Hillcrest High 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	Hillcrest High School
Street	11800 Indiana Ave., Riverside CA
City, State, Zip	Riverside, CA 92503
Phone Number	(951) 358-1755
Principal	Amanda Bentley, Ed.D.
Email Address	amanda.bentley@alvordschools.org
School Website	https://www.alvordschools.org/hillcrest
County-District-School (CDS) Code	33669770125732

2021-22 District Contact Information

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

2021-22 School Overview

Hillcrest High School is located in the southern region of Riverside and serves students in grades nine through twelve following a traditional calendar.

Hillcrest is a comprehensive high school with a laser focus on excellence in all areas. Our student-centered school culture is based on the Alvord Unified School District promise of "All students will realize their unlimited potential." We are committed to our Trojan PRIDE values of PERSEVERANCE, RESPONSIBILITY, INNOVATION, DIVERSITY and EXCELLENCE, and we strive to ensure every student succeeds in our supportive and collaborative learning environment. We offer an extensive catalogue of academic courses to prepare our students for college and career readiness, including Advanced Placement courses in English, history, math, science, social sciences, foreign language, computer science and art. In addition, courses in Integrated Math with Robotics and Computing, Computer Science, Engineering Design, Digital Graphic Arts, and Retail, foster an environment that strives to prepare our students for a variety of career pathways. ASB, Renaissance and VAPA offerings in drama, art, instrumental music and choral music offer opportunities for involvement for all students. Our championship athletic programs and wide variety of clubs and activities offer a connection to school for all students.

Hillcrest Trojans embrace a growth mindset which enriches our objective for student excellence and for all students to graduate college and career ready.

Mission Statement
Alvord Unified School District, a dynamic learning community that embraces innovation, exists to ensure all students attain lifelong success through a system distinguished by:
- Active and inclusive partnerships
- Relationships that foster a culture of trust and integrity
- High expectations and equitable learning opportunities for all
- A mindset that promotes continuous improvement
- Multiple opportunities for exploration and creativity
- Professional development that promotes quality teaching and learning
- Access to learning experiences that promote a high quality of life

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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	453
Grade 10	498
Grade 11	480
Grade 12	405
Total Enrollment	1,833

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.5
Asian	5.8
Black or African American	5.7
Filipino	3.1
Hispanic or Latino	65.4
Native Hawaiian or Pacific Islander	0.7
Two or More Races	1.5
White	17.2
English Learners	14.3
Foster Youth	0.7
Homeless	2.4
Socioeconomically Disadvantaged	61.1
Students with Disabilities	11.5

A. Conditions of Learning

State Priority: Basic

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	66.1	90.3	714.2	90.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	4.0	0.5	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.4	2.0	7.8	1.0	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.8	1.2	12.7	1.6	12115.8	4.4
Unknown	4.7	6.5	51.2	6.5	18854.3	6.9
Total Teaching Positions	73.2	100.0	790.1	100.0	274759.1	100.0

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

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	1.4
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.4

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

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.8
Total Out-of-Field Teachers	0.8

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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

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

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

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

Year and month in which the data were collected	September 16, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2016 Bedford, Everything's an Argument with Readings 2006 Bedford/St. Martin's, 50 Essays a Portable Anthology 2004 Bedford/St. Martin's, Making Sense: A New Rhetorical Reader 2016 Cengage Learning, Perrines' literature structure, sound & sense 2012 CSU, CSU Expository Reading & Writing Course 2002 McDougal Littell, The Language of Literature 2012 McGraw Hill, College Writing Skills with Readings 2016 Scott Foresman, Literature: An Introduction to Fiction, Poetry, and Drama English Language Development: McDougal Littell, StudySync / Adopted in 2019	Yes	0%
Mathematics	2017 Bedford, Calculus Cengage, Financial Algebra with Financial Applications 2008 Glencoe/McGraw-Hill, Mathematics with Business Applications 2008 McDougal Littell, Algebra 1 2008 McDougal Littell, Algebra 2 2008 McDougal Littell, Geometry 2008 Pearson Prentice Hall, PreCalculus 2008 Pearson/Addison Wesley, Stats Modeling the World 2008 Thomson, Trigonometry 2015 UC Davis Stem Center, Learning Computer Programming 2015 UC Davis Stem Center, Learning Mathematical Concepts 2015 UC Davis Stem Center, Learning Robot Programming 2008 W. H. Freeman, Practice of Statistics	Yes	0%

