

Mission Bell 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/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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/ 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/ 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

| | |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School Name | Mission Bell Elementary School |
| Street | 4020 Conning Street |
| City, State, Zip | Jurupa Valley, CA 92509-2599 |
| Phone Number | 951-360-2748 |
| Principal | Josefina Gamez |
| Email Address | josefina_gamez@jUSD.k12.ca.us |
| School Website | https://jurupausd.org/schools/MissionBellElementary/Pages/Default.aspx |
| County-District-School (CDS) Code | 33 67090 6032189 |

2021-22 District Contact Information

| | |
|---------------------------------|-------------------------------------------------------------|
| District Name | Jurupa Unified School District |
| Phone Number | 951-360-4100 |
| Superintendent | Dr. Trenton Hansen |
| Email Address | JUSD.Superintendent@jUSD.k12.ca.us |
| District Website Address | https://jurupausd.org/ |

2021-22 School Overview

Academic, social, and emotional well being is the vision for all students at Mission Bell Elementary School guided by a belief that all students can learn regardless of primary language and socio-economic status. Our academic expectation is that every student at Mission Bell will meet or exceed the State of California grade-level standards. Academic practices and decision making are based on the latest research on achievement and are put into practice using the most effective strategies available. Students will be well prepared to work independently and in teams to solve complex problems. Competent research skills will be an expectation for all students, and each student will have a working knowledge of technology as a tool for learning in the 21st Century.

Various formal and informal assessments are used to monitor student progress at Mission Bell. Teachers analyze formal and informal assessment data during grade-level meetings. NWEA benchmark assessments are given three times a year in both reading and math. Teachers also utilize UOS formative assessments to monitor student progress and growth throughout the year.

As an AVID Elementary school, we embrace AVID's mission to close the achievement gap by preparing all students for college readiness and success in a global society. Mission Bell's parents, staff, and community contribute to the academic success and social development of the students.

Our motto is: "Mission Bell knows no limits." The District's motto is: "Learning Without Limits"

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 53 |
| Grade 1 | 48 |
| Grade 2 | 64 |
| Grade 3 | 48 |
| Grade 4 | 64 |
| Grade 5 | 54 |
| Grade 6 | 47 |
| Total Enrollment | 378 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Asian | 0.3 |
| Black or African American | 1.3 |
| Hispanic or Latino | 96 |
| White | 1.9 |
| English Learners | 50 |
| Foster Youth | 0.8 |
| Socioeconomically Disadvantaged | 90.5 |
| Students with Disabilities | 16.9 |

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

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

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

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

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 | |
| Total Out-of-Field Teachers | |

2019-20 Class Assignments

| Indicator | 2019-20 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 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) | |

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 |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------------------------------|
| Reading/Language Arts | 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 |
| Mathematics | My Math (Grades TK-5), McGraw Hill Education Publishers (2013), California Math Course 1(Grade 6), McGraw Hill Education Publishers (2015) | Yes | 0 |
| Science | California Science (Grades K-6) Houghton Mifflin Harcourt Publishers (2008) | Yes | 0 |
| History-Social Science | 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 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.

Mission Bell Elementary School has 8 Activity Supervisors to support student safety. Mission Bell 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 |
|-------------------------------------------------------------------------------|-----------|-----------|-----------|-----------------------------------------------------------------------|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | Rm 18 Ceiling vents dirty |
| Interior: Interior Surfaces | X | | | Rm 13 New carpet installed in summer 2021 Rm 24 Stain Ceiling Tile |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Lower Grade Playground Rubber Matting needs repair |

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 |
|--------------------------------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| 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 |

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 | 213 | NT | NT | NT | NT |
| Female | 103 | NT | NT | NT | NT |
| Male | 110 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 202 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | NT | NT | NT | NT |
| White | -- | NT | NT | NT | NT |
| English Learners | 88 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | -- | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 196 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 54 | NT | NT | NT | NT |

2020-21 CAASPP Test Results in Math by Student Group

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|-----------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 213 | NT | NT | NT | NT |
| Female | 103 | NT | NT | NT | NT |
| Male | 110 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 202 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | NT | NT | NT | NT |
| White | -- | NT | NT | NT | NT |
| English Learners | 88 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | -- | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 196 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 54 | NT | NT | NT | NT |

