

Bear Creek 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/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

School Name	Bear Creek High
Street	10555 Thornton Rd.
City, State, Zip	Stockton, Ca, 95209-4100
Phone Number	209-953-8234
Principal	Hillary Harrell
Email Address	hharrell@lodiUSD.net
School Website	
County-District-School (CDS) Code	39685853930237

2021-22 District Contact Information

District Name	Lodi Unified School District
Phone Number	(209) 331-7000
Superintendent	Cathy Washer
Email Address	cwasher@lodiUSD.net
District Website Address	www.lodiUSD.net

2021-22 School Overview

Bear Creek High School in northwest Stockton opened as the third Lodi Unified School District high school in the fall of 1991 to serve the many LUSD high school students who reside in north Stockton. The campus opened with approximately 1,150 students and currently has an enrollment that exceeds 2000 students. The student population from our primarily residential attendance area reflects the diversity of our community ethnically, and economically. The staff and students value this diversity and believe that it enriches the teaching and learning experience for all. The school's philosophy emphasizes the ability of all students to learn in what is primarily a heterogeneous environment. High standards are held for all, while multiple support services and programs have been developed over the years to ensure the ability of all students to meet those standards. The certificated staff members are highly committed to the school and its students, as are the excellent support staff personnel. The two groups are the centerpiece of our success with students.

Vision Statement:

Bear Creek High School students graduate empowered with the academic and personal skills they need to take responsibility for their college and career ambitions and to mature into productive members of the community.

Mission Statement:

Teachers, students, parents, support staff, and community members work together to create a welcoming environment at Bear Creek High School that is safe, academically challenging, and supportive of students' social, emotional, and physical development. Students honor and share their unique cultural backgrounds to nurture growth, responsibility, and productivity in a climate that fosters pride in diversity. Through a broad offering of rigorous and challenging courses, and with the support of Bear Creek's extended learning community, teachers inspire curiosity and model adaptive expectations so that all students can achieve educational success. Teachers also collaborate across disciplines to build relevant and stimulating academic activities that ensure students develop and refine their ability to think critically, solve problems, work collaboratively, and create meaning. This process enables students to become responsible, invested partners in their educational and personal growth. Finally, students experience a positive school-wide atmosphere that promotes sportsmanship, school spirit, and self-respect through the celebration of their accomplishments.

2021-22 School Overview

Bear Creek High School Student Learner Outcome

I. Students think critically and analytically

- a. Students identify a problem, break it into parts, and project possible solutions.
- b. Students read with comprehension (fiction, non-fiction, technical, subject-specific).
- c. Students make connections with the text based on the authorial, historical, and publication information.
- d. Students interact with subject matter through Close Reading.

II. Students learn to solve problems

- a. Students solve problems using a variety of strategies.
- b. Students use context clues and hands-on learning to increase understanding.
- c. Students identify and decipher unfamiliar words and/or ideas.

III. Students develop as socially conscious individual's

- a. Students create a welcoming environment at Bear Creek High School.
- b. Students honor and share their cultural backgrounds.
- c. Students volunteer to participate in community-based activities.

IV. Students create meaning by bridging their life and their academic subjects

- a. Students create meaning and develop a topic's complexity through practicing higher level questioning skills.
- b. Students make predictions based on prior know ledge.
- c. Students create deeper connections through self-questioning.
- d. Students connect education and employment through career technical education opportunities.

V. Students learn to collaborate effectively

- a. Students are effective and active listeners.
- b. Students read materials collectively and independently.
- c. Students converse with peers and tutors about subject matter.
- d. Students seek peer academic partnerships.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	561
Grade 10	550
Grade 11	526
Grade 12	460
Total Enrollment	2,097

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
American Indian or Alaska Native	0.4
Asian	19.2
Black or African American	14.2
Filipino	9.9
Hispanic or Latino	38.5
Native Hawaiian or Pacific Islander	1
Two or More Races	3.4
White	11.2
English Learners	6.2
Foster Youth	0.9
Homeless	0.2
Socioeconomically Disadvantaged	65.4
Students with Disabilities	14

