

# R. Rex Parris High

## 2021 School Accountability Report Card

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

#### SARC Overview



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

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

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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	R. Rex Parris High
<b>Street</b>	38801 Clock Tower Plaza Dr.
<b>City, State, Zip</b>	Palmdale, CA, 93550
<b>Phone Number</b>	(661) 274-1230
<b>Principal</b>	Laura Tweedy-Ferguson
<b>Email Address</b>	ltweedy-ferguson@avhsd.org
<b>School Website</b>	<a href="https://www.rrexparrishs.org">https://www.rrexparrishs.org</a>
<b>County-District-School (CDS) Code</b>	19 64246 1996644

## 2021-22 District Contact Information

<b>District Name</b>	Antelope Valley Union High School District
<b>Phone Number</b>	661-948-7655
<b>Superintendent</b>	Greg Nehen
<b>Email Address</b>	gnehen@avhsd.org
<b>District Website Address</b>	www.avdistrict.org

## 2021-22 School Overview

R. Rex Parris High School was established as a continuation high school for students within the Antelope Valley Union High School District beginning with the 2001-2002 school year. It received its California Department of Education identification number 19-64246-1996644 in July 2002. At that time, R. Rex Parris High School was located next to the Littlerock High School campus. It now has its own state-of-the-art campus located on the corner of Avenue Q and Clock Tower Plaza Drive. This location is within a few hundred yards of the new Palmdale Transportation Center, which the majority of R. Rex Parris High School students use to take the bus to and from school.

The primary mission of R. Rex Parris High School is to serve students who are significantly behind in meeting their high school graduation requirements. Additionally, the school serves students who have consistently violated school discipline rules, substance abuse infractions, and severe attendance issues at its comprehensive site feeder schools of Palmdale High School, William J. Pete Knight High School, Highland High School, and Littlerock High School. R. Rex Parris High School also serves many students who are transferring into the district from outside agencies and are significantly behind in credit, or who are transferring in too late in the academic semester to be properly served on a comprehensive site. Historically R. Rex Parris High School has served approximately 1000 students per academic year, with 400 – 500 attending at any one time.

A morning and an afternoon session are run daily with approximately 200 to 350 students per session, comprised of both regular education and special education students (Special Day Class and Resource Specialist students). Each of the sessions provide students with a four period schedule. Students are able to progress at a more accelerated pace due to the school's variable credit environment. The instructional curriculum incorporates a syllabus format developed by the teaching faculty in specific instructional areas to ensure that students receive a standards-based curriculum that works in concert with those standards adopted by the California Department of Education. We are also currently collaborating and integrating the Common Core State Standards.

R. Rex Parris High School affords students a unique opportunity to succeed in life by providing a learning environment that nurtures and sustains the individual student in their educational experience.

Our educational community combines a variable credit standards based academic curriculum with a philosophical commitment that each and every student can and will receive a high school education second to none. By combining an accelerated variable credit system, individual instruction, technology, a Common Core State Standards-based curriculum, and a Positive

## 2021-22 School Overview

Behavior Intervention and Support program, the faculty and staff are dedicated to promoting student success, not only in academics, but also in their personal and social lives.

The precepts of this commitment, our goal, is sustained by educational professionals, support staff, parents/guardians and the community at large dedicated to sharing with our students the tools, insights and support necessary to achieve a quality education.

The accomplishment of our goal will be perpetuated in our graduates with a genuine respect and appreciation for the education they have attained and willingness to assist others who must complete that same educational journey in pursuit of their fulfillment as human beings while contributing to the communities of which they are members.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	1
Grade 11	149
Grade 12	415
Total Enrollment	565

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	0.2
Black or African American	12.6
Filipino	1.1
Hispanic or Latino	78.8
Two or More Races	2.8
White	4.4
English Learners	12.4
Foster Youth	2.3
Homeless	1.2
Socioeconomically Disadvantaged	78.1
Students with Disabilities	4.2

