

# Phillip M. Stokoe Elementary School

## 2021 School Accountability Report Card



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

#### SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/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>	Phillip M. Stokoe Elementary School
<b>Street</b>	4501 Amb's Dr., Riverside CA
<b>City, State, Zip</b>	Riverside, CA 92505
<b>Phone Number</b>	(951) 358-1640
<b>Principal</b>	Francine Ramirez
<b>Email Address</b>	francine.ramirez@alvordschools.org
<b>School Website</b>	www.alvordschools.org/stokoe
<b>County-District-School (CDS) Code</b>	33-66977-0113597

## 2021-22 District Contact Information

<b>District Name</b>	Alvord Unified School District
<b>Phone Number</b>	(951) 509-5000
<b>Superintendent</b>	Allan J. Mucerino, Ed.D.
<b>Email Address</b>	superintendent@alvordschools.org
<b>District Website Address</b>	www.alvordschools.org

## 2021-22 School Overview

Stokoe Elementary School is located in the western region of Riverside and serves students in the grades Preschool-5th following a traditional calendar.

Stokoe Elementary School's student body includes includes Head Start Preschool and a full continuum of specialized educational services for students with autism and other learning disabilities. Stokoe staff is focused on bringing the highest quality instruction to meet each students' individual needs so that they can realize their unlimited potential.

As part of this high quality instruction, we have many supplemental programs that make our campus unique. We have developed a STEAM program where all students participate in interactive learning STEAM activities. We are in our fourth year of AVID implementation which is teaching students organization, time management planning and communication skills to support college readiness. Stokoe follows the "Character Counts" model and promotes the pillars of character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. We proudly display community and district exhibits to promote visual arts in our Museum. In addition, all of our staff and students have worked hard to build a healthy school environment through physical activity and healthy choices.

### Mission Statement

Alvord Unified School District, a dynamic learning community that embraces innovation, exists to ensure all students attain lifelong success through a system distinguished by:

- Active and inclusive partnerships
- Relationships that foster a culture of trust and integrity
- High expectations and equitable learning opportunities for all
- A mindset that promotes continuous improvement
- Multiple opportunities for exploration and creativity
- Professional development that promotes quality teaching and learning
- Access to learning experiences that promote a high quality of life

In addition, all schools strive to attain the Alvord vision that all students will realize their unlimited potential.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	100
Grade 1	108
Grade 2	98
Grade 3	110
Grade 4	104
Grade 5	127
<b>Total Enrollment</b>	<b>647</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5
Male	49.5
American Indian or Alaska Native	0.6
Asian	0.8
Black or African American	7.7
Filipino	1.4
Hispanic or Latino	80.2
Native Hawaiian or Pacific Islander	0.6
Two or More Races	1.9
White	6.2
English Learners	27
Foster Youth	0.3
Homeless	4.3
Socioeconomically Disadvantaged	80.2
Students with Disabilities	15.3

## A. Conditions of Learning

### State Priority: Basic

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

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

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

### 2019-20 Teacher Preparation and Placement

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

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

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

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

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

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

## 2019-20 Class Assignments

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

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

On September 16, 2021, Alvord Unified School District's Board of Education held a public hearing to comply with requirements of Education Code Section 60019. Information provided at the public hearing detailed (1) the extent to which standards-aligned textbooks and instructional materials were provided to all students, including English learners; (2) the definition of "sufficient textbooks or instructional materials" means each student has a textbook or materials, or both, to use in class and to take home and does not mean the district is required to have two sets of textbooks for each student; (3) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, English language arts & English language development, history-social science, and science; (4) sufficient textbooks and instructional materials were provided to each student enrolled in foreign language and health classes; and (5) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12. During this hearing, the governing board determined that Alvord Unified School District provided each student with sufficient textbooks and instructional materials aligned to the California academic content standards consistent with the cycles and content of the California curriculum frameworks.

In addition, Alvord Unified School District has sufficient standards-aligned textbooks and instructional materials for all students, including English learners, enrolled in visual and performing arts classes. Developing a long-term textbook adoption plan for textbooks is in process.