Subject	Textbooks	Yes/No	% Lacking
Science	2007 Glencoe, Glencoe Physics 2007 Glencoe/McGraw-Hill, Chemistry Matter and Change 2007 Holt, Earth Science 2007 McDougal Littell, Biology 2007 Pearson, Chemistry: The Central Science 2017 Pearson, Conceptual Physics 2007 Pearson, Environment: The Science Behind the Stories 2007 Pearson, Physics: Principles with Applications 2007 Pearson Prentice Hall, Biology, AP Edition 2007 Pearson Prentice Hall, Essentials of Human Anatomy & Physiology 2007 Thomson, Oceanography Science Laboratory Equipment	Yes	0%
History-Social Science	2017 Cengage Learning, American Pageant 2017 Cengage Learning, Western Civilization Since 1300 (AP Edition) 2006 Freeman, Psychology 2005 Glencoe/McGraw-Hill, Economics: Principles and Practices 2006 Holt, Holt Sociology 2006 Holt, Rinehart and Winston, World Geography Today 2006 Houghton Mifflin, American Government: Institutions & Policies 2003 Houghton Mifflin, History of Western Society: Since 1300 2006 McGraw Hill, Economics 2005 McGraw Hill, History of the Modern World 2006 Pearson Prentice Hall, Magruder's American Government 2006 Pearson Prentice Hall, United States History - The Modern America 2006 Pearson Prentice Hall, World History: The Modern World Pearson, O'Conner: American Government Roots & Reform 2006 Thomson, Introduction to Psychology	Yes	0%
Foreign Language	2003 Glencoe, Bon Voyage French 1, French 2, French 3-4 2003 Glencoe, Tresors DuTemps French 3 2007 Holt, Nuevas Vistas - Curso de Introduction 2006 2003 Holt, Nuevas Vistas Dos 2003 Holt, Nuevas Vistas Uno 2015 Houghton Mifflin, Abriendo Puertas: Ampliando Perspectivas 2002 McDougal Littell, En Espanol 1, 2 & 3 2003 Prentice Hall, Abriendo paso: Gramatica 2003 Prentice Hall, Abriendo paso: Lectura 2015 Vista Higher Learning, Temas 2015 Sign Media, Inc., Master ASL!: Level One 2015 Dawn Sign Press, Signing Naturally Units 7-12	Yes	0%
Health	2005 Glencoe, Glencoe Health	Yes	0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

School Facility Conditions and Planned Improvements

Hillcrest High School, built in 2010, has 55 permanent classrooms, five sets of restrooms, six computer labs, nine science labs, one gymnasium, one library, one baseball field, one multipurpose room/cafeteria, one softball field, one swimming pool, five tennis courts and one track field. On-going campus improvements and maintenance ensure facilities are up to date and provide adequate space for students and staff.

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

The school is cleaned and sanitized on a regular basis with day and evening custodians who work with administration to develop a cleaning schedule to maintain a clean and safe environment for all students before, during and after the instructional day. Maintenance projects to improve drainage in the Athletic fields is ongoing with plans for completion in 2022.