## A. Conditions of Learning

### State Priority: Basic

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

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

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

### 2019-20 Teacher Preparation and Placement

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

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

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

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

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

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

## 2019-20 Class Assignments

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

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

Year and month in which the data were collected		December 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	SpringBoard California English Language Arts Grade 9 Student Edition/2017 SpringBoard California English Language Arts Grade 10 Student Edition/2017 SpringBoard California English Language Arts Grade 11 Student Edition/2017 SpringBoard California English Language Arts Grade 12 Student Edition/2017 SpringBoard California English Language Development Grade 9 Student Edition/2017 SpringBoard California English Language Development Grade 10 Student Edition/2017 SpringBoard California English Language Development Grade 11 Student Edition/2017 SpringBoard California English Language Development Grade 12 Student Edition/2017	Yes	0%
<b>Mathematics</b>	Houghton Mifflin Harcourt Big Ideas Algebra/2016 Houghton Mifflin Harcourt Big Ideas Geometry/2016 Houghton Mifflin Harcourt Big Ideas Algebra 2/2016 Algebra & Trigonometry: Structure and Method-Book 2/ 2002 Trigonometry Calculus: A New Horizon / 2008	Yes	0%
<b>Science</b>	World of Chemistry / 2002 Earth Science: Geology, the Environment, and the Universe / 2003 Biology / 2002 Physics: Principles and Problems / 2002	Yes	0%
<b>History-Social Science</b>	Economics: Principles of Economics & Principles of American Democracy/2019 Civics: Principles of American Democracy/2019 World History: Democracy/World History, Culture, & Geography: The Modern World/2019 US History: United States History & Geography: Continuity & Change/2019	Yes	0%

<b>Foreign Language</b>	French/ EntreCultures Levels 1, 2, and 3 / 2020 Spanish / ¡Avancemos! 1 / 2008 Spanish / ¡Avancemos! 2 / 2008 Spanish / ¡Avancemos! 3 / 2008	Yes	0%
<b>Health</b>	Glencoe Health: A Guide to Wellness / 2001	Yes	0%
<b>Visual and Performing Arts</b>	Instrumental: Essential Elements / 2000 Music First / 2000 Exploring Photography / 2000 The Photographic Eye / 2000 Theatre: Art in Action / 2000 Music / 2000 Symphonic Band Technique / 2000	Yes	0%
<b>Science Laboratory Equipment</b> (grades 9-12)	All labs are fully equipped with the appropriate materials	Yes	0%

## School Facility Conditions and Planned Improvements

R. Rex Parris High School uses a new, state-of-the-art campus that was opened for student use in the second semester of the 2005-2006 school year. The site contains a library with 24 Desk top computers, 150 Lap top computers, and 230 Chromebooks for student use and over 12,338 in collection for student checkout. 200 designated student devices/computers within the classroom setting. The quad area has two full-sized basketball courts, a volleyball court, a handball court, and a large grassed area that may be used for softball, football, soccer, and other sports that require a large playing field. There is also a covered outdoor eating area that may be used in addition to the cafeteria area within the school's multi-purpose room. Each classroom has at least ten computers, with fifteen computers in the reading classes. A dedicated custodian cleans the facilities during the day and evening, a groundskeeper that is shared with Palmdale High School maintains the grounds once per week, and maintenance is handled through a work order process via the district office.

**Year and month of the most recent FIT report**

11/9/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		103: dirty vent, wall covering over 25% 204: carpet seam ripping, dirty vent Admin Offices: stained carpet(old), ceiling tiles Library: 1ceiling tile, dirty vent Repairs to be rectified.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			101: cabinet top clutter, room clutter, dirty vent Repairs to be rectified.
<b>Electrical</b>		X		201: 1bulb out, over 20% wall covered 203: light out, dirty vent Custodial closet: light cover Kitchen: light cover Repairs to be rectified.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			

## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials	X		103: dirty vent, wall covering over 25% 201: 1bulb out, over 20% wall covered Repairs to be rectified.
<b>Structural:</b> Structural Damage, Roofs	X		
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	285	NT	NT	NT	NT
<b>Female</b>	114	NT	NT	NT	NT
<b>Male</b>	171	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	40	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	224	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	43	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	218	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	--	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	285	NT	NT	NT	NT
Female	114	NT	NT	NT	NT
Male	171	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	40	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	224	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	43	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	218	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	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.