School uses the governing board adopted textbooks and instructional materials as detailed in the table:

<b>Year and month in which the data were collected</b>	September 16, 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	English Language Arts/English Language Development: McGraw Hill, World of Wonders, TK / Adopted in 2018 McGraw Hill, Wonders and Wonderworks, 1-5 / Adopted in 2018	Yes	0%
<b>Mathematics</b>	McGraw Hill, World of Wonders, TK / Adopted in 2018 Houghton Mifflin, CA Math Expressions Common Core, K-2 / Adopted in 2014 Harcourt, HSP Math, 3-5 / Adopted in 2008	Yes	0%
<b>Science</b>	McGraw Hill, World of Wonders, TK / Adopted in 2018 Scott Foresman, California Science, K-5 / Adopted in 2007	Yes	0%
<b>History-Social Science</b>	McGraw Hill, World of Wonders, TK / Adopted in 2018 Scott Foresman, History-Social Science for California, K-5 / Adopted in 2007	Yes	0%

<b>Foreign Language</b>			
<b>Health</b>	Harcourt, Harcourt Health / Adopted in 2015	Yes	0%
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)			

## School Facility Conditions and Planned Improvements

Stokoe Elementary School, built in 2007, is located on 12.82 acreage and its square footage totals 109,093. The school has 30 permanent classrooms, six sets of restrooms, one library, one math & science lab, one multipurpose/cafeteria room, one museum, one music room, one occupational therapy room, one staff lounge, and two staff work rooms. On-going campus improvements and maintenance ensure facilities are up to date and provide adequate space for students and staff.

Alvord Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California OPSC. Results of this survey are available in the school office or at the district. In addition, district maintenance staff makes repairs necessary to keep the school in good repair and working order. A district-wide work order process is used to ensure efficient service and to prioritize repairs.

The school is cleaned on a regular basis with a day custodian and evening custodians who work with site administration to develop a cleaning schedule to maintain a clean and safe environment for all students before, during and after the instructional day.

\* All FIT report repairs described in the following table are completed, in progress, or planned for repair.

Year and month of the most recent FIT report		November 2021		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			None
<b>Interior:</b> Interior Surfaces	X			Ceiling tile has water stain (A113, A108, A102, A200, A209, A123, B109, C100, C114, C112, D100, D118, D119, E100, E102, E106, F120, G101, H102, i112); Carpet is lifting (C100)
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			None
<b>Electrical</b>	X			Light fixture cap is loose (E100); Motion sensor cover missing (C100); Ethernet cover broken (E119); Electrical/ethernet cover missing (E119, C110); Outlet cover missing (MPR); Light diffuser missing (gym)
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Faucet leaking at fitting (E126); Faucet has high pressure (F116, F115, F104); Faucet has no flow (E124); Faucet flows onto countertop (E116); Faucets have low flow (B105, B109)
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Fire sprinkler cover missing (MPR--Girls RR); Paint chipping on wall in serving line (Kitchen); Fire sprinkler escutcheon missing (C100); Paint peeling on interior wall (D105)

## School Facility Conditions and Planned Improvements

<b>Structural:</b> Structural Damage, Roofs	X			None
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None

## 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>	340	NT	NT	NT	NT
<b>Female</b>	153	NT	NT	NT	NT
<b>Male</b>	187	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	27	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	278	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	17	NT	NT	NT	NT
<b>English Learners</b>	93	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	24	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	272	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	59	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	340	NT	NT	NT	NT
Female	153	NT	NT	NT	NT
Male	187	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	27	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	278	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	17	NT	NT	NT	NT
English Learners	93	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	24	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	272	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	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.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	341	319	93.55	6.45	29.15
Female	157	144	91.72	8.28	29.86
Male	184	175	95.11	4.89	28.57
American Indian or Alaska Native	1	1	--	--	--
Asian	4	4	--	--	--

<b>Black or African American</b>	29	25	86.21	13.79	32
<b>Filipino</b>	6	6	--	--	--
<b>Hispanic or Latino</b>	276	260	94.2	5.8	25.38
<b>Native Hawaiian or Pacific Islander</b>	3	3	--	--	--
<b>Two or More Races</b>	4	4	--	--	--
<b>White</b>	18	16	88.89	11.11	43.75
<b>English Learners</b>	91	81	89.01	10.99	9.88
<b>Homeless</b>	13	12	92.31	7.69	25
<b>Socioeconomically Disadvantaged</b>	275	255	92.73	7.27	25.1
<b>Students with Disabilities</b>	57	49	85.96	14.04	

