

W. R. Powell Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/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/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

| | |
|--|--------------------------------|
| School Name | W. R. Powell Elementary School |
| Street | 1035 East Mauna Loa |
| City, State, Zip | Azusa, CA 91702 |
| Phone Number | 626-633-8500 |
| Principal | Jenni Wiebe |
| Email Address | jwiebe@azusa.org |
| School Website | ausdcommunications@azusa.org |
| County-District-School (CDS) Code | 19 64279 6011357 |

2021-22 District Contact Information

| | |
|---------------------------------|-------------------------------|
| District Name | Azusa Unified School District |
| Phone Number | (626) 967-6211 |
| Superintendent | Arturo Ortega |
| Email Address | aortega@azusa.org |
| District Website Address | www.azusa.org |

2021-22 School Overview

Powell Elementary School of the Arts is a place where school and community come together for the success of our children. Part of the Azusa Unified School District, Powell is the "Arts Focused" elementary school in Azusa, using visual and performing arts to enhance and enrich the curriculum. Our school intentionally integrates the arts throughout the core curriculum to deepen and enrich student learning. Every day in classrooms at Powell, students are acting, singing, and dancing their way through lessons. Our dedicated art studio provides students with regular opportunities to draw, paint, sculpt and create. Each year we put on fall, winter and spring performances; and as a school of the arts, we produce a full-scale musical annually for which students, grades 1st-6th, are welcome to audition. Through strategic arts partnerships, our students participate in a yearly ceramics project as well as other special art opportunities such as World Music Drumming, Young Composers classes, and Interactive Theater Workshops.

The enhancement of Powell Elementary School's curriculum is an ongoing process. Using student data from multiple assessments, administrators and teachers look at how well students are performing according to state grade-level standards, identifying areas of strength and weakness. Teachers modify instruction to ensure students succeed in meeting grade-level expectations. All Powell classrooms implement rigorous common core aligned curriculum in math and language arts. English learners receive daily designated as well as integrated ELD. All Powell students participate in WIN (What I Need), a structured response to intervention program in which all students receive targeted, on level, daily instruction to enhance reading ability.

At Powell School we implement PBIS (Positive Behavioral Interventions and Supports). PBIS is a proactive system-wide framework for creating and maintaining safe and effective learning environments in schools and ensuring that all students have the social skills needed to ensure their success at school and beyond. Students are specifically taught what the expected appropriate behaviors look like in all areas of the school and are acknowledged and rewarded when they behave in accordance with these expectations. Our expectations: Be safe, Be respectful, Be responsible.

Leadership at Powell Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Beginning in the 2013-14 school year, primary leadership duties were assumed by Principal Jennifer Wiebe. Prior to her arrival, she had 25 years of experience in education in the following positions: classroom teacher, adjunct professor and director of an educational non-profit organization. The principal oversees the day-to-day operations of the school.

2021-22 School Overview

Coordinating with the principal are teachers who meet in Professional Learning Communities to align instruction to Common Core State Standards. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with District goals. These committees include Powell Panther Parents, English Learners Advisory Committee (ELAC), and School Site Council (SSC).

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 57 |
| Grade 1 | 37 |
| Grade 2 | 39 |
| Grade 3 | 44 |
| Grade 4 | 45 |
| Grade 5 | 44 |
| Grade 6 | 33 |
| Total Enrollment | 299 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 50.8 |
| Male | 49.2 |
| American Indian or Alaska Native | 0.3 |
| Asian | 2.7 |
| Black or African American | 2.7 |
| Filipino | 1.3 |
| Hispanic or Latino | 85.6 |
| Two or More Races | 0.3 |
| White | 5.7 |
| English Learners | 19.4 |
| Foster Youth | 1.3 |
| Homeless | 1.7 |
| Socioeconomically Disadvantaged | 74.2 |
| Students with Disabilities | 14.7 |

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

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

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

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

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

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

| Indicator | 2019-20 |
|---|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | |
| Local Assignment Options | |
| Total Out-of-Field Teachers | |

2019-20 Class Assignments

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

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

| Year and month in which the data were collected | | December 2021 | |
|--|---|-----------------------------|--|
| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts | McGraw Hill - Wonders (2017) | Yes | 0 |
| Mathematics | Everyday Math 4 (2015) | Yes | 0 |
| Science | Carolina Biological Science (2019) | Yes | 0 |
| History-Social Science | Scott Foresman - History-Social Studies for California (2006) | Yes | 0 |
| Foreign Language | | | |
| Health | | | |
| Visual and Performing Arts | | | |
| Science Laboratory Equipment (grades 9-12) | | | |

School Facility Conditions and Planned Improvements

The 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 and internal instruments aligned to the state tool. The results of this survey are available at the District's Maintenance Operations & Transportation office.