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

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

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

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

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

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

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

2019-20 Class Assignments

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

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

Year and month in which the data were collected

July 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(Grade 9 Base Core/EL Support) StudySync, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016		0.00%
	(Grade 9-12 Intensive Intervention) Scholastic Read 180: Next Generation, Scholastic, c.2012 Adoption Year: 2011 From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 4/17/2011		
	(Grade 9-12 Intensive Intervention) Scholastic System 44 Next Gen, Scholastic, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014		
	(Grade 10 Base Core/EL Support) StudySync, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016		
	(Grade 11 Base Core) StudySync, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016		
	(Grade 11 AP Language) The Language of Composition: Reading, Writing, Rhetoric, Bedford, c.2013 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 1/12/2016		
	(Grade 11-12 Creative Writing) Bedford Introduction to Literature, Bedford/St. Martin's Press, c. 2005 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007		
	(Grade 12 Base Core/EL Support) StudySync, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016		
	(Grade 12 - AP Language) Bedford Introduction to Literature, Bedford/St. Martin's Press, c. 2005 Adoption Year: 2007		

	From most recent adoption: No, Local Board Approval on 4/17/2007		
Mathematics	<p>(Grade 9-12 SDC) Math 180, Scholastic, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014</p> <p>(Grade 9 Intervention) Core Connections Course 3, CPM, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014</p> <p>(Grade 9-12 Base Core) Core Connections: Integrated Course 1, CPM, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014</p> <p>(Grade 10-12) Stats in Your World, Pearson, c.2016 Adoption Year: 2017 From most recent adoption: No, Local Board Approval on 6/6/2017</p> <p>(Grade 10-12 Base Core) Core Connections: Integrated Course 2, CPM, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014</p> <p>(Grade 10-12 Base Core) Core Connections: Integrated Course 3, CPM, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014</p> <p>(Grade 11-12 AP) AP The Practice of Statistics, Bedford, Freeman & Worth Co., c.2015 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 5/6/2014</p> <p>(Grade 12) Precalculus, CPM, c.2018 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/15/18</p> <p>(Grade 12 AP) Calculus for AP, Cengage 2017 Adoption Year: 2017 From most recent adoption: No, Local Board Approval on 6/6/2017</p> <p>(Grade 11-12) Math for Financial Literacy, Goodheart & Wilcox, 2013 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/15/18</p> <p>(Grade 11-12) Personal Financial Literacy, Pearson, 2014 Adoption Year: 2016</p>		0.00 %

	From most recent adoption: No, Local Board Approval on 4/5/16		
Science	<p>(Grade 9) Inspire Earth Science, McGraw Hill, c.2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 4/7/2020</p> <p>(Grade 9-12) Physics of the Universe, Discovery Ed., c.2019 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 7/7/2020</p> <p>(Grade 9-12) Inquiry Into Life, McGraw Hill., c.2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 4/7/2020</p> <p>(Grade 9-12) CA Inspire Chemistry, McGraw Hill., c.2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 4/7/2020</p> <p>(Grade 10-12) CA Inspire Biology, McGraw Hill, c.2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 4/7/2020</p> <p>(Grade 11-12 AP) Biology in Focus, Pearson, c.2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 5/17/2016</p> <p>(Grade 11-12) CA Inspire Chemistry, McGraw Hill, c. 2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 4/7/2020</p> <p>(Grade 11-12 AP) Chemistry & Chemical Reactivity, Cengage Learning, c.2015 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 5/17/2016</p> <p>(Grade 11-12) Holt Environmental Science, Holt, Rinehart & Winston, c.2008 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 5/6/2008</p> <p>(Grade 11-12 AP) Living in the Environment, 18th ed., Cengage, c.2015 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 5/17/2016</p> <p>(Grade 11-12) CA Inspire Physics, McGraw Hill, c.2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 4/7/2020</p>		0.0 %

	<p>(Grade 11-12) Hole's Anatomy & Physiology, MacMillan/McGraw, c.2019 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 11-12) Astronomy: Journey to the Cosmic Frontier, McGraw Hill, c.2008 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 5/6/2008</p> <p>(Grade 11-12) Life on an Ocean Planet, Current Publishing, c.2006 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 5/6/2008</p> <p>(Grade 12 AP) College Physics, 10th Ed., Cengage Learning, c.2015 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 5/17/2016</p>		
History-Social Science	<p>(Grade 9) World Geography: My World Interactive, Pearson/Prentice Hall, c. 2019 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 9-12 AP) The Cultural Landscape: An Introduction to Human Geography, Pearson/Prentice Hall, c.2008 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 4/15/2008</p> <p>(Grade 9-12 AP) World Civilizations: The Global Experience, Pearson, c.2017 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 3/27/2018</p> <p>(Grade 9-12 AP) Art Through the Ages: A Global History, Cengage Learning, c. 2016 Adoption Year: 2015 From most recent adoption: No, Local Board Approval on 5/19/2015</p> <p>(Grade 10) World History: A Modern World, Pearson/Prentice Hall, c.2018 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 10-12 AP) Western Civilization Since 1300, Cengage Learning, c.2015 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 1/12/2016</p>		0.0 %

