5
White	171	164	14	8.5
English Learners	84	83	6	7.2
Foster Youth	3	3	0	0.0
Homeless	5	5	3	60.0
Socioeconomically Disadvantaged	391	384	57	14.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	77	73	15	20.5

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	1.87	0.00	3.58	0.02	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.34	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.74	2.39	2.45
<b>Expulsions</b>	0.00	0.21	0.05

## 2020-21 Suspensions and Expulsions by Student Group

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

## 2021-22 School Safety Plan

Camino Real, has safe school strategies that include information on the status of school crime and the following elements: safe school programs; child abuse reporting procedures; disaster response procedures; suspension and expulsion policies pursuant to Education Code Section 48900, 48915 and 49079; the District's Discipline Handbook and Sexual Harassment Policy; our school dress code; and procedures and rules for safety on the way to and from school as well as during school hours.

This plan is updated and approved annually by our School Site Council. Staff and students practice monthly fire drills, as well as several lock down and earthquake drills throughout the year, such as the Great California Shake-Out. The Riverside County Fire Department and the JUSD Safety Committee hold regular safety inspections. The School Safety Plan is updated every year and approved by our School Site Council, most recently it was approved on May 18, 2021.

A myriad of strategies and supports are used to address safety within our school. Camino classrooms are equipped with emergency supply kits, plans, and procedures. District transportation staff conduct emergency bus evacuation drills with students each October. Site administrators review each year the PSST app which allows students to make anonymous reports to administrators regarding troubling issues such as bullying, drug use, and suicidal inclination. Weekly PBIS/BSEL lessons are shared with staff and students and incentives are used to reward students for good behavior. Supervisors receive regular training to help promote positive interactions with students and families. Administrators work with Pupil Personnel Services to conduct home visits when there are attendance or safety concerns. Automated external defibrillator (AED) is available on campus in case of an emergency.

A Health Clerk Aide tends to sick or injured students, maintains health records, updates student immunizations, administers medications, records accident reports, and attends to other health needs. The school plan was revised to include extra hours for the health clerk office, which was approved by the School Site Council. A School Resource Officer (SRO) is assigned to the school and assists with home visits, helps students in distress, and addresses discipline issues involving infractions of the law. Keenan Associates conducts ongoing safety inspections and provides follow-up reports showing items needing attention. Site personnel follow-up on safety/maintenance concerns and report corrections to the Director of Risk Management in a timely manner. The school uses the Raptor System to scan state ID card/driver license of anyone who enters the school. All staff members are mandated reporters who make CPS reports when deemed necessary. Staff participate in mandatory CPS training provided by Keenan Associates. Administrators and staff conduct Student Study Team (SST) meetings with the parents/guardians of students who are struggling academically, demonstrate social and or emotional issues, and/or physical challenges/illnesses. Tier 1, 2 and 3 interventions are identified and monitored. When necessary, students are referred for testing for Special Education services. Administrators and staff conduct SART/SARB meetings for parents and students with excessive absences. The dress code is listed in the student handbook and reviewed with students at the beginning of the year and on an individual basis as needed. A nurse is assigned to the site who assists and advises students with medical needs.

### D. Other SARC Information

### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		5	
1	18	1	5	
2	23		5	
3	25		4	
4	30		4	
5	27	1	4	
6	23	2	4	

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

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	6	3	
1	20	4	1	
2	24		5	
3	19	1	5	
4	20	1	4	
5	30		4	
6	118			4

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	6	1	
1	20	1	4	
2	21	1	4	
3	23		5	
4	24	1	4	
5	20	2	3	
6	29		4	

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	1
<b>Social Worker</b>	0
<b>Nurse</b>	0.2
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	0

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	11762.91	3135.27	8627.64	90658.59
<b>District</b>	N/A	N/A	9044.52	\$92,546
<b>Percent Difference - School Site and District</b>	N/A	N/A	-4.7	-2.1
<b>State</b>			\$8,444	\$86,376
<b>Percent Difference - School Site and State</b>	N/A	N/A	2.2	4.8