NWEA MAP Math Student Groups	NWEA MAP Math Total Enrollment	NWEA MAP Math Number Tested	NWEA MAP Math Percent Tested	NWEA MAP Math Percent Not Tested	NWEA MAP Math Percent At or Above Grade Level
All Students	276	15	5%	95%	47%
Female	111	6	5%	95%	50%
Male	165	9	5%	95%	44%
American Indian or Alaska Native	2	1	50%	50%	0%

<b>Asian</b>	2	0	0%	100%	NA
<b>Black or African American</b>	39	2	5%	95%	0%
<b>Filipino</b>	2	1	50%	50%	0%
<b>Hispanic or Latino</b>	203	7	3%	97%	71%
<b>Native Hawaiian or Pacific Islander</b>	0	0	NA	NA	NA
<b>Two or More Races</b>	17	2	12%	88%	50%
<b>White</b>	11	2	18%	82%	50%
<b>English Learners</b>	40	0	0%	100%	NA
<b>Foster Youth</b>	3	0	0%	100%	NA
<b>Homeless</b>	8	0	0%	100%	NA
<b>Military</b>	4	0	0%	100%	NA
<b>Socioeconomically Disadvantaged</b>	207	13	6%	94%	46%
<b>Students Receiving Migrant Education Services</b>	1	0	0%	100%	NA
<b>Students with Disabilities</b>	3	0	0%	100%	NA

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

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

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

<b>NWEA MAP Math Student Groups</b>	<b>NWEA MAP Math Total Enrollment</b>	<b>NWEA MAP Math Number Tested</b>	<b>NWEA MAP Math Percent Tested</b>	<b>NWEA MAP Math Percent Not Tested</b>	<b>NWEA MAP Math Percent At or Above Grade Level</b>
<b>All Students</b>	276	32	12%	88%	25%
<b>Female</b>	111	13	12%	88%	23%
<b>Male</b>	165	19	12%	88%	26%
<b>American Indian or Alaska Native</b>	2	1	50%	50%	0%
<b>Asian</b>	2	1	50%	50%	100%
<b>Black or African American</b>	39	4	10%	90%	50%
<b>Filipino</b>	2	1	50%	50%	100%
<b>Hispanic or Latino</b>	203	19	9%	91%	16%
<b>Native Hawaiian or Pacific Islander</b>	0	0	NA	NA	NA
<b>Two or More Races</b>	17	5	29%	71%	0%
<b>White</b>	11	1	9%	91%	100%
<b>English Learners</b>	40	6	15%	85%	17%
<b>Foster Youth</b>	3	0	0%	100%	NA
<b>Homeless</b>	8	1	13%	88%	0%
<b>Military</b>	4	1	25%	75%	100%
<b>Socioeconomically Disadvantaged</b>	207	28	14%	86%	21%

<b>Students Receiving Migrant Education Services</b>	1	1	100%	0%	0%
<b>Students with Disabilities</b>	3	1	33%	67%	100%

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

## CAASPP Test Results in Science for All Students

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

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

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	48	NT	NT	NT	NT
<b>Female</b>	26	NT	NT		
<b>Male</b>	22	NT	NT		
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	34	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	13	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	38	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 2020-21 Career Technical Education Programs

R. Rex Parris High School students are prepared to enter the workforce/or continue at the community college by enrolling in our Building and Construction Career Technical classes. These courses emphasize processes, systems, and the way in which structures are designed and built. Students acquire knowledge and skills in a sequential, standards-based pathway program that integrates hands-on, project-based and work-based instruction. In addition, students are able to earn certifications through Snap-On Tool Certifications in the following areas: Precision Measurement, Multi-Meter, and Mechanical Torque.

Additionally, students can enroll in Work Experience to assist them with work-related issues, including resume writing, effective interview skills, and time management.