	<p>(Grade 11) United States History: the Twentieth Century, Pearson/Prentice Hall, c.2019 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 11 AP) The American Pageant, Cengage, c.2015 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 5/6/2014</p> <p>(Grade 11-12) Sociology & You, Glencoe, c.2014 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 11-12) Understanding Psychology, McGraw Hill, c.2014 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 11-12 AP) Myer's Psychology, Bedford Freeman/Worth, c.2019 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 12) Magruder's American Government, Pearson/Prentice Hall, c.2018 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 12) Economics: Principles in Action, Pearson/Prentice Hall, c.2018 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 12 AP) American Government and Politics Today, Thomson Learning, c.2007 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007</p> <p>(Grade 12 AP) Principles of Economics AP, Thomson Learning, c.2007 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007</p>		
<p>Foreign Language</p>	<p>(Grade 9-12 Spanish) Que Chevere! Level 1-4, EMC Publishing, c.2016 Adoption Year: 2015 From most recent adoption: No, Local Board Approval on 6/2/2015</p> <p>(Grade 9-12 Spanish for Native Speakers) Galeria 1-2, Vista Higher Learning, c.2020 Adoption Year: 2020</p>		<p>0.0 %</p>

	<p>From most recent adoption: No, Local Board Approval on 6/2/2020</p> <p>(Grade 9-12 AP Spanish) Temas, Vista Higher Learning, c.2014 Adoption Year: 2015 From most recent adoption: No, Local Board Approval on 6/2/2015</p> <p>(Grade 9-12 AP Spanish Literature) Abriendo Puertas: Ampliando Perspectivas, HMH Co., c.2013 Adoption Year: 2015 From most recent adoption: No, Local Board Approval on 6/2/2015</p> <p>(Grade 9-12 Japanese) Adventures in Japanese 1, Cheng & Tsui Co., c.2015 Adventures in Japanese 2, Cheng & Tsui Co., c.2015 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 2/18/2020</p> <p>(Grade 9-12 Japanese) Adventures in Japanese 3, Cheng & Tsui Co., c.2017 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 2/18/2020</p> <p>(Grade 9-12 French) T'es Branche? Level 1-4, EMC Publishing, c.2014 Adoption Year: 2015 From most recent adoption: No, Local Board Approval on 6/2/2015</p> <p>(Grade 11-12 AP French) Themes, Vista Higher Learning, c.2016 Adoption Year: 2015 From most recent adoption: No, Local Board Approval on 6/2/2015</p> <p>(Grade 9-12 Italian) Avanti 1-3, McGraw Hill, c.2018 Adoption Year: 2017 From most recent adoption: No, Local Board Approval on 3/7/2017</p> <p>(Grade 9-12 German) Komm Mit! 1, Holt, Rinehart & Winston, c.2006 Komm Mit! 2, Holt, Rinehart & Winston, c.2006 Komm Mit! 3, Holt, Rinehart & Winston, c.2006 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 5/20/2008</p> <p>(Grade 9-12 AP German) Stationen-Ein Kursbuch Fuer die Mittelstufe, Thomson & Heinle, c.2008 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 5/20/2008</p>		
Health	(Grade 9-10) Project Toward No Drug Abuse, USC, c.2004 Adoption Year: 2005		0.0 %

From the most recent adoption: No, Local Board Approval on 6/7/2005

(Grade 9-12) Glencoe Health, Glencoe/McGraw, c.2018
Adoption Year: 2018

From the most recent adoption: No, Local Board Approval on 5/15/2018

(Grade 7-12) FLASH Curriculum, King County Public Health, c.2019

Adoption Year: 2020

From the most recent adoption: Yes

School Facility Conditions and Planned Improvements

AGE OF SCHOOL BUILDINGS:

This school site sits on 48.98 acres and was built in 1991. It began with 34 classrooms, 3 portable classrooms, an administration and counseling building, library, multi-purpose/kitchen and gymnasium. There were 6 portable classrooms added in 1995, 5 portable classrooms added in 2000 and 14 portable classrooms added in 2001 along with a portable restroom. Security gates were installed in 2002 by funding received from the School Safety Program Grant.

