

# Del Sol Academy

## 2021 School Accountability Report Card



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

#### SARC Overview



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

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

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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	Del Sol Academy
<b>Street</b>	11626 Forsythia Street
<b>City, State, Zip</b>	Jurupa Valley, CA 91752
<b>Phone Number</b>	951-416-1106
<b>Principal</b>	James Wandrie
<b>Email Address</b>	james_wandrie@jUSD.k12.ca.us
<b>School Website</b>	<a href="https://jurupausd.org/schools/DelSolAcademy/Pages/Default.aspx">https://jurupausd.org/schools/DelSolAcademy/Pages/Default.aspx</a>
<b>County-District-School (CDS) Code</b>	33-67090-0136721

## 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

Del Sol Academy (DSA) is the sole TK-8 school in the Jurupa Unified School District. We offer a rich curriculum addressing the state standards while integrating a hands-on STEAM program. Students enjoy one-to-one access with Chromebooks and this along with other technology tools are utilized regularly to support instruction. Del Sol's overarching goals include supporting all students to be college & career ready, ensuring a safe and orderly school environment (both physically and social emotionally), and promoting high levels of student and parent engagement. DSA follows the inclusion model ensuring all students (including those receiving special education services) have full and supported access to the core curriculum.

For progress indicators, DSA relies on state and local assessment data for ELA, math, science, and English Language Learners. We also rely on data from the California Healthy Kids Survey and LCAP surveys for perception data from students, staff, and families to measure school quality addressing academics, safety, and engagement. This data is monitored on a yearly basis.

In addition to our STEAM curriculum, DSA implements the AVID model to support student organization and college readiness. Teachers collaborate regularly to effectively teach and assess student mastery of the state standards using our unit of studies pacing guide and resources. Our Balanced Math program emphasizes daily math review, conceptual understanding, math fluency development, mental math practice, and supports a collaborative approach to rigorous problem-solving techniques. Our teachers implement the Impact Team process empowering students to understand the criteria and expectations of their learning, teaching them to set goals and monitor their progress, all the while promoting mutual peer support.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	147
Grade 1	132
Grade 2	128
Grade 3	118
Grade 4	138
Grade 5	112
Grade 6	122
Grade 7	127
Grade 8	117
Total Enrollment	1,141

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.1
Asian	7.8
Black or African American	6
Filipino	3.7
Hispanic or Latino	65
Native Hawaiian or Pacific Islander	0.3
Two or More Races	2.8
White	12.6
English Learners	18.1
Foster Youth	0.8
Homeless	0.6
Socioeconomically Disadvantaged	57.5
Students with Disabilities	10.2

## 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>

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	49.4	93.3	801.3	92.2	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	3.8	0.4	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	4.1	0.5	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.5	4.8	21.3	2.5	12115.8	4.4
<b>Unknown</b>	1.0	1.9	38.8	4.5	18854.3	6.9
<b>Total Teaching Positions</b>	53.0	100.0	869.5	100.0	274759.1	100.0

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.

### 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	2.5
Total Out-of-Field Teachers	2.5

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

## 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 & 7 & 8) (2021), Wonders ELD & Maravillas ELD (Grades K-6), McGraw Hill Education Publishers (2017), California-Collections (Grades 7 & 8), Houghton Mifflin Harcourt Publishers (2017), California-Collections ELD (Grades 7 & 8), Houghton Mifflin Harcourt Publishers (2017), Inside (Grades 7 & 8), Cengage Publishers (2017), Read 180 Stage B (Grades 7 & 8), Houghton Mifflin Harcourt Publishers (2017)	Yes	NA

<b>Mathematics</b>	My Math (Grades TK-5), McGraw Hill Education Publishers (2013), California Math Course 1(Grade 6), McGraw Hill Education Publishers (2015), California Math Course 2 & Course 3 (Grades 7 & 8) McGraw Hill Education Publishers (2015), Pre-Algebra (Accelerated 7), McGraw Hill Education Publishers (2014), Integrated Math I (Accelerated 8), Pearson Publishers (2014)	Yes	NA
<b>Science</b>	California Science (Grades K-6) Houghton Mifflin Harcourt Publishers (2008), HMH Science Dimensions (Grade 7 & 8), Houghton Mifflin Harcourt (2020)	Yes	NA
<b>History-Social Science</b>	History-Social Science (Grades K-6), Houghton Mifflin Harcourt Publishers (2007), World History Medieval to Early Modern History (Grade 7), Holt Reinhart Publishers (2006), United States History Independence to 1914 (Grade 8), Holt Reinhart Publishers (2006)	Yes	NA

## School Facility Conditions and Planned Improvements

Our custodial staff, consisting of 1 daytime custodian and 3 evening custodians, 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.

Del Sol Academy has 6 Activity Supervisors and 2 Campus Supervisors to support student safety. Del Sol Academy 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.