## 2020-21 Types of Services Funded

Funds were spent for general education, inclusion, and state and federally-funded special projects. In addition, Camino receives state and federal money for programs including Title I, Title III, and LCFF. Camino provides support and services to English Learners (EL), Special Education, Socially and Economically Disadvantaged (SED), 504, Advancement Via Individual Determination (AVID), Gifted and Talented (GATE)/Merit, general education students, and Extended Learning Opportunities (ELO). Some key offerings at Camino Real include:

- Full inclusion school: all Special Education students receive services within the regular education setting/classrooms.
- Two Student Study Team (SST) coordinators schedule and conduct meetings for students who struggle with academics, speech, behavior, and/or social emotional issues.
- Two Literacy Support teachers who help students in grades 2nd - 6th by pushing into classrooms and providing small group reading interventions.
- A Band teacher provides instruction to students in grades 4th - 6th.
- The AVID elementary model emphasizes the use of daily planners, organizing materials via 3-ring notebooks, and utilizing 3-column notes.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$56,330	\$52,562
<b>Mid-Range Teacher Salary</b>	\$83,375	\$83,575
<b>Highest Teacher Salary</b>	\$111,840	\$104,166
<b>Average Principal Salary (Elementary)</b>	\$130,667	\$131,875
<b>Average Principal Salary (Middle)</b>	\$136,991	\$137,852
<b>Average Principal Salary (High)</b>	\$153,133	\$150,626
<b>Superintendent Salary</b>	\$280,069	\$260,243
<b>Percent of Budget for Teacher Salaries</b>	37%	34%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## Professional Development

Camino Real faculty and staff recognize the importance of ongoing professional development. Rigorous academic standards are aligned with materials, professional development and assessments to ensure student academic success. The highly qualified staff members collaborate regularly during Wednesday minimum days to support student learning. During these curriculum planning and collaboration afternoons, grade-level teams use student achievement data and formative assessments to examine program effectiveness and instructional practices. They develop intervention strategies in order to provide an exemplary learning environment for all students. From that process, suggestions are made for whole-school staff development opportunities to ensure academic gains for all students. The weekly collaboration afternoons are planned to include grade-level and whole-staff opportunities for professional growth and collaboration. In addition to Wednesday collaboration, Professional Development is delivered to Camino Real staff during after-school workshops, attending conferences, and individual mentoring and/or coaching, and grade-level meetings.

Professional Development areas of focus are determined using multiple sources of student achievement data and include: ELA, NWEA, ELD, math, IMPACT Teams, SEL/PBIS, AVID, Technology, Digital Citizenship, NGSS, Growth Mindset, Step Up To Writing, Student Success Teams, and Safety.

Grade level teams analyze data, collaborate, and plan specifically with intervention and support teachers, with a focus to assist all students in meeting and exceeding grade level standards. Teachers, TK - 6, will continue training and implementing IMPACT Teams which focus on student-directed learning with co-constructed rubrics, success criteria, and specific learning intentions. Formative assessments will be implemented throughout the school year that will drive instruction and collaboration in each of the grade levels.

Camino Real teachers and support staff have been given the opportunity to participate in technology professional development that included various applications that support use of classroom technology, Best Instructional Practices, Curriculum Implementation, distance learning, Google Docs, PowerSchool, NWEA, SeeSaw, Pear Deck, Learning A-Z (RAZ), Alludo, and more. Our Site Technology Coordinators also provide support and resources for all staff.

The 2021-22 planned professional development days include 36 partial days and 1 full day.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	37	37	37



# Jurupa Unified School District

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

### Local Accountability Report Card (LARC) Addendum

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



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Jurupa Unified School District
<b>Phone Number</b>	951-360-4100
<b>Superintendent</b>	Dr. Trenton Hansen
<b>Email Address</b>	JUSD.Superintendent@jUSD.k12.ca.us
<b>District Website Address</b>	<a href="https://jurupausd.org/">https://jurupausd.org/</a>

