

Monarch 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	Monarch School
Street	1625 Newton Ave.
City, State, Zip	San Diego, CA 92113
Phone Number	619-652-4100 ext. 1641
Principal	Dyane Plumly Nunez
Email Address	dplumly@sdcoe.net
School Website	sdcoe.net/jccs
County-District-School (CDS) Code	37-10371-0120493

2021-22 District Contact Information

District Name	San Diego County Office of Education
Phone Number	858-292-3500
Superintendent	Dr. Paul Gothold
Email Address	superintendent@sdcoe.net
District Website Address	www.sdcoe.net

2021-22 School Overview

The mission of Monarch School is to educate students impacted by homelessness and to help them develop hope for a future with the necessary skills and experiences for personal success.

Our vision: Monarch School provides an excellent academic and supportive environment in which any student in San Diego County who is impacted by homelessness will receive a rigorous education and grow personally to become a highly motivated, contributing member of society.

Monarch School is part of the Innovations Department and the Juvenile Court and Community Schools (JCCS) within the San Diego County Office of Education (SDCOE). The school was founded in 1989 as a single-classroom community school with one teacher only a few blocks away from its current location. Strong community support, national exposure, and the formation of the nonprofit Monarch School Project (MSP) has transformed the capacity of the school over the years. A capital campaign spearheaded by MSP raised \$17 million over 10 years, enabling the school to move into its current location in May 2013. The larger, state-of-the-art facility allowed the school to more than double its student population with a capacity of 24 students per grade level and 350 potential students total. There are currently 265 students enrolled in grades kindergarten through 12 with an average class size of 22. Monarch School has the unique opportunity to serve students ages 5 to 19.

Monarch School is a national model for providing education and support services to students impacted by chronic homelessness. A satellite view of the school reveals that it is located strategically near downtown San Diego in the Barrio Logan neighborhood in close proximity to partner organizations that provide services and shelter for individuals and families in the San Diego community impacted by homelessness. A majority of our families are recipients of those services and are referred to Monarch School directly from these partner agencies pursuant to Welfare and Institutions Code 300. Students reside in family shelters, shelters for victims of domestic violence, teen shelters, motels, hotels, in vehicles with their families, or share residences with other families in order to afford rent. Due to family transiency, students attending Monarch reside throughout San Diego County. The majority of students live in the central and southern part of the county, where 64.3% of the county's homeless population resides (according to the San Diego Regional Task Force on the Homeless, 2018).

Monarch School meets the needs of students with special education needs with a senior program specialist, a behavior specialist (BCBA), three education specialists, and teacher assistants. An itinerant speech-language pathologist, occupational therapist, and school psychologist provide services weekly per students' IEPs.

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Another significant group of students are those eligible for and receiving free and reduced-price lunches. All Monarch School students qualify for free lunch given that the mission of our school is to serve families enduring homelessness and the impacts of poverty.

Monarch School's instructional technology plan includes providing 1:1 access to technology for our students. We have more than 300 netbooks equitably distributed throughout our classrooms that are currently assigned to individual students to provide access during distance learning. Additionally, nearly half of our Monarch School families have been provided with network access via hotspot devices to ensure 100% connectivity. All of our instructional spaces and classrooms have SmartBoard technology or large high-definition display monitors.

The Monarch School and Monarch School Project work hand-in-hand in an innovative partnership addressing not only the academic needs of our students, but also the social, emotional, and life skills required to ensure future success. These four areas of focus encompass a framework called the Four Pillars, which we use at all levels of our organization to put our mission into action, including our Schoolwide Learner Outcomes. The partnership is strategic in its implementation of programs and services and allocation of resources around the Four Pillars. The emotional pillar takes a strengths-based and trauma-informed approach to provide students with ongoing support and interventions. Students are also provided with therapeutic opportunities. The life skills pillar focuses on setting and accomplishing achievable goals as our students prepare for college and career. Additionally, we provide targeted supports for alumni. The academic pillar is connected to standards-aligned instruction with student-centered learning where students are expected to be creative, collaborative, and resourceful problem-solvers. The social pillar encompasses activities involving athletics, student leadership, and developing interests and passions. Programs are implemented during our SEL/Elective wheels, athletics, and after-school program.

Monarch School eliminates the barriers to school that students impacted by homelessness face by providing access to basic necessities, including showers, clothing, laundry facilities, and hygiene kits. Partnerships and donors enable Monarch School to provide students with dental, vision, and hearing screenings, as well as follow-up care. Monarch School has a partnership with Family Health Centers of San Diego, enabling us to have a registered nurse and health care navigator on-site 25 hours per week, giving our students access to basic health care, medication management, and support in obtaining additional resources and services. The school, in collaboration with the San Diego Family Health Centers, offers medical exams for all students and medical care on an as-needed basis.