<b>Year and month of the most recent FIT report</b>	10/05/2021
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			MPR Ceiling Tiles Stain
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			

## School Facility Conditions and Planned Improvements

<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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## 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
<b>All Students</b>	739	NT	NT	NT	NT
<b>Female</b>	374	NT	NT	NT	NT
<b>Male</b>	365	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	55	NT	NT	NT	NT
<b>Black or African American</b>	50	NT	NT	NT	NT
<b>Filipino</b>	23	NT	NT	NT	NT
<b>Hispanic or Latino</b>	492	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	34	NT	NT	NT	NT
<b>White</b>	84	NT	NT	NT	NT
<b>English Learners</b>	133	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	468	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	81	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	739	NT	NT	NT	NT
Female	374	NT	NT	NT	NT
Male	365	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	55	NT	NT	NT	NT
Black or African American	50	NT	NT	NT	NT
Filipino	23	NT	NT	NT	NT
Hispanic or Latino	492	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	34	NT	NT	NT	NT
White	84	NT	NT	NT	NT
English Learners	133	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	468	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	81	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 (Grades 6-8), MDTP Math (Grades 6-8) Student Groups	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grades 6-8), MDTP Math (Grades 6-8) Total Enrollment	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grades 6-8), MDTP Math (Grades 6-8) Number Tested	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grades 6-8), MDTP Math (Grades 6-8) Percent Tested	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grades 6-8), MDTP Math (Grades 6-8) Percent Not Tested	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grades 6-8), MDTP Math (Grades 6-8) Percent At or Above Grade Level

<b>All Students</b>	741	689	92.98	7.02	35.56
<b>Female</b>	376	351	93.35	6.65	36.18
<b>Male</b>	365	338	92.6	7.4	34.91
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	55	54	98.18	1.82	51.85
<b>Black or African American</b>	51	47	92.16	7.84	27.66
<b>Filipino</b>	23	23	100	0	78.26
<b>Hispanic or Latino</b>	493	449	91.08	8.92	28.51
<b>Native Hawaiian or Pacific Islander</b>	1	1	100	0	0
<b>Two or More Races</b>	22	22	100	0	72.73
<b>White</b>	86	83	96.51	3.49	45.78
<b>English Learners</b>	141	123	87.23	12.77	9.76
<b>Foster Youth</b>	8	6	75	25	16.67
<b>Homeless</b>	5	4	80	20	75
<b>Military</b>	2	2	100	0	0
<b>Socioeconomically Disadvantaged</b>	471	432	91.72	8.28	30.56
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	88	85	96.59	3.41	16.47

\*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 (Grades 6-8), MDTP Math (Grades 6-8) Student Groups	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grades 6-8), MDTP Math (Grades 6-8) Total Enrollment	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grades 6-8), MDTP Math (Grades 6-8) Number Tested	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grades 6-8), MDTP Math (Grades 6-8) Percent Tested	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grades 6-8), MDTP Math (Grades 6-8) Percent Not Tested	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grades 6-8), MDTP Math (Grades 6-8) Percent At or Above Grade Level
<b>All Students</b>	740	689	93.11	6.89	30.04
<b>Female</b>	375	349	93.07	6.93	31.23
<b>Male</b>	365	340	93.15	6.85	28.82
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	55	53	96.36	3.64	39.62
<b>Black or African American</b>	50	45	90	10	22.22
<b>Filipino</b>	23	23	100	0	60.87

<b>Hispanic or Latino</b>	493	452	91.68	8.32	27.21
<b>Native Hawaiian or Pacific Islander</b>	1	1	100	0	0
<b>Two or More Races</b>	22	22	100	0	31.82
<b>White</b>	86	83	96.51	3.49	36.14
<b>English Learners</b>	141	127	90.07	9.93	10.24
<b>Foster Youth</b>	8	6	75	25	16.67
<b>Homeless</b>	5	3	60	40	0
<b>Military</b>	2	2	100	0	0
<b>Socioeconomically Disadvantaged</b>	470	433	92.13	7.87	26.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	88	86	97.73	2.27	8.14

\*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	226	NT	NT	NT	NT
Female	127	NT	NT	NT	NT
Male	99	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	14	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	150	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	NT	NT	NT	NT
White	33	NT	NT	NT	NT
English Learners	28	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	143	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	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

Throughout the year, Del Sol Academy invites parents to School Site Council (SSC) and site advisory meetings (i.e., English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education Advisory (GATE), and Parent Teacher Association (PTA), where Title 1 programs and outcomes are reviewed. Meetings are conducted in person and virtually. Parents are encouraged to provide feedback and suggestions. Input is documented through meeting minutes, and used to revise the school plan (SPSA) which outlines action plans of Title 1 programs and expenditures. The final draft of the SPSA is approved by SSC, and parents of Title 1 students, along with all community members, are invited to attend the SSC meeting. Parents are also invited to attend Coffee with the Principal meetings to share input and ask questions about school procedures, instruction, programs, and events.