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

Year and month of the most recent FIT report	October 22, 2021

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			Lounge area: Ceiling tile is missing Community/100: Carpet is torn Library Classroom: Ceiling tile is broken, has water stain Gym Lobby: Floor tiles are missing Wrestling Room: Holes in the wall Girls Team Room 305 and Girls Locker Room 308: Flooring is peeling Coaches Office: Flooring is peeling Boys Locker Room: Door handle is loose Band 339: Holes in wall. Floor tile is broken at entry, ceiling tiles have water stains Weight Room 343: Holes in wall CR404: Ceiling tiles have water stains Workroom 436: Formica is missing on countertop CR476: Ceiling tile has a water stain in hallway CR477: Ceiling tiles have water stains CR531: Ceiling tiles have water stain Boys restroom: Vent cover is broken CR509: Ceiling tile has water stain CR510: Carpet is torn CR512: Carpet is torn CR518: Paint is peeling on interior wall CR513: Water stains on wall, carpet is torn CR630: Formica trim is missing on cubby holes, ceiling tile has a water stain

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		Wrestling Room: Thermostat is loose and cover is broken CR431: Outlet/ethernet covers are loose exposing live wires Lab CR435: One light panel is out Boys Restroom: Electrical Cover is missing in ceiling Security 519: HVAC cover is loose
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Women's staff restroom: Faucet has drip Men's staff restroom: Toilet support bolt is broken, toilet loose at base Kitchen: Faucet leaks at fitting Training 314: Faucet leaks at fitting Girls Restroom 400 first floor: two toilets are loose at the base Workroom 468: Faucet has low flow (women's RR)
Safety: Fire Safety, Hazardous Materials	X		MPR/Cafeteria: Emergency exit light is not fuctioning Lab CR 441: Fire sprinkler escutcheon is missing
Structural: Structural Damage, Roofs	X		CR400: Gutter spout is missing CR509: Gutter spout is missing CR514: Gutter spout is missing
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	408	NT	NT	NT	NT
Female	188	NT	NT	NT	NT
Male	220	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	28	NT	NT	NT	NT
Black or African American	23	NT	NT	NT	NT
Filipino	15	NT	NT	NT	NT
Hispanic or Latino	258	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	71	NT	NT	NT	NT
English Learners	52	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	14	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	260	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	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	408	NT	NT	NT	NT
Female	188	NT	NT	NT	NT
Male	220	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	28	NT	NT	NT	NT
Black or African American	23	NT	NT	NT	NT
Filipino	15	NT	NT	NT	NT
Hispanic or Latino	258	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	71	NT	NT	NT	NT
English Learners	52	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	14	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	260	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	NT	NT	NT	NT

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

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

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	333	319	95.8	4.2	34
Female	144	139	96.5	3.5	42
Male	189	180	95.2	4.8	26
American Indian or Alaska Native	1	1	100	0	0
Asian	34	33	97	3	48

Black or African American	17	17	100	0	24
Filipino	0	0	0	0	0
Hispanic or Latino	214	205	95.8	4.2	28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	215	203	94.4	5.6	33
English Learners	42	40	95.2	4.8	13
Socioeconomically Disadvantaged	333	319	95.8	4.2	34
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	27	93.1	6.9	4
MAP Student Groups	**MAP Total Enrollment**	**MAP Number Tested**	**MAP Percent Tested**	**MAP Percent Not Tested**	**MAP Percent At or Above Grade Level**
All Students	409	1	--	--	--
SBAC Student Groups	**SBAC Total Enrollment**	**SBAC Number Tested**	**SBAC Percent Tested**	**SBAC Percent Not Tested**	**SBAC Percent At or Above Grade Level**
All Students	409	1	--	--	--

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

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

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

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	409	359	87.78	12.22	35.1
Female	187	169	90.37	9.63	39.05
Male	220	190	86.36	13.64	31.58
American Indian or Alaska Native	2	1	--	--	--
Asian	27	24	88.89	11.11	66.67
Black or African American	21	20	95.24	4.76	20
Filipino	15	14	93.33	6.67	64.29
Hispanic or Latino	259	228	88.03	11.97	27.63
Native Hawaiian or Pacific Islander	3	3	--	--	--
Two or More Races	8	8	--	--	--
White	72	61	84.72	15.28	47.54
English Learners	54	44	81.48	18.52	11.36
Foster Youth	6	5	--	--	--