Powell Elementary School provides a safe, clean environment for students, staff, and volunteers. Built in 1954, with modernizations made in 2005, the school sits on nine acres. Facilities span 398,129 square feet and include a multipurpose room, library, cafeteria, 17 permanent classrooms, updated playground, and one computer lab. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room.

A scheduled maintenance program is administered by Azusa Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. At the time of publication 100% of the restrooms were fully functional.

During the day and in the evenings, two custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. Azusa Unified School District administers a scheduled maintenance program to ensure that classrooms and facilities are maintained to a degree of adequacy that provides a suitable learning environment.

| Year and month of the most recent FIT report | 02-24-21 |
|--|----------|
|--|----------|

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | | X | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 168 | NT | NT | NT | NT |
| Female | 88 | NT | NT | NT | NT |
| Male | 80 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 147 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | NT | NT | NT | NT |
| White | -- | NT | NT | NT | NT |
| English Learners | 38 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | -- | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 126 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 28 | 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 | 168 | NT | NT | NT | NT |
| Female | 88 | NT | NT | NT | NT |
| Male | 80 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 147 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | NT | NT | NT | NT |
| White | -- | NT | NT | NT | NT |
| English Learners | 38 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | -- | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 126 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 28 | 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.

| AUSD District Assessment Language Arts and Mathematics Student Groups | AUSD District Assessment Language Arts and Mathematics Total Enrollment | AUSD District Assessment Language Arts and Mathematics Number Tested | AUSD District Assessment Language Arts and Mathematics Percent Tested | AUSD District Assessment Language Arts and Mathematics Percent Not Tested | AUSD District Assessment Language Arts and Mathematics Percent At or Above Grade Level |
|---|---|--|---|---|--|
| All Students | 166 | 161 | 97% | 3% | 28% |

| | | | | | |
|--|-----|-----|-----|-----|-----|
| Female | 88 | 84 | 95% | 5% | 32% |
| Male | 78 | 77 | 99% | 1% | 23% |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | 143 | 140 | 98% | 2% | 29% |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| English Learners | 39 | 35 | 90% | 10% | 20% |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |
| Military | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | 121 | 118 | 98% | 2% | 28% |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | 28 | 26 | 93% | 7% | 7% |

*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.

| AUSD District Assessment Language Arts and Mathematics Student Groups | AUSD District Assessment Language Arts and Mathematics Total Enrollment | AUSD District Assessment Language Arts and Mathematics Number Tested | AUSD District Assessment Language Arts and Mathematics Percent Tested | AUSD District Assessment Language Arts and Mathematics Percent Not Tested | AUSD District Assessment Language Arts and Mathematics Percent At or Above Grade Level |
|--|--|---|--|--|---|
| All Students | 166 | 155 | 93% | 7% | 22% |
| Female | 88 | 81 | 92% | 8% | 21% |
| Male | 78 | 74 | 95% | 5% | 23% |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | 143 | 136 | 95% | 5% | 21% |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |

| | | | | | |
|--|-----|-----|-----|-----|-----|
| White | N/A | N/A | N/A | N/A | N/A |
| English Learners | 39 | 32 | 82% | 18% | 13% |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |
| Military | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | 121 | 115 | 95% | 5% | 22% |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | 28 | 25 | 89% | 11% | 0% |

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

CAASPP Test Results in Science for All Students

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

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

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

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

2020-21 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 43 | NT | NT | NT | NT |
| Female | 24 | NT | NT | NT | NT |
| Male | 19 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 39 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | NT | NT | NT | NT |
| English Learners | -- | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | -- | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 32 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | NT | NT | NT | NT |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

Parents and community members are very active in and supportive of the educational program at Powell School of the Arts! At Powell, we are a family-oriented community. Parents participate in committee groups such as Panther Parents, ELAC (English Language Advisory Committee), and SSC (School Site Council). Parents lead and participate in two Families in Schools workshops each year called Reading Roads and Transition to Middle School. These are multiple-week classes for parents taught by parents. We also host numerous family fun events such as our Spring Picnic Day, the Fall, Winter, and Spring Performances, our School-wide musical, Read Across America Day, a fifties Sock Hop, Muffins for Mom, Donuts for Dads, and a fantastic Cinco de Mayo festival. Back-to-School Night, Open House, and Coffee with the Principal are some of the other opportunities for parents to be involved in and learn how they can better support their child.