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

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

| 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 |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| | | | | | |

| | | | | | |
|------------------------------------------------------|-----|-----|-------|------|-------|
| All Students | 213 | 195 | 91.55 | 8.45 | 22.05 |
| Female | 103 | 94 | 91.26 | 8.74 | 23.4 |
| Male | 110 | 101 | 91.82 | 8.18 | 20.79 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 5 | 4 | 80 | 20 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 202 | 186 | 92.08 | 7.92 | 22.04 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 1 | 1 | 100 | 0 | 0 |
| White | 4 | 3 | 75 | 25 | 66.67 |
| English Learners | 100 | 93 | 93 | 7 | 15.05 |
| Foster Youth | 1 | 1 | 100 | 0 | 0 |
| Homeless | 2 | 1 | 50 | 50 | 100 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 198 | 182 | 91.92 | 8.08 | 21.43 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 56 | 49 | 87.5 | 12.5 | 4.08 |

*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 |
|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| All Students | 213 | 187 | 87.79 | 12.21 | 8.56 |
| Female | 103 | 89 | 86.41 | 13.59 | 10.11 |
| Male | 110 | 98 | 89.09 | 10.91 | 7.14 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 5 | 3 | 60 | 40 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 202 | 181 | 89.6 | 10.4 | 8.29 |

| | | | | | |
|------------------------------------------------------|-----|-----|-------|-------|------|
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 1 | 1 | 100 | 0 | 0 |
| White | 4 | 1 | 25 | 75 | 100 |
| English Learners | 100 | 90 | 90 | 10 | 2.22 |
| Foster Youth | 1 | 1 | 100 | 0 | 0 |
| Homeless | 2 | 0 | 0 | 100 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 198 | 175 | 88.38 | 11.62 | 9.14 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 56 | 47 | 83.93 | 16.07 | 4.26 |

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

CAASPP Test Results in Science for All Students

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

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

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

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|-------------------------------------------------|---------------------------|---------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------|
| Science (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 | 53 | NT | NT | NT | NT |
| Female | 25 | NT | NT | NT | NT |
| Male | 28 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 52 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | NT | NT | NT | NT |
| White | 0 | 0 | 0 | 0 | 0 |
| English Learners | 22 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 49 | 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

Mission Bell Elementary invites parents to participate in a variety of school committees and school meetings. Parents are welcome to participate in the School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented (GATE) and Special Education Advisory. Parents are also encouraged to attend additional meetings like Back to School Night, Parent/Teacher Conferences, and Title I Meeting.

Ample forms of communication are used to inform and invite parents to attend events. The most common forms of communication are ParentSquare, school marquee, flyers, and school social media accounts (ClassDojo, Instagram, and Facebook).

For additional information on how to get involved at Mission Bell Elementary, please contact principal Josefina Gámez at (951) 360-2748 or email josefina_gamez@jUSD.k12.ca.us.

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-----------------------------------------------|-----------------------|-----------------------------------------|---------------------------|--------------------------|
| All Students | 396 | 390 | 63 | 16.2 |
| Female | 194 | 192 | 34 | 17.7 |
| Male | 202 | 198 | 29 | 14.6 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 1 | 1 | 1 | 100.0 |
| Black or African American | 6 | 6 | 1 | 16.7 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 377 | 371 | 59 | 15.9 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 1 | 1 | 0 | 0.0 |
| White | 8 | 8 | 2 | 25.0 |
| English Learners | 199 | 195 | 21 | 10.8 |
| Foster Youth | 4 | 4 | 0 | 0.0 |
| Homeless | 2 | 2 | 1 | 50.0 |
| Socioeconomically Disadvantaged | 361 | 355 | 58 | 16.3 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 77 | 75 | 14 | 18.7 |

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 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.92 | 0.00 | 3.58 | 0.02 | 3.47 | 0.20 |
| Expulsions | 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 |
|--------------------|----------------|------------------|---------------|
| Suspensions | 0.47 | 2.39 | 2.45 |
| Expulsions | 0.00 | 0.21 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|-----------------------------------------------|------------------|-----------------|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 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 |

2021-22 School Safety Plan

Mission Bell's Comprehensive School Safety Plan (CSSP) was updated and reviewed yearly . The 2021-2022 plan was presented, reviewed, and approved at the January 28, 2021, School Site Council Meeting #3. Mission Bell's CSSP includes school functions and events, Disaster and Fire Drill Plans, safety rules, schoolwide dress code and other strategies to keep our campus safe. The school plan also includes school crime and vandalism reports and child abuse reporting procedures. Additionally, the school plan includes COVID-19 Considerations resulting from a global pandemic. Mission Bell holds monthly fire drills and disaster drills twice a year.

