

# La Sierra 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/](http://www.cde.ca.gov/ta/ac/sa/)

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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	La Sierra High School
<b>Street</b>	4145 La Sierra Ave., Riverside CA
<b>City, State, Zip</b>	Riverside, CA 92505-2938
<b>Phone Number</b>	(951) 358-1725
<b>Principal</b>	Dr. Tania Cabeza
<b>Email Address</b>	tania.cabeza@alvordschools.org
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	33 66977 3330008

## 2021-22 District Contact Information

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

## 2021-22 School Overview

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

We hope that you will find this report helpful in gaining an appreciation for the many outstanding attributes of La Sierra High School. La Sierra High School is committed to celebrating the accomplishments of our students and faculty. High expectations and a sound academic program provide opportunities for students to reach their highest potential. Our exceptional staff is dedicated to increasing the individual achievement of each student. La Sierra High School is a beautiful campus rich with historical culture.

### Vision:

La Sierra graduates will walk off the stage proud of what they've learned, proud of how they've grown, and confident in their readiness to step into the next stages of their lives. La Sierra High School will ensure all students graduate college and career ready in order to have multiple opportunities upon graduation.

### Mission Statement:

La Sierra Eagles SOAR High With PRIDE!

The La Sierra community will prepare students to be Successful, Organized, and Achieve their goals with Resilience. Eagles will learn to be Productive and Responsible while being Inspired to be Determined and strive to Excel in life after high school. La Sierra High School's is striving to be a P.B.I.S. model school and encourages all students to be Responsible, Inspired, Self Aware, and Engaged (R.I.S.E.).

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

## 2021-22 School Overview

- 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	437
Grade 10	401
Grade 11	394
Grade 12	383
Total Enrollment	1,615

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	4
Black or African American	3.1
Filipino	2.1
Hispanic or Latino	79.8
Native Hawaiian or Pacific Islander	0.3
Two or More Races	1.5
White	8.9
English Learners	25
Foster Youth	1.2
Homeless	4
Socioeconomically Disadvantaged	76.5
Students with Disabilities	15.7

## A. Conditions of Learning

### State Priority: Basic

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

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

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

### 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)	67.0	83.6	714.2	90.4	228366.1	83.1
Intern Credential Holders Properly Assigned	2.0	2.5	4.0	0.5	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.8	2.3	7.8	1.0	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.3	1.6	12.7	1.6	12115.8	4.4
Unknown	7.9	9.9	51.2	6.5	18854.3	6.9
Total Teaching Positions	80.2	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	1.8
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.8

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

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.3
<b>Local Assignment Options</b>	0.9
<b>Total Out-of-Field Teachers</b>	1.3

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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

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

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

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

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
<b>Reading/Language Arts</b>	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, Student Reader	Yes	0%

	2002 McDougal Littell, The Language of Literature 2012 McGraw Hill, College Writing Skills with Readings 2016 Scott Foresman, Literature: An Introduction to Fiction, Poetry & Drama English Language Development: McDougal Littell, StudySync / Adopted in 2019		
<b>Mathematics</b>	2017 Bedford, Calculus 2015 Cen, Intermediate Algebra 2008 Glencoe/McGraw-Hill, Mathematics with Business Applications 2005 ITP, Century 21 Accounting 2008 McDougal Littell, Algebra 1 2008 McDougal Littell, Algebra 2 2008 McDougal Littell, Geometry 2008 Pearson Prentice Hall, PreCalculus 2008 Thomson, Trigonometry 2008 W. H. Freeman, Practice of Statistics	Yes	0%
<b>Science</b>	2007 Glencoe, Glencoe Physics 2007 Glencoe/McGraw-Hill, Chemistry Matter and Change 2007 Holt, Earth Science 2007 ITP, Intro to Marine Biology 2007 McDougal Littell, Biology 2007 Pearson, Chemistry: The Central Science 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%
<b>History-Social Science</b>	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%
<b>Foreign Language</b>	2003 Glencoe, Bon Voyage French 1, French 2, French 3-4 2003 Glencoe, Tresors DuTemps French 3 2007 Holt, Nuevas Vistas - Curso de Introduccion 2006 2003 Holt, Nuevas Vistas Dos	Yes	0

	2003 Holt, Nuevas Vistas Uno 2015 Houghton Mifflin, Abriendo Puertas: Ampliando Perspectivas 2002 McDougal Littell, En Espanol 1, 2 & 3 2015 MCDougal Littell, Abriendo Puertas 2003 Prentice Hall, Abriendo paso: Gramatica 2003 Prentice Hall, Abriendo paso: Lectura 2015 Vista Higher Learning, Temas		
<b>Health</b>	2005 Glencoe, Glencoe Health	Yes	0%

## School Facility Conditions and Planned Improvements

La Sierra High School, built in 1969. The school has 84 permanent classrooms, 9 portables four which are temporarily being used as classrooms and one as an isolation room. The remaining portables are used for storage purposes. The site also has seven sets of restrooms, three computer labs, one science lab, one gymnasium, two staff lounges, one out door covered patio, one performing arts center, one band room, one cardio fitness center, one library/media center, two locker rooms, one multipurpose room, one family engagement center, one football field with bleachers, one swimming pool, tennis courts and one weight room. On-going campus improvements and maintenance ensure facilities are up to date and provide adequate space for students and staff.