Monarch School is a school of choice for the families and students it serves. A student's enrollment options include: 1) the school of origin (the school the student was attending when they became homeless); 2) school of residence (students who are permanently-housed and live in the area); and 3) Monarch School. The final decision for enrollment is made as a team that includes the student's parent/guardian and Monarch School administrative staff. In some instances, school site or district staff members of the school or district of origin are included in the decision-making process. Placement decisions are made in the best educational interest of the student.

To maximize the operational capacity and the planning for our school, we divide up elementary, middle, and high school levels for scheduling, programs, and services. School is open from run from 8 a.m. to 6 p.m. daily, starting with breakfast and ending with the after-school program. Class is in session from 9 a.m. to 2:45 p.m. Thursday is our minimum day to allow for professional learning and collaboration.

Monarch School is a recipient of both the After School Education and Safety (ASES) and After School Safety and Enrichment for Teens (ASSETs) program grants. The program is staffed and supported by the Monarch School Project, the school's non-profit partner. Current funding allows for the majority of Monarch School students to participate.

Our ASES and ASSETs programs are aligned with the content of the regular school day and other extended learning opportunities. The program offers a safe physical and emotional environment and the staff takes the same strengths-based and trauma-informed approach to supporting and intervening with students. The MSP after-school staff works closely with the Monarch School principal to integrate an educational literacy element and an educational enrichment element connected to Monarch School's curriculum, instruction, and learning support activities.

In order to support our mission, we have taken a collaborative approach to develop a positive behavioral interventions and supports plan. Our commitment to this plan is that every student, staff member, and parent will understand their role in supporting a safe, civil, and restorative environment. Monarch School will be an environment that encourages and reinforces behaviors that are respectful, responsible, safe, and where students are ready to learn.

Monarch's goals are aligned with the goals of the San Diego County Office of Education's Local Control and Accountability Plan (LCAP):

Goal 1. Ensure excellence in teaching and learning so each student is prepared to succeed in college

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and career.

Goal 2. Cultivate stakeholder engagement to support excellence in each student's success.

Goal 3. Develop coherent and transparent systems for operational excellence to support each student's success.

Goal 4. Support the integration and transition of students who are at-risk, expelled, English learners, incarcerated, and foster youth to be prepared to succeed in college and career.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	20
Grade 1	25
Grade 2	20
Grade 3	24
Grade 4	22
Grade 5	17
Grade 6	22
Grade 7	18
Grade 8	25
Grade 9	24
Grade 10	38
Grade 11	17
Grade 12	13
Total Enrollment	285

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.1
Asian	1.1
Black or African American	9.5
Hispanic or Latino	77.5
Native Hawaiian or Pacific Islander	0.4
Two or More Races	4.2
White	6.3
English Learners	34.7
Foster Youth	0.7
Homeless	100
Socioeconomically Disadvantaged	100
Students with Disabilities	13

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

All textbooks and instructional materials used within Monarch School are aligned with state standards and frameworks and, in grades K-12, have been selected from the state-adopted list of standards-based materials. Monarch School follows the State Board of Education’s adoption cycle for core content materials. SDCOE’s Juvenile Court and Community Schools (JCCS), of which Monarch is part of, holds a public hearing annually to determine that each JCCS program has sufficient and quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including students who are learning English, are provided their own textbooks in core subjects for use in the classroom and to take home to complete required homework assignments. Additional information regarding state-adopted instructional materials can be obtained from the JCCS office.

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	Benchmark Advance (K-5) Holt, Rinehart, and Winston: Literature and Language Arts (6-12) Special Ed Holt: Literature and Language Arts McGraw-Hill: Study Sync Grades (6-12)	Yes	0