MAINTENANCE AND REPAIR:

The Bear Creek High School facilities' condition, including grounds and restrooms, are very good based on custodial staffing, a regular district painting and maintenance schedule and funding available for equipment and supplies. Custodial workers are assigned based on a district formula to ensure equity. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

CLEANING PROCESS AND SCHEDULE:

A scheduled maintenance program is administered by Lodi Unified School District to ensure that all classrooms, restrooms and facilities are well-maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

DEFERRED MAINTENANCE PROJECTS: N/A

MODERNIZATION PROJECTS:

2011 photovoltaic project. 2012 re-roof portable; 2013 kitchen chiller and hot water system installed. Theatre lighting & various outside siding repaired; 2015 added access control and cameras for security; repaired concrete in various areas; replaced football field with turf materials; replaced fire alarm panel and pool heaters. 2016 resurfaced tennis courts, replaced new gutters, renovated JV baseball infield and girls softball fields. 2017 Prop 39 Yr 2 Wireless Energy Management System Replacement Project completed. 2017 Measure U Painting Project. 2018 Prop 39 Yr 3-5 Lighting Retrofit Project completed. 2020 Fire Alarm project.

Data on school facilities was collected for Bear Creek High on 1/14/2022.

Lodi Unified School District takes great effort 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 Office of Public School Construction. The results of this survey are available at the school office or the district office. As of January 2022, none of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at Bear Creek High.

These needs include:

- gas leaks
- nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems
- electrical power failure
- major sewer line stoppage
- major pest or vermin infestation
- broken windows or exterior doors or gates that will not lock and that pose a security risk
- abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff
- structural damage creating a hazardous or uninhabitable condition

Year and month of the most recent FIT report

January 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	516	299	57.95	42.05	44.79
Female	258	137	53.1	46.9	51.15
Male	258	162	62.79	37.21	39.49
American Indian or Alaska Native	--	--	--	--	--
Asian	104	68	65.38	34.62	51.56
Black or African American	72	27	37.5	62.5	26.92
Filipino	51	32	62.75	37.25	59.38
Hispanic or Latino	203	120	59.11	40.89	40.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	14	58.33	41.67	42.86
White	50	31	62	38	41.94
English Learners	36	20	55.56	44.44	5
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	14	6	42.86	57.14	--
Socioeconomically Disadvantaged	336	195	58.04	41.96	37.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	28	46.67	53.33	15.38

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	516	302	58.53	41.47	30.00
Female	258	141	54.65	45.35	27.07
Male	258	161	62.40	37.60	32.48
American Indian or Alaska Native	--	--	--	--	--
Asian	104	70	67.31	32.69	42.42
Black or African American	72	25	34.72	65.28	16.67
Filipino	51	30	58.82	41.18	53.33
Hispanic or Latino	203	124	61.08	38.92	22.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	13	54.17	45.83	7.69
White	50	33	66.00	34.00	25.00
English Learners	36	18	50.00	50.00	5.56
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	14	6	42.86	57.14	--
Socioeconomically Disadvantaged	336	200	59.52	40.48	23.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	28	46.67	53.33	7.69

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	21.53	N/A	21.45	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	931	568	61.01	38.99	21.53
Female	468	263	56.20	43.80	22.39
Male	463	305	65.87	34.13	20.79
American Indian or Alaska Native	--	--	--	--	--
Asian	203	130	64.04	35.96	31.01
Black or African American	116	55	47.41	52.59	9.43
Filipino	104	67	64.42	35.58	22.73
Hispanic or Latino	339	211	62.24	37.76	17.70
Native Hawaiian or Pacific Islander	12	7	58.33	41.67	--
Two or More Races	49	35	71.43	28.57	20.00
White	103	61	59.22	40.78	26.23
English Learners	52	34	65.38	34.62	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	30	19	63.33	36.67	22.22
Socioeconomically Disadvantaged	579	348	60.10	39.90	17.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	115	52	45.22	54.78	7.69