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	205
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	97.87
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2020-21 California Physical Fitness Test Results

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

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

## C. Engagement

### State Priority: Parental Involvement

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

#### 2021-22 Opportunities for Parental Involvement

Parental involvement activities include: Community Volunteer Program; serving on the School Site Council; serving on the school's Title I Committee; serving on the school's English Learner Advisory Committee; Serving on the PBIS team, Attending Parent afternoons, and applying for a tutoring position; other duties as they become available. Monthly, the site calendars parent-teacher conferences and or positive phone calls home. The school site also invites parents to attend Back to School Night activities twice a school year and quarterly awards ceremonies.

## 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	50.2	44.1	75.6	11.0	9.7	18.3	9.0	8.9	9.4
Graduation Rate	18.0	15.0	16.7	78.9	76.4	71.9	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	270	45	16.7
Female	122	22	18.0
Male	148	23	15.5
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	46	6	13.0
Filipino	--	--	--
Hispanic or Latino	201	35	17.4

Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	54	6	11.1
Foster Youth	18	1	5.6
Homeless	--	--	--
Socioeconomically Disadvantaged	264	44	16.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	16	3	18.8

### 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	859	806	536	66.5
Female	342	326	213	65.3
Male	517	480	323	67.3
American Indian or Alaska Native	2	2	2	100.0
Asian	2	2	0	0.0
Black or African American	120	114	92	80.7
Filipino	7	7	2	28.6
Hispanic or Latino	674	630	410	65.1
Native Hawaiian or Pacific Islander	1	0	0	0.0
Two or More Races	21	21	12	57.1
White	31	29	17	58.6
English Learners	122	116	74	63.8
Foster Youth	20	18	10	55.6
Homeless	8	8	7	87.5
Socioeconomically Disadvantaged	685	645	441	68.4
Students Receiving Migrant Education Services	3	3	1	33.3
Students with Disabilities	37	29	27	93.1



## 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>	6.87	0.00	7.95	0.07	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.24	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>	6.15	5.43	2.45
<b>Expulsions</b>	0.00	0.12	0.05

## 2020-21 Suspensions and Expulsions by Student Group

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

## 2021-22 School Safety Plan

The safety of R. Rex Parris High School students and staff is a primary concern. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Emergency Disaster Plans are located in all classrooms, offices, library and meeting areas. Fire and disaster drills are conducted on a regular basis throughout the school year. A storage bin located at the school contains supplies for use during a disaster. All visitors must sign in at the front office and wear identification tags while on the school grounds. A school administrator and two campus security officers provide supervision during lunch and before and after school to ensure the safety of students. A comprehensive school safety plan has been developed in order to comply with Senate Bill 187, chapter 736, as of October 6, 1997. This plan provides students and staff with a means to ensure a safe and orderly learning environment. A complete copy of the School Safety Plans can be obtained in the Administration Office.

In addition to safety enhancements across the District (see below), at R. Rex Parris High School we utilize an electronic entry system. We also are focused on the social and emotional well-being of our students and provide our staff Capturing Kids Hearts training, which teaches the power of connectedness and relating to students on an individual basis.

District Statement:

We want our community to be aware of our continued commitment to safety which includes multiple, proactive approaches to fortifying security throughout our schools.

In April and June 2018, we conducted safety reviews of our campuses that resulted in the implementation of enhanced safety measures. These measures vary by school and include enhanced fencing, additional security and counseling personnel, updated surveillance cameras, front entrance modifications, and door locking devices. We also incorporated additional training with the Lancaster Sheriff's Station and revised student, staff and visitor identification processes.

For more than 25 years, we have had a dedicated school deputy on campus each day. In addition to this, we continue to focus

## 2021-22 School Safety Plan

on our students' social emotional needs through various programs and counseling outreach, provide safety training to our students and staff, and underscore the importance of vigilance through "See Something, Say Something." Our district and site websites have links to confidential student referral forms, where students and parents are able to submit safety concerns for administration to address.