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

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	10092	63	0.62	99.38	9.68
<b>Female</b>	4954	21	0.42	99.58	9.52
<b>Male</b>	5138	42	0.82	99.18	9.76
<b>American Indian or Alaska Native</b>	12	0	--	100.00	--
<b>Asian</b>	144	0	0.00	100.00	--
<b>Black or African American</b>	200	5	2.50	97.50	--
<b>Filipino</b>	52	0	0.00	100.00	--
<b>Hispanic or Latino</b>	8723	53	0.61	99.39	9.62
<b>Native Hawaiian or Pacific Islander</b>	24	0	0.00	100.00	--
<b>Two or More Races</b>	202	0	0.00	100.00	--
<b>White</b>	735	5	0.68	99.32	--
<b>English Learners</b>	2663	25	0.94	99.06	8.00
<b>Foster Youth</b>	62	1	1.61	98.39	--
<b>Homeless</b>	126	0	0.00	100.00	--
<b>Military</b>	36	0	0.00	100.00	--
<b>Socioeconomically Disadvantaged</b>	7838	46	0.59	99.41	8.89
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	1348	58	4.30	95.70	5.17

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

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10093	60	0.59	99.41	1.67
Female	4955	21	0.42	99.58	0.00
Male	5138	39	0.76	99.24	2.56
American Indian or Alaska Native	12	0	--	100.00	--
Asian	144	0	0.00	100.00	--
Black or African American	200	5	2.50	97.50	--
Filipino	52	0	0.00	100.00	--
Hispanic or Latino	8724	51	0.58	99.42	1.96
Native Hawaiian or Pacific Islander	24	0	0.00	100.00	--
Two or More Races	202	0	0.00	100.00	--
White	735	4	0.54		--
English Learners	2663	24	0.90	99.10	0.00
Foster Youth	62	1	1.61	98.39	--
Homeless	126	0	0.00	100.00	--
Military	36	0	0.00	100.00	--
Socioeconomically Disadvantaged	7838	44	0.56	99.44	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1348	56	4.15	95.85	0.00

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	10119	8707	86.05	13.95	31.91
Female	4966	4315	86.89	13.11	33.42
Male	5151	4391	85.25	14.75	30.4
American Indian or Alaska Native	12	11	91.67	8.33	45.45
Asian	147	137	93.2	6.8	52.55
Black or African American	204	164	80.39	19.61	31.71
Filipino	52	51	98.08	1.92	62.75
Hispanic or Latino	8744	7509	85.88	14.12	29.82

<b>Native Hawaiian or Pacific Islander</b>	23	22	95.65	4.35	59.09
<b>Two or More Races</b>	81	71	87.65	12.35	54.93
<b>White</b>	744	641	86.16	13.84	45.71
<b>English Learners</b>	2793	2285	81.81	18.19	6.65
<b>Foster Youth</b>		46	76.67	23.33	28.26
<b>Homeless</b>	71	54	76.06	23.94	22.22
<b>Military</b>	27	25	92.59	7.41	40
<b>Socioeconomically Disadvantaged</b>	7877	6763	85.86	14.14	28.88
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	1392	1095	78.66	21.34	10.14

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

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	10112	8802	87.05	12.95	22.39
<b>Female</b>	4963	4351	87.67	12.33	23.81
<b>Male</b>	5147	4450	86.46	13.54	21.01
<b>American Indian or Alaska Native</b>	12	11	91.67	8.33	18.18
<b>Asian</b>	147	139	94.56	5.44	40.29
<b>Black or African American</b>	202	169	83.66	16.34	18.93
<b>Filipino</b>	52	51	98.08	1.92	49.02
<b>Hispanic or Latino</b>	8739	7587	86.82	13.18	21.41
<b>Native Hawaiian or Pacific Islander</b>	23	21	91.3	8.7	23.81
<b>Two or More Races</b>	81	73	90.12	9.88	27.4
<b>White</b>	744	652	87.63	12.37	29.14
<b>English Learners</b>	2791	2310	82.77	17.23	6.8
<b>Foster Youth</b>		46	77.97	22.03	10.87
<b>Homeless</b>	71	53	74.65	25.35	7.55
<b>Military</b>	27	26	96.3	3.7	26.92
<b>Socioeconomically Disadvantaged</b>	7870	6833	86.82	13.18	20.2
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	1392	1101	79.09	20.91	5.36

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