Mathematics	Engage New York (K-5) Houghton Mifflin Harcourt Go Math (K-5) Pearson: enVisionmath 6-8 Pearson: enVision Integrated Mathematics I Pearson: enVision Integrated Mathematics II Pearson: enVision Integrated Mathematics III	Yes	0
Science	TCI Science (K-5) Prentice Hall: California Focus on Earth Science (6) Prentice Hall: California Focus on Life Science (7) Prentice Hall: California Focus on Physical Science (8) Prentice Hall: California Biology (9-12) Prentice Hall: California Chemistry (9-12) Prentice Hall: California Earth Science (9-12) Prentice Hall: Conceptual Physics (9-12) Discovery Education: Earth Science (6) Discovery Education: Life Science (7) Discovery Education: Physical Science (8) Discovery Education: Chemistry of Earth's Systems (9-12) Discovery Education: The Living Earth (9-12) Discovery Education: Earth Science (9-12)	Yes	0
History-Social Science	Prentice Hall: California Reflections (K-6) Glencoe McGraw-Hill: California Medieval and Early Modern Times (7) Glencoe McGraw-Hill: California Discovering Our Past: The American Journey to World War I (8) Glencoe McGraw-Hill: California World History: Modern Times (10) Glencoe: California The American Vision: Modern Times (11) Glencoe Economics: Today and Tomorrow (12) Glencoe United States Government: Democracy in Action (12) Glencoe: World Geography (9-12) Glencoe: Street Law: Law Related Education (9-12) Glencoe: Psychology: Understanding Psychology (9-12) Glencoe: Sociology: Sociology and You (9-12) Prentice Hall: African American Experience (9-12) Prentice Hall: Latino Experience (9-12)	Yes	0
Foreign Language			0
Health			0
Visual and Performing Arts			0
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements

Monarch opened a newly constructed building in May 2013. SDCOE is partnered with the Monarch Project. The Monarch Project provides for a full-time custodian and the upkeep of the facility.

Year and month of the most recent FIT report

December 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

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	145	108	74.48	25.52	17.31
Female	71	48	67.61	32.39	21.28
Male	74	60	81.08	18.92	14.04
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	8	72.73	27.27	--
Filipino	0	0	0	0	0
Hispanic or Latino	114	83	72.81	27.19	13.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	60	46	76.67	23.33	4.44
Foster Youth	--	--	--	--	--
Homeless	288	216	75	25	17.31
Military	0	0	0	0	0
Socioeconomically Disadvantaged	145	108	74.48	25.52	17.31
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	24	16	66.67	33.33	6.67

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	145	101	69.66	30.34	2.02
Female	71	46	64.79	35.21	0.00
Male	74	55	74.32	25.68	3.64
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	7	63.64	36.36	--
Filipino	0	0	0	0	0
Hispanic or Latino	114	78	68.42	31.58	1.30
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	60	42	70.00	30.00	0.00
Foster Youth	--	--	--	--	--
Homeless	288	202	70.14	29.86	2.02
Military	0	0	0	0	0
Socioeconomically Disadvantaged	145	101	69.66	30.34	2.02
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	24	11	45.83	54.17	0.00

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

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

All Student Groups	All Total Enrollment	All Number Tested	All Percent Tested	All Percent Not Tested	All Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
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	N/A	N/A	N/A	N/A	N/A
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	N/A	N/A	N/A	N/A	N/A
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	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

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

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

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

All Student Groups	All Total Enrollment	All Number Tested	All Percent Tested	All Percent Not Tested	All Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
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	N/A	N/A	N/A	N/A	N/A
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	N/A	N/A	N/A	N/A	N/A
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	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A	N/A
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*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	2.27	N/A	2.48	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	54	47	87.04	12.96	2.27
Female	26	22	84.62		
Male	28	25	89.29		
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	46	40	86.96	13.04	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	27	22	81.48	18.52	0.00
Foster Youth	0	0	0	0	0
Homeless	108	94	87.04	12.96	2.27
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	47	87.04	12.96	2.27
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2020-21 Career Technical Education Programs

The SDCOE JCCS Career Technical Education (CTE) department provides CTE classes and grant-funded career readiness opportunities for high school youth. At Monarch, we are in the planning stages of new CTE programs in Engineering and Audio Technology. The CTE teacher works in partnership with other departments to provide an aligned curriculum. The CTE program is evaluated by the number of students enrolled, the number of students completing courses, and industry credentials earned. This is measured through our yearly data gathering in CONAPP. Monarch's non-profit partner has established a career center and program that provides youth with work readiness skills, internships with local businesses, and direct hire placements. JCCS CTE also offers the Workability I grant for interested students who qualify to receive grant-funded services including paid internships, work-based learning, mentoring, and supportive services.