\*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>iReady Student Groups</b>	<b>iReady Total Enrollment</b>	<b>iReady Number Tested</b>	<b>iReady Percent Tested</b>	<b>iReady Percent Not Tested</b>	<b>iReady Percent At or Above Grade Level</b>
<b>All Students</b>	341	322	94.43	5.57	9.63
<b>Female</b>	157	146	92.99	7.01	4.79
<b>Male</b>	184	176	95.65	4.35	13.64
<b>American Indian or Alaska Native</b>	1	1	--	--	--
<b>Asian</b>	4	4	--	--	--
<b>Black or African American</b>	29	25	86.21	13.79	12
<b>Filipino</b>	6	6	--	--	--
<b>Hispanic or Latino</b>	276	263	95.29	4.71	8.37
<b>Native Hawaiian or Pacific Islander</b>	3	3	--	--	--
<b>Two or More Races</b>	4	4	--	--	--
<b>White</b>	18	16	88.89	11.11	6.25
<b>English Learners</b>	91	83	91.21	8.79	6.02
<b>Homeless</b>	13	13	100		
<b>Socioeconomically Disadvantaged</b>	275	258	93.82	6.18	7.75
<b>Students with Disabilities</b>	57	52	91.23	8.77	1.92

\*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
<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
<b>All Students</b>	125	NT	NT	NT	NT
<b>Female</b>	46	NT	NT	NT	NT
<b>Male</b>	79	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	104	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	36	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	100	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	23	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

Stokoe is committed to fostering and maintaining an active parent involvement program. Since success is a shared responsibility, parents are encouraged to be active participants in their child's education in a variety of ways. Stokoe has a Parent Involvement Policy that outlines all the ways parents can get involved in our school.

Parents are involved through four specific parent groups: Parent Teacher Organization (PTO), Action Teams for Partnership (ATP), English Learners Advisory Committee (ELAC) and School Site Council (SSC). Participation and attendance in these groups provides parents the opportunity to fully understand the workings of the public educational system and programs. As a result of the pandemic, parent involvement opportunities occur in virtual format during distance learning. Parents communicate consistently with classroom teachers and are encouraged to get involved by attending or viewing presentations for Annual Title 1 Meeting, Family Nights, monthly Flag Ceremony, semester awards, parent involvement week and special classroom events. Our ATP committee monitors and develops an annual action plan for parent engagement focused on parent education and student achievement. In person events have been temporarily suspended in alignment with CDC recommendations for safety during pandemic. Parent involvement events will continue in virtual format until pandemic conditions improve.

We collaborate with parents and all partners for the benefit of our students and the future of our community. Communication is timely and parent input is sought, considered and used to guide decisions that will impact policies and programs offered to support student achievement. Regular communication is provided in English and Spanish via personal contact, school marquee, flyers, monthly newsletters, Blackboard Connect, PeachJar (auto email and text message), digital apps (REMIND and Class DoJo), Google Classrooms, and our school website so that parents remain informed of academic learning and other school activities. Parent input is gathered from SSC, ELAC and ATP. Parent workshops are offered throughout the year during ELAC, SSC, parent involvement week and TK/Kinder Camp. Translation is offered during meetings and events. During the pandemic parent meetings are recorded and posted on our website to ensure all parents have the opportunity to participate.

Contact any school office staff member at (951) 358-1640 for more information on how to become involved in your child's learning environment.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	689	671	87	13.0
Female	343	335	43	12.8
Male	346	336	44	13.1
American Indian or Alaska Native	4	4	3	75.0
Asian	9	6	0	0.0
Black or African American	51	51	9	17.6
Filipino	9	9	0	0.0
Hispanic or Latino	546	541	70	12.9
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	15	12	0	0.0
White	47	40	4	10.0
English Learners	187	187	23	12.3
Foster Youth	5	3	2	66.7
Homeless	30	30	10	33.3
Socioeconomically Disadvantaged	551	542	82	15.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	116	114	27	23.7