Parents are invited to conferences to discuss student academic progress. Families are encouraged to access Parent Connect to monitor their students' assignment completion and grades. For the current school year, only students and staff may attend student award assemblies. However, families may view the events live online. Many parents can also support our PTA to organize fundraisers and support school events and activities such as Red Ribbon Week, our anti-bullying and college & career campaigns with student incentives and resources.

The 2021-22 contacts are: SSC & Coffee with the Principal-James Wandrie, ELAC-Karla Dunzweiler, GATE-Kaselle Crislip, & PTA-Natree Bare. All contacts may be reached at 951-416-1106.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1199	1176	143	12.2
Female	596	584	65	11.1
Male	603	592	78	13.2
American Indian or Alaska Native	1	1	1	100.0
Asian	91	91	5	5.5
Black or African American	85	78	17	21.8
Filipino	43	43	0	0.0
Hispanic or Latino	777	763	107	14.0
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	33	32	3	9.4
White	147	146	8	5.5
English Learners	229	225	42	18.7
Foster Youth	13	11	0	0.0
Homeless	9	9	2	22.2
Socioeconomically Disadvantaged	714	701	113	16.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	135	131	24	18.3

### 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>	5.57	0.00	3.58	0.02	3.47	0.20
<b>Expulsions</b>	0.18	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>	2.94	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

Del Sol Academy, 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 drills during the year. Del Sol participates in the annual Shake-out disaster drill. The Riverside County Fire Department and the JUSD Safety Committee hold regular safety inspections. The school safety plan was most recently reviewed and updated in February 2021.

- Emergency supply kits are available in every classroom.
- Emergency plans and procedures are reviewed annually with staff and students.
- 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.
- Administrators respond to reports in a timely manner when received, while providing appropriate intervention and supports.

Administration and the counselor present on behavior expectations and discuss student incentives as well as work to create and promote a physical and emotionally safe learning environment.

- Weekly PBIS lessons are shared with staff for students. Students incentives are awarded for good behavior via drawings, awards, and opportunities to participate in special events..
- Supervisors and support staff receive regular training to help promote stress-free classroom environments, de-escalation as well as inclusion strategies.
- Administrators work with local law enforcement to conduct home visits when there are attendance or safety concerns.
- Staff attend CPR/first aide trainings.
- AEDs are available on campus in case of an emergency.
- A health clerk attends 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.
- Del Sol employs trained activity supervisors, crossing guards, and campus supervisors to monitor and attend to students during recess and passing periods, monitor hallways and entrances during school hours, and to help with arrival and dismissal.
- 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 review suspension and discipline data on an ongoing basis, identify ways to prevent and support students in order to prevent loss of instructional time due to discipline and excessive absences.
- 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, 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	49			3
1	21	3	2	
2	21	2	4	
3	20	1	4	
4	32		2	1
5	29		4	
6	34		13	8

### 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	5	5	
1	23		6	
2	25		5	
3	22	1	5	
4	30	1		3
5	29	1		1
6	25	9	25	

## 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	16	5	4	
1	19	1	6	
2	21	1	5	
3	20	5	1	
4	35			4
5	28		4	
6	29	2	28	
Other	42		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	2282

## 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)	0.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1.2
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 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>	11212.68	2873.17	8339.51	89342.12
<b>District</b>	N/A	N/A	9044.52	\$92,546
<b>Percent Difference - School Site and District</b>	N/A	N/A	-8.1	-3.5
<b>State</b>			\$8,444	\$86,376
<b>Percent Difference - School Site and State</b>	N/A	N/A	-1.2	3.4

## 2020-21 Types of Services Funded

Funds were spent for general education, inclusion, and state and federally-funded special projects. In addition, Del Sol Academy receives state and federal money for programs including Title I, Title III, and LCFF. Del Sol provides support and services to English Learners (EL), Special Education, Socially and Economically Disadvantaged (SED), 504, Gifted and Talented (GATE), and general education students. Some key offerings at Del Sol 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 literary support teachers help students in grades 1-6 by pushing into classrooms and providing small group reading interventions.
- \*Del Sol offers a STEAM (Science, Technology, Engineering, Art, and Mathematics) curriculum. Students participate in coding, robotics, Next Generation Science Standards (NGGS), and engineering lessons.
- \*A full time Band/Music teacher provides choir and music instruction to students, grades TK/K - 8.
- \*Advanced math classes are available for 7-8th grade students.
- \*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

Del Sol Academy has three overarching goals outlined in its Local Control and Accountability Plan (LCAP) which addresses how Del Sol will provide a high quality education to all students. These goals are 1) to help students become college & career ready, 2) ensure a safe learning environment, and 3) promote high levels of student and parent engagement. Staff professional development aligned with LCAP goals is provided to staff by administration, district personnel, site staff members with specialized training, and outside consultants. Key topics of focus include impact teams, social emotional learning, unit of studies, AVID, Ellevation (to support English learners), and new teacher training.

The 2021-22 planned professional development days include 107 partial days and 49 full days.

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>	131	73	156

# 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.