The CTE Advisory Council is facilitated by the CTE Program Specialist and includes local industry partners from building and construction; horticulture; culinary arts; public service; entrepreneurship; graphic arts; information and communications technology; arts media entertainment; non-profits; the local workforce investment board; event management; and is always looking for additional partners. All CTE teachers and staff, participate in all Council meetings. These meetings have been on hold due to the impact of COVID-19, but are planned to begin again in spring 2022, with additional stakeholders in graphic design, green technology, and audio technology.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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

School and Monarch Project staff provide regular workshops related to student attendance, legal issues faced by students, parenting, and informational parent meetings. We also connect families with community-based organizations to increase access to medical and dental treatment, housing, mental health, food pantries, transportation, child care, and legal support to enhance the overall health and well-being of our students and families. Parents are strongly encouraged to participate as members of the School Site Council, English Learners' Advisory Committee, Local Control and Accountability Plan, and other focus groups. The school has jointly developed with parents a written parental involvement policy. This involvement policy specifies:

- Policy involvement for parents
- Joint accountability for student attendance
- Shared responsibilities for high student academic achievement
- Building capacity for involvement
- Accessibility

Parent workshops and participation in committee work have been facilitated via online platforms, with in-person meetings available, to ensure continuity of communication on educational resources and student progress, support available to families, and school/district planning.

Parent volunteer and involvement information:
Stephanie Johnston-Austin stephj@sdcoe.net or 619-990-4853

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	25.0	35.3	18.8	41.7	52.7	24.8	9.0	8.9	9.4
Graduation Rate	58.3	64.7	40.6	35.8	45.1	41.3	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	32	13	40.6
Female	--	--	--
Male	24	9	37.5
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	22	10	45.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	32	13	40.6
Socioeconomically Disadvantaged	32	13	40.6
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	308	295	144	48.8
Female	141	136	68	50.0
Male	167	159	76	47.8
American Indian or Alaska Native	3	3	3	100.0
Asian	3	3	0	0.0
Black or African American	35	33	20	60.6
Filipino	0	0	0	0.0
Hispanic or Latino	231	225	109	48.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	14	12	6	50.0
White	21	18	6	33.3
English Learners	121	120	53	44.2
Foster Youth	6	4	2	50.0
Homeless	308	295	144	48.8
Socioeconomically Disadvantaged	308	295	144	48.8
Students Receiving Migrant Education Services	6	6	1	16.7
Students with Disabilities	48	44	20	45.5

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	4.20	0.00	3.70	0.14	3.47	0.20
Expulsions	0.00	0.00	0.00	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	2.49	1.71	2.45
Expulsions	0.00	0.00	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		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

The Comprehensive School Safety Plan was reviewed, updated, and approved by school staff, stakeholders, and parents in December 2021 and will be approved by the San Diego County Board of Education Board in February 2022. The plan includes school environment; Emergency Operations Plans; child abuse reporting procedures; suspension and expulsion procedures; procedures to notify teachers of dangerous pupils; discrimination and harassment policy; safe ingress and egress; schoolwide dress code; and rules and procedures on school discipline. The Comprehensive School Safety Plan is a public document and is available for review in the school office and in SDCOE's JCCS office.

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	13	1		
1	19	1		
2	16	1		
3	17	1		
4	16	1		
5	20	1		
6	19	1	5	

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	14	1	1	
1	15	1		
2	22		1	
3	22		1	
4	15	1		
5	22		1	
6	15	2	5	

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	20	1		
1	25		1	
2	20	1		
3	23		1	
4	23		1	
5	17	1		
6	22		4	

2018-19 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	10		
Mathematics	13	8		
Science	16	5		
Social Science	16	8		

2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	27		
Mathematics	7	8	2	
Science	6	12		
Social Science	6	12		

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	11		
Mathematics	10	4		
Science	5	8		
Social Science	6	12		

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	285

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	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,349	\$591	\$12,758	\$115,425
District	N/A	N/A	\$16,234	
Percent Difference - School Site and District	N/A	N/A	-24.0	-1.5
State			\$8,444	
Percent Difference - School Site and State	N/A	N/A	40.7	30.9

2020-21 Types of Services Funded

County Office of Education schools are not required to display this data. (Education Code Section 41409.3).

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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

During the 2020-21 school year, Monarch teachers, support staff, and administrators continued to take part in and even lead a variety of professional learning to ensure every student is prepared for college, career, and community success. In addition to our content work, new training (supported by our Innovations Department) was geared to ensuring the most effective means for online learning (due to the Distant Learning from the COVID 19 shutdown). Based on student achievement data, a strong emphasis continues to be placed on content-area knowledge and pedagogical skills to improve student outcomes in English language arts (ELA) and mathematics. In addition, we have begun an even greater focus on training faculty and staff for more integrated English Language Development (ELD) in both ELA and other content areas (Science & History especially). This included ongoing specialized training on the ELD Standards for all ELD Assistants, Special Education Assistants, and Administration as well as continued practice in using the Teaching Learning Cycle to ensure the greatest impact for English Learners. The ongoing teaching of the units of study in ELA, the online Study Sync curriculum, and the Expository Reading and Writing Curriculum (ERWC) continued to round out our professional learning and instruction in ELA. We are also continuing reading intervention support for students by training teachers to work inside of classes and individually with students in need. This support was broadened in 2020-21 to assist all content teachers as well. Teachers and staff continue to receive annual training on meeting the needs of our students with disabilities in the most effective methods and with any needed accommodations.