### 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
<b>Suspensions</b>	0.86	0.00	2.59	0.09	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.53	0.00	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>	0.54	2.31	2.45
<b>Expulsions</b>	0.00	0.13	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

The Comprehensive School Safety Plan was discussed with SSC, evaluated, amended, reviewed, and updated in November and December of 2021. The plan is approved by SSC annually in December or January and by the AUSD Board of Education annually in March of each year. This plan, developed in collaboration with the school, local agencies and the district office, fulfills all legal requirements and complies with EC 32280-89. A school disaster preparedness plan that deals with a wide variety of emergency situations is included into the School Safety Plan. Earthquake, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; dress code policy; child abuse reporting procedures; routine and emergency disaster procedures; safe movement of students, parents and staff to and from school; maintaining a safe and orderly school environment; sexual harassment policy; safety procedures; suspension, expulsion, and mandatory expulsion policies; teacher notification of dangerous students policy; anti-bullying policy; and school discipline rules and procedures pursuant to EC 35291 and 35291.5.

### 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	19	2	5	
1	20	4	1	
2	19	5	1	
3	21	1	5	
4	31		3	
5	26	1	4	
6				

## 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	21	1	5	
1	25		3	
2	25		4	
3	23		4	
4	32		2	
5	32		3	
6				
Other	21	3	3	

## 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	10	6	3	
1	12	5	3	
2	11	6	2	
3	9	10	1	
4	12	5	3	
5	13	7	1	1
6				
Other	11	5		

## 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	647

## 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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	3
Resource Specialist (non-teaching)	0
Other	3.2

## 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
School Site	\$8,678.24	\$1,827.39	\$6,850.85	\$95,774
District	N/A	N/A	\$7,332.88	\$97,696
Percent Difference - School Site and District	N/A	N/A	-6.8	-2.0
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-20.8	10.3

## 2020-21 Types of Services Funded

In addition to local, state, and federal funds for special education and the base educational program, Stokoe Elementary School received the following supplemental state and federal funds in 2020-21:

- State Local Control Funding Formula Supplemental & Concentration Grants to increase or improve services for low income students, English learners or foster/displaced youth.
- Federal Title I funds to provide school-wide supplemental services to support at-risk students identified as not meeting the rigorous state academic standards.

Specific services and actions are described in the school's School Plan and/or the District's Local Control and Accountability Plan.

## 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>	\$53,662	\$52,562
<b>Mid-Range Teacher Salary</b>	\$87,101	\$83,575
<b>Highest Teacher Salary</b>	\$116,826	\$104,166
<b>Average Principal Salary (Elementary)</b>	\$122,487	\$131,875
<b>Average Principal Salary (Middle)</b>	\$138,404	\$137,852
<b>Average Principal Salary (High)</b>	\$143,190	\$150,626
<b>Superintendent Salary</b>	\$267,800	\$260,243
<b>Percent of Budget for Teacher Salaries</b>	38%	34%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

## Professional Development

All staff members participate in professional development offered by the school. In addition, many staff members participate in additional trainings appropriate for individual needs or for specific programs sponsored by the district through departments. As a result of the pandemic, site professional development and grade level/subject collaboration days are held on Tuesdays during early release. These collaborations focus on the cycle of inquiry and plan for first, best instruction after a review of standards and students results on formative and summative assessments. District professional development includes release days and after school workshops. When appropriate to meet the needs of students, staff attends conferences. Site academic coaches and literacy teachers support certificated and paraprofessional staff by providing workshop opportunities, individual mentoring, and in-class coaching. New teachers are supported by the Teacher Induction Program that includes coaching and mentoring. Classified paraprofessionals and support staff attend job-related training provided by the site and district.