## 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	9	79	10	
Mathematics	9	46	4	
Science	6	36		
Social Science	8	80	8	

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	74	12	
Mathematics	8	48	2	
Science	6	43		
Social Science	6	77	6	

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	67	6	
Mathematics	10	38	8	
Science	6	23		
Social Science	8	63	2	

## 2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
<b>Pupils to Academic Counselor</b>	565

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0.4
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0.1
<b>Resource Specialist (non-teaching)</b>	0

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$5,330.96	\$986.64	\$4,344.32	\$150,819.59
<b>District</b>	N/A	N/A	\$6,327.41	\$82,536
<b>Percent Difference - School Site and District</b>	N/A	N/A	-37.2	58.5
<b>State</b>			\$8,444	\$92,222
<b>Percent Difference - School Site and State</b>	N/A	N/A	-64.1	48.2

## 2020-21 Types of Services Funded

The school has developed a Student Support Center that is the hub where students can receive and learn about interventions and resources that are available to them under the MTSS umbrella. These interventions include but are not limited to Academic, Behavioral, Attendance, and Social Emotional interventions..Literacy is funded through Title I funds, as well as tutoring services, and software programs.

## 2019-20 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,341	\$54,687
Mid-Range Teacher Salary	\$78,888	\$92,222
Highest Teacher Salary	\$111,782	\$114,208
Average Principal Salary (Elementary)	\$0	\$143,647
Average Principal Salary (Middle)	\$0	\$145,785
Average Principal Salary (High)	\$137,990	\$162,322
Superintendent Salary	\$308,342	\$258,950
Percent of Budget for Teacher Salaries	30%	32%
Percent of Budget for Administrative Salaries	5%	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

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

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

## Professional Development

Teachers attend professional development meetings at R. Rex Parris High throughout the academic school year. Each after school session is approximately one hour in length and is led by teacher leaders and Administrators. Such opportunities are provided once each week. There are also full day Professional Development Days embedded into the district calendar. Professional development is also available for teachers through district offerings. Department Chair meetings are held monthly at the end of the school day.

Professional development topics are determined by teacher and student needs. Understanding the Common Core standards and developing project based units and lessons played a large part in professional development during the 2015- 2016 school year and has continued. Writing across the curriculum, AVID strategies, thinking maps, SAMR, student interventions and 21st Century Learning Skills, Math Literacy program, Catapult Teaching strategies and the Core Instructional Model are also topics that will be covered during the professional development meetings.

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	3	3	3

# Antelope Valley Union High 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>	Antelope Valley Union High School District
<b>Phone Number</b>	661-948-7655
<b>Superintendent</b>	Greg Nehen

<b>Email Address</b>	gnehen@avhsd.org
<b>District Website Address</b>	www.avdistrict.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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	5010	NT	NT	NT	NT
<b>Female</b>	2507	NT	NT	NT	NT
<b>Male</b>	2503	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	14	NT	NT	NT	NT
<b>Asian</b>	71	NT	NT	NT	NT
<b>Black or African American</b>	805	NT	NT	NT	NT
<b>Filipino</b>	80	NT	NT	NT	NT
<b>Hispanic or Latino</b>	3235	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	265	NT	NT	NT	NT
<b>White</b>	536	NT	NT	NT	NT
<b>English Learners</b>	398	NT	NT	NT	NT
<b>Foster Youth</b>	98	NT	NT	NT	NT
<b>Homeless</b>	68	NT	NT	NT	NT
<b>Military</b>	83	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	3630	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	28	NT	NT	NT	NT
<b>Students with Disabilities</b>	766	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
<b>All Students</b>	5010	NT	NT	NT	NT
<b>Female</b>	2507	NT	NT	NT	NT
<b>Male</b>	2503	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	14	NT	NT	NT	NT
<b>Asian</b>	71	NT	NT	NT	NT
<b>Black or African American</b>	806	NT	NT	NT	NT
<b>Filipino</b>	80	NT	NT	NT	NT
<b>Hispanic or Latino</b>	3234	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	265	NT	NT	NT	NT
<b>White</b>	536	NT	NT		NT
<b>English Learners</b>	398	NT	NT	NT	NT
<b>Foster Youth</b>	97	NT	NT	NT	NT
<b>Homeless</b>	68	NT	NT	NT	NT
<b>Military</b>	83	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	3630	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	28	NT	NT	NT	NT
<b>Students with Disabilities</b>	766	NT	NT	NT	NT