2020-21 Career Technical Education Programs

Students at Bear Creek High have the opportunity to participate in Career Technical instructional programs offered and designed to improve student achievement, while continuing to place specific emphasis on the standards-based curriculum. These courses are designed with career and college preparation in mind. Classes are designed to meet the needs of our unique student population and to provide a comprehensive education for all students through a variety of academic, cocurricular and extra-curricular programs. Academic success is facilitated by courses such as Engineering, Technology, Health Science, Medical Technology, Automotive Technology and many more. These programs offer a comprehensive curriculum emphasizing technical and employability skills and as well as work place learning. Students also have the opportunity to participate in CTE courses at Lincoln Technical Academy, the district's CTE learning center, in which courses are designed with career and college preparation in mind.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	721
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	71.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	45.5

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	94.95
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	28.18

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 who wish to participate in Bear Creek High's leadership teams, school committees, school activities, or become volunteers may contact Principal Hillary Harrell at (209) 953-8213.

2021-22 Opportunities for Parental Involvement

The school welcomes community involvement. Community members make significant contributions to the school by volunteering to serve as advisory committee members, mentors, coaches and judges for speech competitions and the senior project oral boards.

The Bear Creek High School Academic and Athletic Foundation (BC Boosters) provide fundraising support to many school programs. Tax-deductible contributions are gladly accepted by the foundation. Bear Creek High School actively makes use of internal and external community resources. The school leadership employs a wide range of strategies to allow parental and community involvement in the school's support system for students. If you are interested in participating on one of the following committees, please contact Hillary Harrell at (209) 953-8213: 1) School Site Council (SSC), 2) Parent/Teacher/Student Association (PT SA), 3) English Learners Advisory Committee (ELAC), and 4) Bear Creek Boosters.

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	4.6	6.6	3.0	5.3	6.1	6.3	9.0	8.9	9.4
Graduation Rate	93.0	90.7	90.9	89.4	87.6	86.4	84.5	84.2	83.6

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	427	388	90.9
Female	213	202	94.8
Male	214	186	86.9
American Indian or Alaska Native	--	--	--
Asian	101	94	93.1
Black or African American	45	38	84.4
Filipino	55	52	94.5
Hispanic or Latino	141	127	90.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	16	15	93.8
White	55	49	89.1

English Learners	35	28	80.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	311	277	89.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	62	41	66.1

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2213	2147	254	11.8
Female	1107	1074	105	9.8
Male	1106	1073	149	13.9
American Indian or Alaska Native	9	9	0	0.0
Asian	415	405	29	7.2
Black or African American	324	311	64	20.6
Filipino	215	211	7	3.3
Hispanic or Latino	856	831	94	11.3
Native Hawaiian or Pacific Islander	22	20	6	30.0
Two or More Races	78	77	12	15.6
White	246	237	38	16.0
English Learners	143	138	20	14.5
Foster Youth	26	24	7	29.2
Homeless	11	10	3	30.0
Socioeconomically Disadvantaged	1491	1448	200	13.8
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	310	307	61	19.9

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	8.04	1.63	5.05	0.94	3.47	0.20
Expulsions	0.38	0.00	0.15	0.01	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	7.06	4.45	2.45
Expulsions	0.55	0.12	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.63	0.00
Female	0.63	0.00
Male	2.62	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.72	0.00
Black or African American	2.47	0.00
Filipino	0.93	0.00
Hispanic or Latino	1.87	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.28	0.00
White	1.63	0.00
English Learners	2.80	0.00
Foster Youth	3.85	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.08	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.23	0.00

2021-22 School Safety Plan

A Comprehensive School Safety Plan is in place to address safety issues as well as a school wide plan to eliminate bullying behavior. Key elements of the safety plan include safe school strategies and programs, disaster response procedures, procedures for safe ingress and egress and rules and procedures on school discipline. School wide behavior expectations and discipline policies are consistently applied and students are provided adult supervision at all times. Visitors to the school must sign in at the office and receive a visitor's pass prior to going to classrooms. Visitors must return to the office and sign out upon leaving the school. Our Comprehensive School Safety Plan was last reviewed on 09/30/2020.