During 2020-2021, Stokoe Elementary School's professional development focused on instructional strategies for distance learning-including digital resources/tools, asynchronous, synchronous and concurrent teaching; analysis of student achievement reports (SPSA goals, iReady, SBAC, SVMI and formative assessments); iReady administration, report analysis and classroom use; instructional strategies for early literacy including reading/writing strategies; MTSS, including differentiated instruction, progress monitoring and intervention strategies; Number Sense Routines (including Problem Types, Number Talks, Number Strings, 3 Reads); AVID strategies; Cognitively Guided Instruction to improve conceptual understanding and number sense in mathematics; use of SVMI assessments and re-engagement lessons to support rigor and application of math concepts; effective use of district developed Math Coherence Guide; Designated English Language Development; oral language production strategies; social emotional and positive behavior supports; digital literacy and instructional tools, including Google Classroom, Google documents, Google Forms, Kami, and Nearpod; annual required trainings, including mandated reported, suicide protocols, sexual harassment, AED, disaster plan and emergency procedures; and topics related to administration of state assessments (ELPAC, SBAC).

Alvord Unified School District provided professional development for teachers and support staff in 2020-2021 on various topics related to state mandated assessments (SBAC, ELPAC), special education assessments, interim assessments, formative assessments (PELI, DIBELS), student data chats, Aeries/CALPADS data management for specific school staff, instructional strategies for English learners, interventions with Wonderworks, behavior supports, mandated special education forms/plans, crisis response, student success teams, and Aeries gradebook.

The annual number of school days dedicated to staff development and/or collaboration are attended by either all staff, grade level teams, or subject level teachers:

2019-20: 5

2020-21: 5 days were planned. However, in an effort to maximize synchronous learning opportunities as a result of the pandemic, professional learning occurred outside of school day instead of full day release.

2021-22: As a result of the pandemic, there have been staffing shortages for substitutes which have prevented full day release for collaboration/articulation. Funding allocation was set aside for 5 days. Full day collaboration/articulation will resume when staffing shortages for substitutes improve.

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>	5	5	5

# Alvord 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>	Alvord Unified School District
<b>Phone Number</b>	(951) 509-5000
<b>Superintendent</b>	Allan J. Mucerino, Ed.D.
<b>Email Address</b>	superintendent@alvordschools.org
<b>District Website Address</b>	www.alvordschools.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
<b>All Students</b>	9555	NT	NT	NT	NT
<b>Female</b>	4682	NT	NT	NT	NT
<b>Male</b>	4871	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	24	NT	NT	NT	NT
<b>Asian</b>	366	NT	NT	NT	NT
<b>Black or African American</b>	390	NT	NT	NT	NT
<b>Filipino</b>	143	NT	NT	NT	NT
<b>Hispanic or Latino</b>	7645	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	55	NT	NT	NT	NT
<b>Two or More Races</b>	133	NT	NT	NT	NT
<b>White</b>	799	NT	NT	NT	NT
<b>English Learners</b>	2711	NT	NT	NT	NT
<b>Foster Youth</b>	62	NT	NT	NT	NT
<b>Homeless</b>	720	NT	NT	NT	NT
<b>Military</b>	208	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	7444	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	1288	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	9556	NT	NT	NT	NT
Female	4683	NT	NT	NT	NT
Male	4871	NT	NT	NT	NT
American Indian or Alaska Native	24	NT	NT	NT	NT
Asian	366	NT	NT	NT	NT
Black or African American	390	NT	NT	NT	NT
Filipino	143	NT	NT	NT	NT
Hispanic or Latino	7646	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	55	NT	NT	NT	NT
Two or More Races	133	NT	NT	NT	NT
White	799	NT	NT		NT
English Learners	2711	NT	NT	NT	NT
Foster Youth	62	NT	NT	NT	NT
Homeless	720	NT	NT	NT	NT
Military	208	NT	NT	NT	NT
Socioeconomically Disadvantaged	7444	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1288	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.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	8042	7693	95.66	4.34	37.87
Female	3956	3796	95.96	4.04	41.62
Male	4079	3895	95.49	4.51	34.2
American Indian or Alaska Native	20	19	95	5	57.89
Asian	306	298	97.39	2.61	67.45