Parents are always welcome on campus. They often join us for the Monday morning flag salute assembly, monthly awards assemblies, as well as regularly volunteer in classrooms and chaperone field trips. We have a Parent Center, where our Powell parents along with our community liaison gather to make tamales for fundraisers, sew costumes for the musical, plan festivals and family events, and just support each other. The school's motto, "A place where school and community come together for the success of our children" sums up the very essence of Powell Elementary School.

In light of the COVID 19 pandemic, we have made adjustments. Our parent meetings and assemblies have been virtual during this time, and many of our special family activities have had to be canceled due to safety protocols. We have added time for sharing and support to each of our parent meetings in an effort to encourage parents through this difficult time.

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 327 | 322 | 26 | 8.1 |
| Female | 169 | 167 | 13 | 7.8 |
| Male | 158 | 155 | 13 | 8.4 |
| American Indian or Alaska Native | 2 | 1 | 0 | 0.0 |
| Asian | 9 | 9 | 0 | 0.0 |
| Black or African American | 8 | 8 | 1 | 12.5 |
| Filipino | 4 | 4 | 0 | 0.0 |
| Hispanic or Latino | 282 | 278 | 24 | 8.6 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 1 | 1 | 0 | 0.0 |
| White | 17 | 17 | 1 | 5.9 |
| English Learners | 70 | 69 | 4 | 5.8 |
| Foster Youth | 7 | 6 | 0 | 0.0 |
| Homeless | 10 | 10 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 249 | 245 | 23 | 9.4 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 49 | 49 | 8 | 16.3 |

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 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.78 | 0.00 | 2.96 | 0.03 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.01 | 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 |
|--------------------|----------------|------------------|---------------|
| Suspensions | 0.00 | 1.54 | 2.45 |
| Expulsions | 0.00 | 0.02 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

The safety of students and staff is the primary concern at Powell Elementary School. The school's emergency preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, and lock down drills are conducted on a regular basis throughout the school year. Annually, the school practices a complete earthquake drill, which includes an entire school evacuation. A storage bin located at the school contains food, water, and other supplies for use during a disaster.

All visitors must sign in at the front office, wear identification tags while on the school grounds and sign out upon departure. Teachers are on duty before school, during recess, and noon supervisors are on duty during lunch and after school to ensure the safety of all our students. Teachers, staff, and administrators are trained and practice lock down procedures that, in an emergency, can secure the entire campus.

A Comprehensive School Safety Plan was developed by the Safe School Committee in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Key elements of the Comprehensive School Safety Plan include the following: monthly facility safety inspections; child abuse reporting procedures; teacher notification of dangerous pupils procedures; disaster response procedures; procedures for safe entering to, and exiting from, school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies. The Safe School Committee evaluates the plan annually and updates the plan as needed.

The School Safety Plan was approved by the School Site Council on 12-21-21.

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 | 20 | 1 | 2 | |
| 1 | 20 | 1 | | |
| 2 | 26 | | 2 | |
| 3 | 26 | | 2 | |
| 4 | 30 | | 1 | |
| 5 | 37 | | | 1 |
| 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 | 22 | | 2 | |
| 1 | 24 | | 1 | |
| 2 | 20 | 1 | | |
| 3 | 25 | | 1 | |
| 4 | 32 | | 1 | |
| 5 | 15 | 1 | 1 | |
| 6 | 29 | | 1 | |
| Other | 19 | 2 | 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 | 19 | 2 | 1 | |
| 1 | 20 | 2 | | |
| 2 | 22 | 2 | 1 | |
| 3 | 17 | 1 | 1 | |
| 4 | 22 | 11 | 1 | |
| 5 | 30 | | 1 | |
| 6 | 20 | 1 | | |
| Other | 16 | 3 | 1 | 2 |

2020-21 Ratio of Pupils to Academic Counselor

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

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

2020-21 Student Support Services Staff

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

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist (non-teaching) | 1 |
| Other | 0.5 |