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	25	34	47	19
Mathematics	28	9	48	11
Science	30	3	52	
Social Science	30	2	52	11

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	27	24	48	22
Mathematics	28	13	42	15
Science	27	6	48	1
Social Science	29	10	36	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	25.48	26	52	11
Mathematics	27.6	18	29	21
Science	26.02	15	35	9
Social Science	27.49	15	38	18

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	419.4

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)	5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.2
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.9
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,644.00	\$3,785.10	\$7,858.90	\$73,574.62
District	N/A	N/A	\$8,285.66	\$76,073
Percent Difference - School Site and District	N/A	N/A	-5.3	-3.3
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-7.2	-14.0

2020-21 Types of Services Funded

In addition to services provided with general funding, Lodi Unified School District also provides programs and supplemental services that are funded through either Local Control Funding Formula (LCFF) or other sources. Services vary by school and may include:

- After School Programs
- AVID Programs
- Special Education
- Counseling Services (Academic and Career)
- Extended Day/Year/Summer School
- Supplemental instructional materials
- Enrichment Programs
- Access to Technology
- Social Services
- Athletic Programs
- Program for English Learners
- Distance Learning Resources
- Online and in-person tutoring

Check with the school principal to get more information about the services that are specific to the school.

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	\$43,999	\$50,897
Mid-Range Teacher Salary	\$69,903	\$78,461
Highest Teacher Salary	\$97,861	\$104,322
Average Principal Salary (Elementary)	\$124,825	\$131,863
Average Principal Salary (Middle)	\$139,252	\$137,086
Average Principal Salary (High)	\$128,359	\$151,143
Superintendent Salary	\$268,296	\$297,037
Percent of Budget for Teacher Salaries	34%	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	12.3
--	------

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

Subject	Number of AP Courses Offered
Computer Science	0
English	4
Fine and Performing Arts	0
Foreign Language	4
Mathematics	6
Science	9
Social Science	14
Total AP Courses Offered	37

Professional Development

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	2	2	2

Lodi Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

2021-22 District Contact Information

District Name	Lodi Unified School District
Phone Number	(209) 331-7000
Superintendent	Cathy Washer
Email Address	cwasher@lodiUSD.net
District Website Address	www.lodiUSD.net

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	14808	11876	80.20	19.80	36.42
Female	7156	5694	79.57	20.43	40.83
Male	7646	6177	80.79	19.21	32.37
American Indian or Alaska Native	59	45	76.27	23.73	51.11
Asian	2695	2139	79.37	20.63	42.73
Black or African American	1061	727	68.52	31.48	20.06
Filipino	453	369	81.46	18.54	61.04
Hispanic or Latino	6873	5631	81.93	18.07	29.23
Native Hawaiian or Pacific Islander	111	85	76.58	23.42	39.76
Two or More Races	883	694	78.60	21.40	40.41
White	2673	2186	81.78	18.22	48.27
English Learners	2840	2391	84.19	15.81	7.19
Foster Youth	129	106	82.17	17.83	18.10
Homeless	184	132	71.74	28.26	15.63
Military	882	732	82.99	17.01	38.60
Socioeconomically Disadvantaged	10894	8735	80.18	19.82	30.22
Students Receiving Migrant Education Services	154	135	87.66	12.34	12.69
Students with Disabilities	2137	1581	73.98	26.02	10.28

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	14808	11753	79.37	20.63	24.16
Female	7156	5647	78.91	21.09	23.05
Male	7646	6101	79.79	20.21	25.18
American Indian or Alaska Native	59	44	74.58	25.42	31.82
Asian	2695	2147	79.67	20.33	29.69
Black or African American	1061	699	65.88	34.12	12.32
Filipino	453	370	81.68	18.32	46.76
Hispanic or Latino	6873	5569	81.03	18.97	17.00
Native Hawaiian or Pacific Islander	111	79	71.17	28.83	24.05
Two or More Races	883	687	77.80	22.20	26.11
White	2673	2158	80.73		36.27
English Learners	2840	2361	83.13	16.87	4.56
Foster Youth	129	104	80.62	19.38	6.73
Homeless	184	128	69.57	30.43	9.68
Military	882	720	81.63	18.37	26.43
Socioeconomically Disadvantaged	10894	8654	79.44	20.56	18.58
Students Receiving Migrant Education Services	154	137	88.96	11.04	8.03
Students with Disabilities	2137	1550	72.53	27.47	7.74