<b>Black or African American</b>	332	311	93.67	6.33	41.8
<b>Filipino</b>	115	113	98.26	1.74	74.34
<b>Hispanic or Latino</b>	6434	6187	96.16	3.84	33.62
<b>Native Hawaiian or Pacific Islander</b>	45	42	93.33	6.67	45.24
<b>Two or More Races</b>	104	102	98.08	1.92	56.86
<b>White</b>	671	614	91.51	8.49	53.09
<b>English Learners</b>	2338	2237	95.68	4.32	11.27
<b>Foster Youth</b>	33	25	75.76	24.24	20
<b>Homeless</b>	356	333	93.54	6.46	25.23
<b>Socioeconomically Disadvantaged</b>	6298	6017	95.54	4.46	32.69
<b>Students with Disabilities</b>	1201	1100	91.59	8.41	9.36
<b>STAR Student Groups</b>	<b>STAR Total Enrollment</b>	<b>STAR Number Tested</b>	<b>STAR Percent Tested</b>	<b>STAR Percent Not Tested</b>	<b>STAR Percent At or Above Grade Level</b>
<b>All Students</b>	9485	1	--	--	--
<b>Female</b>	4638	1	--	--	--
<b>Hispanic or Latino</b>	7582	1	--	--	--
<b>Socioeconomically Disadvantaged</b>	7416	1	--	--	--
<b>MAP Student Groups</b>	<b>MAP Total Enrollment</b>	<b>MAP Number Tested</b>	<b>MAP Percent Tested</b>	<b>MAP Percent Not Tested</b>	<b>MAP Percent At or Above Grade Level</b>
<b>All Students</b>	9485	6	--	--	--
<b>Female</b>	4638	2	--	--	--
<b>Male</b>	4836	2	--	--	--
<b>Hispanic or Latino</b>	7582	4	--	--	--
<b>English Learners</b>	2693	3	--	--	--
<b>Socioeconomically Disadvantaged</b>	7416	4	--	--	--
<b>Students with Disabilities</b>	1362	1	--	--	--
<b>SBAC Student Groups</b>	<b>SBAC Total Enrollment</b>	<b>SBAC Number Tested</b>	<b>SBAC Percent Tested</b>	<b>SBAC Percent Not Tested</b>	<b>SBAC Percent At or Above Grade Level</b>
<b>All Students</b>	1424	2	--	--	--
<b>Female</b>	676	2	--	--	--
<b>Male</b>	747	2	--	--	--
<b>Hispanic or Latino</b>	1135	2	--	--	--
<b>English Learners</b>	371	2	--	--	--
<b>Socioeconomically Disadvantaged</b>	1099	2	--	--	--

\*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.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	9485	8931	94.16	5.84	18.05
Female	4638	4398	94.83	5.17	18.12
Male	4836	4530	93.67	6.33	17.95
American Indian or Alaska Native	24	21	87.5	12.5	33.33
Asian	363	347	95.59	4.41	49.86
Black or African American	376	348	92.55	7.45	18.1
Filipino	143	139	97.2	2.8	51.08
Hispanic or Latino	7582	7171	94.58	5.42	14.27
Native Hawaiian or Pacific Islander	54	50	92.59	7.41	18
Two or More Races	124	121	97.58	2.42	34.71
White	800	726	90.75	9.25	30.58
English Learners	2693	2522	93.65	6.35	4.52
Foster Youth	45	32	71.11	28.89	12.5
Homeless	402	375	93.28	6.72	9.07
Socioeconomically Disadvantaged	7416	6969	93.97	6.03	14.12
Students with Disabilities	1362	1234	90.6	9.4	4.62
STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
MAP Student Groups	MAP Total Enrollment	MAP Number Tested	MAP Percent Tested	MAP Percent Not Tested	MAP Percent At or Above Grade Level
All Students	9485	6	--	--	--
Female	4638	2	--	--	--
Male	4836	2	--	--	--
Hispanic or Latino	7582	4	--	--	--
English Learners	2693	3	--	--	--
Socioeconomically Disadvantaged	7416	4	--	--	--
Students with Disabilities	1362	1	--	--	--
SBAC Student Groups	SBAC Total Enrollment	SBAC Number Tested	SBAC Percent Tested	SBAC Percent Not Tested	SBAC Percent At or Above Grade Level
All Students	9485	2	--	--	--
Male	4836	1	--	--	--
Hispanic or Latino	7582	1	--	--	--

<b>Foster Youth</b>	45	1	--	--	--
<b>Socioeconomically Disadvantaged</b>	7416	1	--	--	--
<b>Students with Disabilities</b>	1362	1	--	--	--

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