Homeless	9	9	--	--	--
Socioeconomically Disadvantaged	262	229	87.4	12.6	28.38
Students with Disabilities	39	30	76.92	23.08	10
MAP Student Groups	**MAP Total Enrollment**	**MAP Number Tested**	**MAP Percent Tested**	**MAP Percent Not Tested**	**MAP Percent At or Above Grade Level**
All Students	409	1	--	--	--
SBAC Student Groups	**SBAC Total Enrollment**	**SBAC Number Tested**	**SBAC Percent Tested**	**SBAC Percent Not Tested**	**SBAC Percent At or Above Grade Level**
All Students	409	1	--	--	--

*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	388	NT	NT	NT	NT
Female	185	NT	NT	NT	NT
Male	203	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	19	NT	NT	NT	NT
Black or African American	22	NT	NT	NT	NT
Filipino	13	NT	NT	NT	NT
Hispanic or Latino	246	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	77	NT	NT	NT	NT
English Learners	50	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	22	NT	NT	NT	NT
Military	11	NT	NT	NT	NT
Socioeconomically Disadvantaged	228	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	NT	NT	NT	NT

2020-21 Career Technical Education Programs

Career technical education (CTE) courses and pathways prepare students for entry-level employment, upgrading work skills, or for entry to higher levels of education. In addition, the courses incorporate state adopted academic standards and satisfy the graduation requirements. Furthermore, the district has embarked in a process to align CTE courses with the A-G entrance requirements for the University of California and California State University systems. Last school year, Hillcrest High School offered the listed CTE programs as electives:

- Digital Imaging
- Web Design
- Retail
- Student Store
- Introduction to Engineering Design
- Advanced Engineering Design
- Engineering Design and Prototyping
- Introduction to Computer Science
- AP Computer Science

A variety of measures is used to determine the effectiveness of the CTE programs including end-of-course exams, completion of course-required projects, and placement of program completers in postsecondary education.

To ensure that all students have equitable access and successful outcomes in career technical programs, students meet annually with a counselor to discuss their high school academic plan, career objectives, and progress towards meeting graduation requirements.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	383
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	66.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	75

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	99.55
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	55.5

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 are welcome at school and are encouraged to get involved by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

The school communicates with parents about upcoming school events through email, flyers, the school website, and automated telephone messages. Contact any school office staff member at (951) 358-1755 for more information on how to become involved in your child's learning environment.

Volunteer Opportunities:
PTSA Volunteer Opportunities
Booster Club Activities
Sports & Club Activities

School Advisory Groups & Committees:
English Learner Advisory Council
Parent Teacher Student Association
School Site Council
Wellness Committee

School Events:
Sports Events
Pep Rallies
Talent Shows
Banquets
Parent Teacher Conferences
8th Grade Open House
Trojan University
Drama productions

2021-22 Opportunities for Parental Involvement

Choir concerts
Band concerts
Pep squad showcase
9th Grade Orientation
College Signing Day
Senior Awards Night

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	2.3	0.5	2.0	4.7	5.8	4.2	9.0	8.9	9.4
Graduation Rate	96.9	97.7	96.4	91.7	88.2	85.9	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	393	379	96.4
Female	192	184	95.8
Male	201	195	97.0
American Indian or Alaska Native	--	--	--
Asian	21	18	85.7
Black or African American	22	21	95.5
Filipino	14	14	100.0
Hispanic or Latino	247	239	96.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	79	77	97.5
English Learners	63	60	95.2
Foster Youth	--	--	--

Homeless	21	19	90.5
Socioeconomically Disadvantaged	288	276	95.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	49	45	91.8