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 | \$7,532 | \$2,196 | \$5,336 | \$80,254 |
| District | N/A | N/A | \$5,826 | \$87,842 |
| Percent Difference - School Site and District | N/A | N/A | -8.8 | -9.0 |
| State | | | \$8,444 | \$81,044 |
| Percent Difference - School Site and State | N/A | N/A | -45.1 | -1.0 |

2020-21 Types of Services Funded

Azusa Unified School District receives funding from state and federal funding sources. Through the Local Control Funding Formula (LCFF) California provides Base funding to support the achievement of all students and Supplemental and Concentration funds directed primarily toward English learners, low-income, and foster youth. The district receives additional funding from federal categorical, special education, and support programs to support all students at all schools. In addition, the district receives some grant funding from state, federal, and other non-government sources. Types of services funded include:

- Standards-aligned instructional materials
- Professional development for certificated and classified staff
- Class Size Reduction
- Academic intervention and support (i.e. targeted Title I)
- Support for English Learners and their families
- College preparation programs
- Educational Technology Assistance
- ROC/P at high schools
- Career & Technical Education Pathways
- Special Education
- Home-to-School Transportation
- Health and nutrition programs

2019-20 Teacher and Administrative Salaries

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

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$52,778 | \$51,029 |
| Mid-Range Teacher Salary | \$80,518 | \$78,583 |
| Highest Teacher Salary | \$100,115 | \$99,506 |
| Average Principal Salary (Elementary) | \$122,915 | \$124,576 |
| Average Principal Salary (Middle) | \$130,831 | \$131,395 |
| Average Principal Salary (High) | \$137,783 | \$144,697 |
| Superintendent Salary | \$238,033 | \$240,194 |
| Percent of Budget for Teacher Salaries | 32% | 34% |
| Percent of Budget for Administrative Salaries | 5% | 6% |

Professional Development

The district annually holds professional development days in which teachers are offered a broad-based variety of professional learning opportunities in curriculum and instructional practice in support of a continuous cycle of improvement. Professional learning opportunities include grade level and/or content-specific programming on full and partial days as well as after-school opportunities. Student achievement data continues to be the determining factor in the selection of professional learning topics. The primary areas of focus for professional learning in the last five years have been in the area of supporting teachers as it relates to math, and ELA/ELD, history-social science, and science curricula, content standards, frameworks, as well as the use of student data to improve instructional practice. Professional learning is developed and facilitated by district staff, Teachers on Special Assignment, as well as consultants and coaches who specialize in content-area pedagogy. Prior to the COVID-19 pandemic, professional learning was structured in job-embedded workshops and professional learning communities which include collaborative lesson planning, lesson study, classroom observations and coaching support, and student work/data analysis. During the time that schools were physically closed, professional learning was offered through virtual platforms and through asynchronous learning opportunities available weekly. Professional learning for all teachers includes strategies and pedagogy to support all learners access rigorous, grade-level standards. All professional learning includes a special emphasis on supporting the development of English learners' development of academic language and literacy. Beginning in 2017 through 2022, all teachers participated in six days of systematic, district-wide professional learning with a focus on instructional strategies in support of our three student success drivers: academic discourse, collaborative practices, and cognitive rigor. Added focus in the 21-22 year included addressing issues relating to diversity, equity and inclusion, grading practices, social-emotional learning, and effective professional learning community implementation.

Additional Professional Development at Powell is delivered through weekly early release day PLC meetings, monthly staff meetings, and TEAL Integrated Arts training. Based on needs that have arisen due to the recent pandemic and political atmosphere, as well as our areas for growth as seen in our student data, our primary areas of focus over the past two years have been Diversity, Equity, and Inclusion, Social-Emotional Learning, and intensive focus on research-based strategies for teaching reading. Teachers are supported through class observations and feedback, Teachers on Special Assignment provide support for planning and training, and they participate in PLC data protocols.