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

The school is cleaned on a daily basis with two day custodians and 6 evening custodians who work with the principal to develop a cleaning schedule to maintain a clean and safe environment for all students before, during and after the instructional day. The school got an overall good rating.

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

Year and month of the most recent FIT report				November 27, 2020
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Water stained ceiling tiles (102,103,104,105,106, 302,305,307,4 01,402, 404,405,406,408,409,410, 501,504,508,509, 601,608, 709,710, 801,802,806,807,810, 907,911,916,917,919,920, audio/visual workroom,prep room,dance room,boy locker room,girl locker room,library, PE storage,staff workroom,hallway storage); Broken ceiling tiles (103,302,410,508,605, 608,802, band room,prep room,counselor office,mail room, PE storage,hallway storage); Missing ceiling tiles (105,406,staff workroom); Holes in ceiling tiles (307,401,402,403,410, 501,710,801,806,810,811,917, band room); Torn wallpaper (401,403,404,406); Carpet torn/lifting



## School Facility Conditions and Planned Improvements

			(403,404,405,406,408,409,801,802,806,807,808, 810,811,907,Torn ceiling tiles (407); Chipping linoleum (401); Chipping formica (307,501,men rest room,women rest room); Broken floor tile (701,709); Broken counter top (912); Broken paper display case (912,914); Soap dispenser broken (Women restroom); Missing rubber trim (Audio/visual workroom)
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		98.5% - Unsecured items stored too high (207,601,608,801,802); plug ins
<b>Electrical</b>		X	76.67%- Light ballasts out (101A,105, 602, 701,705,708,710, 811, 904,905,909, gym, Boy locker room, staff workroom, library, PAC); Can lights out (Gym,Men & Women RR); Missing clock exposes wires (102,103,104,105,AV workroom); Light bulbs out (504,809); Cord creates trip hazard (105, 302, 306, PAC); Permanently used extension cord (106, 508); Cords loose/hanging from ceiling (701); Blocked electrical panel (PAC); Broken light diffuser (803, Boy RR); Loose light diffusers (601, Girl locker room); Hand dryer not working (Men RR); Missing electrical cover (906,911,914,920); Light cover missing (601); Daisy chained cord & surge protector (507, 509); Loose ethernet cover (509); Exterior outlet broken (305)
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	Urinal out-of-order (Boy RR, Men RR); Urinal leak (Men RR); Urinals not draining properly (Boy locker room); Broken faucet handle (Boy RR); Toilet leaks (Boy & Girl RR, Women staff RR); Faucet/fountains leak/drip (gym lobby, security office, boy RR, PAC); Faucet/fountain flow issues (905,906, 908, gym lobby, Boy & Girl RR, Men RR); Missing sink (Boy RR); Missing faucet handle (401)
<b>Safety:</b> Fire Safety, Hazardous Materials	X		Stage emergency exit blocked; Door paint peeling (701); Wall paint peeling (604,709); Exterior wall paint peeling (306, 402); Railing paint peeling (406); Missing fire sprinkler cover (Boy RR); Pesticides present (907,909); Improperly stored cleaning supplies (909); Improperly stored flammable materials (1002); Plug in candle warmer (303)
<b>Structural:</b> Structural Damage, Roofs	X		99%- Dry rot on siding (401,403)
<b>External:</b>	X		98.85%



School Facility Conditions and Planned Improvements				
Playground/School Grounds, Windows/ Doors/Gates/Fences				

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	378	NT	NT	NT	NT
Female	182	NT	NT	NT	NT
Male	196	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	20	NT	NT	NT	NT
Black or African American	11	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	297	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	34	NT	NT	NT	NT
English Learners	88	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	18	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	281	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	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	378	NT	NT	NT	NT
Female	182	NT	NT	NT	NT
Male	196	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	20	NT	NT	NT	NT
Black or African American	11	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	297	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	34	NT	NT	NT	NT
English Learners	88	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	18	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	281	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	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
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\*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
<b>All Students</b>	394	316	80.2	19.8	25.95
<b>Female</b>	186	150	80.65	19.35	26.67
<b>Male</b>	208	166	79.81	20.19	25.3
<b>American Indian or Alaska Native</b>	2	1	--	--	--
<b>Asian</b>	20	15	75	25	66.67
<b>Black or African American</b>	11	9	--	--	--
<b>Filipino</b>	8	8	--	--	--
<b>Hispanic or Latino</b>	311	247	79.42	20.58	25.1
<b>Two or More Races</b>	7	7	--	--	--
<b>White</b>	35	29	82.86	17.14	24.14
<b>English Learners</b>	96	70	72.92	27.08	4.29
<b>Foster Youth</b>	3	1	--	--	--
<b>Homeless</b>	13	9	--	--	--
<b>Socioeconomically Disadvantaged</b>	300	237	79	21	21.94
<b>Students with Disabilities</b>	55	39	70.91	29.09	7.69