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1826	1818	85	4.7
Female	873	868	37	4.3
Male	953	950	48	5.1
American Indian or Alaska Native	9	9	1	11.1
Asian	105	105	6	5.7
Black or African American	106	105	6	5.7
Filipino	56	56	0	0.0
Hispanic or Latino	1197	1191	51	4.3
Native Hawaiian or Pacific Islander	13	13	1	7.7
Two or More Races	27	27	0	0.0
White	310	309	19	6.1
English Learners	265	262	20	7.6
Foster Youth	14	14	1	7.1
Homeless	50	49	6	12.2
Socioeconomically Disadvantaged	1126	1121	69	6.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	211	208	14	6.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.92	0.05	2.59	0.09	3.47	0.20
Expulsions	0.06	0.00	0.53	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.52	2.31	2.45
Expulsions	0.11	0.13	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.05	0.00
Female	0.00	0.00
Male	0.10	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	0.08	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	0.09	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.47	0.00

2021-22 School Safety Plan

The Hillcrest Comprehensive School Safety Plan was discussed with staff in August of 2021. The plan was evaluated and amended by the Safety Committee in December, 2021 and approved by the School Site Council in January, 2022. This plan, developed in collaboration with the school, local agencies and the district office, fulfills all legal requirements and complies with EC 32280-89. A school disaster preparedness plan that deals with a wide variety of emergency situations is included into the School Safety Plan. Earthquake, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; dress code policy; child abuse reporting procedures; routine and emergency disaster procedures; safe movement of students, parents and staff to and from school; maintaining a safe and orderly school environment; sexual harassment policy; safety procedures; suspension, expulsion, and mandatory expulsion policies; teacher notification of dangerous students policy; anti-bullying policy; and school discipline rules and procedures pursuant to EC 35291 and 35291.5.

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	22	29	29	21
Mathematics	24	21	24	20
Science	24	13	24	13
Social Science	23	20	27	12

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	24	23	26	26
Mathematics	26	11	50	3
Science	26	10	19	21
Social Science	25	17	15	24

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	14	89	32	12
Mathematics	16	66	21	18
Science	17	45	20	13
Social Science	14	77	24	10

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	446.5

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)	4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0
Other	1.4

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,273.63	$890.45	$7,383.18	$93,766
District	N/A	N/A	$7,332.88	$97,696
Percent Difference - School Site and District	N/A	N/A	0.7	-4.1
State			$8,444	$86,376
Percent Difference - School Site and State	N/A	N/A	-13.4	8.2

2020-21 Types of Services Funded

In addition to local, state, and federal funds for special education and the base educational program, Hillcrest High School received the following supplemental state and federal funds in 2020-21:
State Local Control Funding Formula Supplemental & Concentration Grants to increase or improve services for low income students, English learners or foster youth.
Specific services and actions are described in the school's School Plan and/or the District's Local Control and Accountability Plan.

2019-20 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$53,662	$52,562
Mid-Range Teacher Salary	$87,101	$83,575
Highest Teacher Salary	$116,826	$104,166
Average Principal Salary (Elementary)	$122,487	$131,875
Average Principal Salary (Middle)	$138,404	$137,852
Average Principal Salary (High)	$143,190	$150,626
Superintendent Salary	$267,800	$260,243
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	4%	5%

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	23.3

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	9
Fine and Performing Arts	2
Foreign Language	3
Mathematics	6
Science	8
Social Science	15
Total AP Courses Offered	43

Professional Development

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

During 2017-22, Hillcrest High School's professional development focused on our WASC goals:
1. Develop school and department-wide common instructional strategies to ensure appropriate rigor and DOK met for all standards, including higher level questioning and aligning rigor.
2. Develop systematic data analysis to ensure informed instructional decisions.
3. Highly functioning collaborative teams to collaboratively plan, analyze data, develop informed intervention for achievement of all students.
4. Increase student performance with creation of timely, multi-tiered interventions.
5.   Institutionalize an accountability system that includes clearly addressing the WASC goals, and the implementation of an evaluation cycle for programs and initiatives.

Alvord Unified School District provided professional development for teachers and support staff in 2019-20 on various topics related to state mandated assessments (SBAC, ELPAC), special education assessments, interim assessments, formative assessments (PELI, DIBELS), student data chats, Aeries/CALPADS data management for specific school staff, instructional strategies for English learners, interventions with Wonderworks, behavior supports, mandated special education forms/plans, crisis response, student success teams, and Aeries gradebook.