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

| Subject | 2019-20 | 2020-21 | 2021-22 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 55 | 60 | 43 |

Azusa Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

2021-22 District Contact Information

| | |
|---------------------------------|-------------------------------|
| District Name | Azusa Unified School District |
| Phone Number | (626) 967-6211 |
| Superintendent | Arturo Ortega |
| Email Address | aortega@azusa.org |
| District Website Address | www.azusa.org |

2020-21 CAASPP Test Results in ELA by Student Group

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 3918 | NT | NT | NT | NT |
| Female | 1888 | NT | NT | NT | NT |
| Male | 2030 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 53 | NT | NT | NT | NT |
| Black or African American | 42 | NT | NT | NT | NT |
| Filipino | 49 | NT | NT | NT | NT |
| Hispanic or Latino | 3596 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 50 | NT | NT | NT | NT |
| White | 122 | NT | NT | NT | NT |
| English Learners | 914 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 201 | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 3348 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | -- | 0 | NT | NT | NT |
| Students with Disabilities | 595 | 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 | 3918 | NT | NT | NT | NT |
| Female | 1888 | NT | NT | NT | NT |
| Male | 2030 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 53 | NT | NT | NT | NT |
| Black or African American | 42 | NT | NT | NT | NT |
| Filipino | 49 | NT | NT | NT | NT |
| Hispanic or Latino | 3596 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 50 | NT | NT | NT | NT |
| White | 122 | NT | NT | NT | NT |
| English Learners | 914 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 201 | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 3348 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | -- | NT | NT | NT | NT |
| Students with Disabilities | 595 | 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.

| Azusa USD District Assessment ELA Student Groups | Azusa USD District Assessment ELA Total Enrollment | Azusa USD District Assessment ELA Number Tested | Azusa USD District Assessment ELA Percent Tested | Azusa USD District Assessment ELA Percent Not Tested | Azusa USD District Assessment ELA Percent At or Above Grade Level |
|--|--|---|--|--|---|
| All Students | 3891 | 3500 | 90 | 10 | 32 |
| Female | 1877 | 1684 | 90 | 10 | 36 |
| Male | 2014 | 1809 | 90 | 10 | 26 |

| | | | | | |
|--|------|------|----|----|----|
| American Indian or Alaska Native | NA | NA | NA | NA | NA |
| Asian | 50 | 48 | 96 | 4 | 54 |
| Black or African American | 42 | 38 | 90 | 10 | 25 |
| Filipino | 40 | 37 | 93 | 8 | 31 |
| Hispanic or Latino | 3584 | 3227 | 90 | 10 | 30 |
| Native Hawaiian or Pacific Islander | NA | NA | NA | NA | NA |
| Two or More Races | 28 | 26 | 93 | 7 | 31 |
| White | 64 | 51 | 80 | 20 | 39 |
| English Learners | 943 | 829 | 88 | 12 | 11 |
| Foster Youth | 30 | 22 | 73 | 27 | 29 |
| Homeless | 200 | 181 | 90 | 10 | 30 |
| Military | NA | NA | NA | NA | NA |
| Socioeconomically Disadvantaged | 3197 | 2778 | 87 | 13 | 30 |
| Students Receiving Migrant Education Services | NA | NA | NA | NA | NA |
| Students with Disabilities | 549 | 465 | 85 | 15 | 11 |

*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.

| Azusa USD District Assessment Math Student Groups | Azusa USD District Assessment Math Total Enrollment | Azusa USD District Assessment Math Number Tested | Azusa USD District Assessment Math Percent Tested | Azusa USD District Assessment Math Percent Not Tested | Azusa USD District Assessment Math Percent At or Above Grade Level |
|--|--|---|--|--|---|
| All Students | 3891 | 3552 | 91 | 9 | 18 |
| Female | 1877 | 1712 | 91 | 9 | 17 |
| Male | 2014 | 1835 | 91 | 9 | 18 |
| American Indian or Alaska Native | NA | NA | NA | NA | NA |
| Asian | 50 | 47 | 94 | 6 | 47 |
| Black or African American | 42 | 37 | 88 | 12 | 18 |
| Filipino | 40 | 37 | 93 | 8 | 19 |
| Hispanic or Latino | 3583 | 3281 | 92 | 8 | 17 |
| Native Hawaiian or Pacific Islander | NA | NA | NA | NA | NA |
| Two or More Races | 28 | 26 | 93 | 7 | 17 |
| White | 64 | 52 | 81 | 19 | 28 |
| English Learners | 943 | 832 | 88 | 12 | 8 |
| Foster Youth | 30 | 22 | 73 | 27 | 16 |

| | | | | | |
|--|------|------|----|----|----|
| Homeless | 200 | 180 | 90 | 10 | 16 |
| Military | NA | NA | NA | NA | NA |
| Socioeconomically Disadvantaged | 3197 | 2967 | 93 | 7 | 18 |
| Students Receiving Migrant Education Services | NA | NA | NA | NA | NA |
| Students with Disabilities | 549 | 471 | 86 | 14 | 5 |

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