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

## CAASPP Test Results in Science for All Students

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

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

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

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

## 2020-21 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	362	NT	NT	NT	NT
Female	175	NT	NT	NT	NT
Male	187	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	15	NT	NT	NT	NT
Black or African American	12	NT	NT	NT	NT
Filipino	13	NT	NT	NT	NT
Hispanic or Latino	269	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	42	NT	NT	NT	NT
English Learners	65	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	26	NT	NT	NT	NT
Military	12	NT	NT	NT	NT
Socioeconomically Disadvantaged	263	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	NT	NT	NT	NT



## 2020-21 Career Technical Education Programs

In 2020-2021, La Sierra High School students had opportunities to engage in work experience, career technical education, career/partnership academies, and career pathways. Students enrolled in the career/partnership academies are enrolled in core classes where instructional content is more closely related to the student's chosen field of study. Core curriculum teachers and partnership academy teachers collaborate regularly to ensure three-year terms and coursework are in alignment with state standards and students' needs. These academies are a "school within a school"; program components include rigorous academics with a career focus, a team of teachers, and active business involvement. During 2020-2021, La Sierra High School offered the following career academy programs:

- Health Careers Academy
- International Business Academy

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. This school year, La Sierra High School offered the listed CTE programs as electives:

- Business Management Pathway
- Food Service and Hospitality Pathway
- Patient Care Pathway
- CTE CIS Computer Information System
- CTE Culinary Arts
- CTE Hospital Occupations

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. During these counseling sessions, students are introduced to career technical education programs. The site also hosted a virtual special course fair for current students and a virtual showcase for prospective students. A variety of measures is used to determine the effectiveness of the CTE programs including end-of-course exams, placement of program completers in postsecondary education and the military, and perceptions of the career technical education advisory committee.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	610
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	98.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	62.5

## 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	99.07
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	33.71

## 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 our new Family Engagement Center, participating in a decision-making group, or simply attending school events. Our new Family Engagement Center provides families with the opportunity to attend monthly support sessions and monthly family events.

The school communicates with parents about upcoming school events through email, flyers, monthly parent education workshops, a quarterly newsletter, beginning of each semester parent meetings, weekly Principal's updates, progress reports, the school marquee, the school website, Facebook, Twitter, Blackboard Connect (automated telephone/text message delivery system), and the parent portal. Contact the school office at (951) 358-1725 for more information on how to become involved in your child's learning environment.

##### Volunteer Opportunities:

- Coaching Sports
- Fundraising Activities
- School Family Engagement Center
- Booster Clubs

##### School Advisory Groups & Committees:

- English Learner Advisory Council
- School Site Council
- School Family Engagement Center

##### School Events:

- Athletic Events
- Student Performances
- Student Recognition Assemblies
- ASB Sponsored Events
- Coffee with the Counselors

## 2021-22 Opportunities for Parental Involvement

Parent Education Workshops  
College Awareness Nights  
Student Drama/ Musical Performances

## 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	3.0	4.6	1.6	4.7	5.8	4.2	9.0	8.9	9.4
Graduation Rate	93.2	93.2	94.9	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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	374	355	94.9
Female	179	174	97.2
Male	195	181	92.8
American Indian or Alaska Native	--	--	--
Asian	15	14	93.3
Black or African American	12	12	100.0
Filipino	13	13	100.0
Hispanic or Latino	280	265	94.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	43	40	93.0
English Learners	98	84	85.7
Foster Youth	--	--	--
Homeless	30	29	96.7
Socioeconomically Disadvantaged	320	301	94.1

<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	64	51	79.7

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	1687	1655	146	8.8
<b>Female</b>	805	793	66	8.3
<b>Male</b>	880	860	80	9.3
<b>American Indian or Alaska Native</b>	3	3	0	0.0
<b>Asian</b>	65	65	1	1.5
<b>Black or African American</b>	57	51	5	9.8
<b>Filipino</b>	35	35	1	2.9
<b>Hispanic or Latino</b>	1344	1320	121	9.2
<b>Native Hawaiian or Pacific Islander</b>	5	5	1	20.0
<b>Two or More Races</b>	24	24	1	4.2
<b>White</b>	151	149	15	10.1
<b>English Learners</b>	428	419	57	13.6
<b>Foster Youth</b>	29	28	11	39.3
<b>Homeless</b>	75	75	13	17.3
<b>Socioeconomically Disadvantaged</b>	1300	1279	124	9.7
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.0
<b>Students with Disabilities</b>	268	260	26	10.0