The annual number of school days dedicated to staff development and/or collaboration are attended by either all staff, grade level teams, or subject level teachers:
2018-19: 20
2019-20: 20
2020-21: 20
2021-22: 20

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	20	20	20

Alvord Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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

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

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

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

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

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

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	9555	NT	NT	NT	NT
Female	4682	NT	NT	NT	NT
Male	4871	NT	NT	NT	NT
American Indian or Alaska Native	24	NT	NT	NT	NT
Asian	366	NT	NT	NT	NT
Black or African American	390	NT	NT	NT	NT
Filipino	143	NT	NT	NT	NT
Hispanic or Latino	7645	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	55	NT	NT	NT	NT
Two or More Races	133	NT	NT	NT	NT
White	799	NT	NT	NT	NT
English Learners	2711	NT	NT	NT	NT
Foster Youth	62	NT	NT	NT	NT
Homeless	720	NT	NT	NT	NT
Military	208	NT	NT	NT	NT
Socioeconomically Disadvantaged	7444	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1288	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	9556	NT	NT	NT	NT
Female	4683	NT	NT	NT	NT
Male	4871	NT	NT	NT	NT
American Indian or Alaska Native	24	NT	NT	NT	NT
Asian	366	NT	NT	NT	NT
Black or African American	390	NT	NT	NT	NT
Filipino	143	NT	NT	NT	NT
Hispanic or Latino	7646	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	55	NT	NT	NT	NT
Two or More Races	133	NT	NT	NT	NT
White	799	NT	NT		NT
English Learners	2711	NT	NT	NT	NT
Foster Youth	62	NT	NT	NT	NT
Homeless	720	NT	NT	NT	NT
Military	208	NT	NT	NT	NT
Socioeconomically Disadvantaged	7444	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1288	NT	NT	NT	NT

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

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

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

Black or African American	332	311	93.67	6.33	41.8
Filipino	115	113	98.26	1.74	74.34
Hispanic or Latino	6434	6187	96.16	3.84	33.62
Native Hawaiian or Pacific Islander	45	42	93.33	6.67	45.24
Two or More Races	104	102	98.08	1.92	56.86
White	671	614	91.51	8.49	53.09
English Learners	2338	2237	95.68	4.32	11.27
Foster Youth	33	25	75.76	24.24	20
Homeless	356	333	93.54	6.46	25.23
Socioeconomically Disadvantaged	6298	6017	95.54	4.46	32.69
Students with Disabilities	1201	1100	91.59	8.41	9.36

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	9485	1	--	--	--
Female	4638	1	--	--	--
Hispanic or Latino	7582	1	--	--	--
Socioeconomically Disadvantaged	7416	1	--	--	--

MAP Student Groups	MAP Total Enrollment	MAP Number Tested	MAP Percent Tested	MAP Percent Not Tested	MAP Percent At or Above Grade Level
All Students	9485	6	--	--	--
Female	4638	2	--	--	--
Male	4836	2	--	--	--
Hispanic or Latino	7582	4	--	--	--
English Learners	2693	3	--	--	--
Socioeconomically Disadvantaged	7416	4	--	--	--
Students with Disabilities	1362	1	--	--	--

SBAC Student Groups	SBAC Total Enrollment	SBAC Number Tested	SBAC Percent Tested	SBAC Percent Not Tested	SBAC Percent At or Above Grade Level
All Students	9485	2	--	--	--
Male	4836	1	--	--	--
Hispanic or Latino	7582	1	--	--	--
Socioeconomically Disadvantaged	7416	1	--	--	--

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

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

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

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

All Students	9485	2	--	--	--
Male	4836	1	--	--	--
Hispanic or Latino	7582	1	--	--	--
Foster Youth	45	1	--	--	--
Socioeconomically Disadvantaged	7416	1	--	--	--
Students with Disabilities	1362	1	--	--	--

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