The 2020-21 school year was also full of powerful content learning through our Division Curriculum Committees (DCC) and selections of our new curricula in Science and History in addition to the implementation of our adopted curricula in mathematics (Savvas) and Math Vision Project (open source) for middle and high school Integrated Math. All JCCS Math teachers participated in 12 professional learning offerings throughout the year to ensure understanding and best practices in teaching the newly adopted curricula. The Science DCC hosted 8 professional learning events and chose Discovery education (online and text); they also assisted teachers in their initial planning of the curriculum implementation. The Science teachers will pilot the Discovery Ed curriculum in the 2021-22 school year. Teachers were also trained in a distant learning adaptation of the California Healthy Youth Act for all students entitled "Rights, Respect, and Responsibilities". In addition, our History/Social Studies DCC worked with History teachers to investigate the standards to choose a culturally appropriate curriculum for US and World History; McGraw-Hill was their choice, and it will be piloted 2021-22 school year. This DCC will continue their learning and chose an Economics and Government/Civics book to support our mission and our support of the Seal of Civic Engagement for all students in the 2021-22 year. Finally, we are excited to select the Ethnic Studies DCC to support the course recently adopted by the state of California. This will come with extensive professional learning as well.

All JCCS employees continue to reinforce restorative practices training to develop common language, philosophies, and practices to support students and families and to increase positive school culture while working to decrease exclusionary practices. To this end, all employees were required to attend a four-part Equity Series, hosted by our Equity department, to explore the areas of implicit bias, equity, social justice, and systemic oppression. Our District Equity Leadership Team (DELT) continued to create and implement systems of support for students' academic and behavioral needs. For behavioral support, Monarch participated in Positive Behavior Intervention and Support (PBIS) training for the second/third year of a five-year implementation. All teachers have access to one-on-one and small group coaching with our cadre of instructional coaches to work on self-identified areas for instructional support. Additionally, all Monarch teachers and staff receive monthly professional learning including both academic content and our work in positive school culture (MTSS/PBIS/RP). Some trainings anticipated were revised for online learning and new trainings to teach distant learning in an effective manner were continued. This included powerful opportunities to learn and grow in Social-Emotional Learning. In the midst of the COVID -19 shutdown, the need for this learning and processes to support was more evident than ever. Finally, since July 2004, JCCS has participated in the South County Induction Consortium, formally known as Beginning Teacher Support and Assessment, to support newly credentialed teachers.

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	124	130	130

San Diego County Office of Education

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	San Diego County Office of Education
Phone Number	858-292-3500
Superintendent	Dr. Paul Gothold
Email Address	superintendent@sdcoe.net
District Website Address	www.sdcoe.net

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	423	222	52.48	47.52	12.44
Female	169	83	49.11	50.89	17.28
Male	254	139	54.72	45.28	9.56
American Indian or Alaska Native	--	--	--	--	--
Asian	12	9	75.00	25.00	--
Black or African American	43	27	62.79	37.21	11.11
Filipino	--	--	--	--	--
Hispanic or Latino	304	159	52.30	47.70	12.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	10	58.82	41.18	--
White	40	12	30.00	70.00	9.09
English Learners	142	76	53.52	46.48	5.33
Foster Youth	35	18	51.43	48.57	5.56
Homeless	340	238	70.00	30.00	15.65
Military	0	0	0	0	0
Socioeconomically Disadvantaged	312	177	56.73	43.27	14.53
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	133	51	38.35	61.65	2.00

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	423	211	49.88	50.12	1.91
Female	169	77	45.56	54.44	0.00
Male	254	134	52.76	47.24	2.99
American Indian or Alaska Native	--	--	--	--	--
Asian	12	8	66.67	33.33	--
Black or African American	43	26	60.47	39.53	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	304	151	49.67	50.33	1.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	9	52.94	47.06	--
White	40	12	30.00		8.33
English Learners	142	72	50.70	49.30	1.39
Foster Youth	35	16	45.71	54.29	0.00
Homeless	340	226	66.47	33.53	1.80
Military	0	0	0	0	0
Socioeconomically Disadvantaged	312	169	54.17	45.83	1.20
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	133	41	30.83	69.17	0.00