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	3.86	0.06	2.59	0.09	3.47	0.20
<b>Expulsions</b>	1.00	0.00	0.53	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	2.98	2.31	2.45
<b>Expulsions</b>	0.17	0.13	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.06	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.11	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.07	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.08	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.37	0.00

## 2021-22 School Safety Plan

The Comprehensive School Safety Plan was discussed with staff, evaluated, amended, reviewed, updated throughout the first semester of 2020. The plan was approved by School Site Council in January 2021. 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, lockdown, and active shooter 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	20	45	36	11
Mathematics	21	33	35	10
Science	18	35	21	11
Social Science	23	23	29	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	21	36	24	23
Mathematics	24	23	24	18
Science	22	18	18	12
Social Science	23	24	15	23

## 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	13	95	28	6
Mathematics	14	82	21	10
Science	15	56	15	7
Social Science	12	91	19	5

## 2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	403.8

## 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	1.5
Social Worker	0
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	0
Other	1.7



## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher 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	\$9,602.43	\$1,458.12	\$8,144.31	\$101,984
District	N/A	N/A	\$7,332.88	\$97,696
Percent Difference - School Site and District	N/A	N/A	10.5	4.3
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-3.6	16.6

## 2020-21 Types of Services Funded

In addition to local, state, and federal funds for special education and the base educational program, La Sierra High School received the following supplemental state and federal funds in 2020-2021: State Local Control Funding Formula Supplemental & Concentration Grants to increase or improve services for low income students, English learners and/or foster youth. Federal Title I funds to provide targeted assistance supplemental services to support students identified as not meeting the rigorous state academic standards.

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

## 2019-20 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
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

21.1

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	4
Science	6
Social Science	10
Total AP Courses Offered	34

## Professional Development

All staff members participate in professional development offered by the school. In addition, many staff members participate in additional training 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 PLC and plan for first, best instruction after a review of standards and students results on formative and assumptive assessments. District professional development includes 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 2020-2021, La Sierra High School Staff participated in the following professional developments:

- \* First day of school lessons
- \* After school workshops on PBIS
- \* EL Strategies and Special Populations
- \* Standards Based grading
- \* Using technology and apps to engage students
- \* Data Analysis
- \* AVID Strategies
- \* Administrative Procedures for State Testing
- \* School Wide Progressive Discipline/Interventions
- \* Campus Safety
- \* Active Shooter Protocols
- \* CERT (Community Emergency Response Team)
- \* Attendance/Discipline Procedure Overview Committee Expectations
- \* First Day of School Protocols Enhancing School Culture
- \* Google Classroom and Beyond
- \* Iready
- \* MTSS
- \* DLIQ

Teachers were also invited to attend weekly instructional support workshops or selected workshops during PD days that included a variety of topics such as: writing effective learning goals, Google extensions/add ons, Peardeck, Zoom, Padlet, Flipgrid, Zoom, using breakout rooms, Support Special Populations, EL strategies. Interested teachers were also trained in AP courses or sent to a refresher training. Teachers in the Special Education department were also pulled out for IEP compliancy training. The site also recruited and assembled a PBIS task force and trained the team on PBIS through RCOE.

Alvord Unified School District provided professional development for teachers and support staff in 2017-18 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 were attended by either all staff, grade level teams, or subject level teachers:

2017-18: 11 two hour sessions (Teachers participated in six DPDP workshops and five site staff meetings focused on professional development)

2018-19: 38 1 hour sessions (Teachers participated in 11 Staff Meetings, 9 Professional Learning Meetings, 16 content/grade-level team meetings, 2 district articulations days), 2 two-hour WASC meetings, and 1 two-hour beginning of the school year wheel (discipline and attendance procedures, first day of school lesson plans, school-wide expectations)

2019-2020: 39 1 hour sessions (Teachers participated in 10 Staff Meetings, 10 Professional Learning Meetings, 17 content/grade-level team meetings, 2 district articulations days), 5 two-hour WASC meetings, and 1 two-hour beginning of the school year wheel (discipline and attendance procedures, first day of school lesson plans, school-wide expectations)

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	45	45	

## Alvord Unified School District

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

#### Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

#### 2021-22 District Contact Information

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

## 2020-21 CAASPP Test Results in ELA by Student Group

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

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

## 2020-21 CAASPP Test Results in Math by Student Group

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

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

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

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

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

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

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

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