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 | 33 | 1 | | 1 |
| 1 | 21 | 1 | 1 | |
| 2 | 23 | | 2 | |
| 3 | 18 | 2 | 2 | |
| 4 | 34 | | | 1 |
| 5 | 31 | | 2 | |
| 6 | 26 | | 2 | |
| Other | 9 | 1 | | |

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 | 12 | 4 | 1 | |
| 1 | 19 | 1 | 2 | |
| 2 | 13 | 3 | 1 | |
| 3 | 16 | 3 | 1 | |
| 4 | 17 | 2 | 1 | |
| 5 | 16 | 2 | 1 | |
| 6 | 38 | 1 | | 2 |

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 | 13 | 2 | 2 | |
| 1 | 24 | | 2 | |
| 2 | 16 | 2 | 2 | |
| 3 | 16 | 2 | 1 | |
| 4 | 21 | 1 | 2 | |
| 5 | 18 | 2 | | |
| 6 | 16 | 2 | 1 | |
| Other | 37 | | 1 | 1 |

2020-21 Ratio of Pupils to Academic Counselor

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

| Title | Ratio |
|-------------------------------------|-------|
| Pupils to Academic Counselor | |

2020-21 Student Support Services Staff

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

| Title | Number of FTE Assigned to School |
|----------------------------------------------------------------------|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0.5 |
| Social Worker | 0 |
| Nurse | 0.2 |
| Speech/Language/Hearing Specialist | 0.5 |
| Resource Specialist (non-teaching) | 0 |

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

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

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|-----------------------------------------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 13553.54 | 4267.11 | 9286.43 | 96820.7 |
| District | N/A | N/A | 9044.52 | \$92,546 |
| Percent Difference - School Site and District | N/A | N/A | 2.6 | 4.5 |
| State | | | \$8,444 | \$86,376 |
| Percent Difference - School Site and State | N/A | N/A | 9.5 | 11.4 |

2020-21 Types of Services Funded

Mission Bell received state and federal funds including CARES money to support general and special education students. Funds were used to meet students' diverse educational needs by providing Bilingual Language Tutors, Literacy Specialists, Education Specialists, and After school Extended Learning Opportunities (ELO) support. LCAP funding was used to support the purchase of literacy software and digital resources.

2019-20 Teacher and Administrative Salaries

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

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

Professional Development

Jurupa Unified School Teachers are offered several professional development to improve upon instructional skills and instructional strategies. Through the development of professional skills and instructional strategies, teachers are better prepared to serve their students' diverse needs. Teachers meet weekly with grade level peers to analyze student data and plan instruction based on analysis results. Ample opportunities to participate in Impact Team, Units of Study, NGSS, Balanced Math, and ELlevation professional development have been made available through in-person or virtual participation.

The 2021-22 planned professional development days include 67 partial days and 35 full days.

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

| Subject | 2019-20 | 2020-21 | 2021-22 |
|---------------------------------------------------------------------------------|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 36 | 36 | 102 |

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

| | |
|---------------------------------|-------------------------------------------------------------|
| District Name | Jurupa Unified School District |
| Phone Number | 951-360-4100 |
| Superintendent | Dr. Trenton Hansen |
| Email Address | JUSD.Superintendent@jUSD.k12.ca.us |
| District Website Address | https://jurupausd.org/ |

2020-21 CAASPP Test Results in ELA by Student Group

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|------------------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 10092 | 63 | 0.62 | 99.38 | 9.68 |
| Female | 4954 | 21 | 0.42 | 99.58 | 9.52 |
| Male | 5138 | 42 | 0.82 | 99.18 | 9.76 |
| 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 | 8723 | 53 | 0.61 | 99.39 | 9.62 |
| Native Hawaiian or Pacific Islander | 24 | 0 | 0.00 | 100.00 | -- |
| Two or More Races | 202 | 0 | 0.00 | 100.00 | -- |
| White | 735 | 5 | 0.68 | 99.32 | -- |
| English Learners | 2663 | 25 | 0.94 | 99.06 | 8.00 |
| 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 | 46 | 0.59 | 99.41 | 8.89 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 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 |

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

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

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