

# Highland High School

## 2021 School Accountability Report Card

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

#### SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/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>	Highland High School
<b>Street</b>	39055 25th St. West
<b>City, State, Zip</b>	Palmdale, CA 93551
<b>Phone Number</b>	(661) 538-0304
<b>Principal</b>	Dr. Chris Grado
<b>Email Address</b>	cgrado@avhsd.org
<b>School Website</b>	<a href="https://www.highlandhs.org">https://www.highlandhs.org</a>
<b>County-District-School (CDS) Code</b>	19 64246 1995398

## 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

The City of Palmdale encompasses forty-five square miles of the Antelope Valley and was the fastest growing city in the United States during the 1990s. Highland High is one of eight comprehensive high school campuses in the Antelope Valley Union High School District (AVUHSD). The total student population includes students attending the main campus as well as students served through Alternative Learning Center's. Highland's student population is diverse in its make-up with students from many ethnic and racial groups: Asian/Pacific Islander, Filipino, Latino, African American, Native American, and White. Other than English, Spanish is the predominant primary language. The school site has 139 classrooms as well as a theater, student union, two gymnasiums, a football stadium, athletic fields, and a cafeteria. Highland High School had a WASC (Western Association of Schools and Colleges) visitation during the 2018-19 school year and has a full study scheduled for 2021-2022 school year. Prior to the WASC process, the Highland High School staff had the opportunity to review State curriculum standards and the update and create new Student Learning Outcomes (SLO's) which all students are expected to master upon graduation. Highland High School has an outstanding staff committed to the success of all students. They are diligent in their commitment to implementing the action plan revised and adopted through the WASC process.

The Highland High School SLO's are:

1. Students will be exposed to interactive and facilitated classrooms with performance task activities and assessments to promote "owning their learning".
2. Highland High School Students will be critical and independent thinkers (as evidenced by a variety of multiple assessments) that apply knowledge through:
  - a. Recognizing problems and formulating appropriate solutions
  - b. Demonstrating usage of higher order thinking skills
  - c. Use logic to solve problems
3. Students will use technology to perform research in multiple rigorous and relevant classroom settings and determine which information is relevant and reputable.
4. At least 55 Percent of all diploma track students will complete a college readiness exam HSD. e.g. PSAT, SAT, ACT, AP, AVC college Assessment

**MISSION STATEMENT:** HIGHLAND HIGH SCHOOL will empower students to use knowledge, skills, and strategies to become productive members of society who use higher level thinking.

## 2021-22 School Overview

VISION STATEMENT: Highland High School students will own their learning

The transition from traditional education to facilitated education is the transition from consumers of knowledge to producers of knowledge. Producers of knowledge use many different modalities as they work collaboratively with both teachers and peers to comprehend and synthesize information to answer real world questions. As students develop their ability to use technology effectively through research, collaboration, networking, and individualized study, they will develop powerful skills that will facilitate the communication and execution of their ideas. In effect, today's students will become tomorrow's critical and creative problem solvers that are prepared to shape the future of our world.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	838
Grade 10	708
Grade 11	601
Grade 12	654
Total Enrollment	2,801

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Asian	2.3
Black or African American	15.6
Filipino	2.5
Hispanic or Latino	66.9
Native Hawaiian or Pacific Islander	0.1
Two or More Races	4
White	8.1
English Learners	9.9
Foster Youth	1.9
Homeless	0.5
Socioeconomically Disadvantaged	66.8
Students with Disabilities	20.1

## A. Conditions of Learning

### State Priority: Basic

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

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

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

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	93.2	76.9	767.7	77.0	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	12.9	1.3	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	14.1	11.6	83.2	8.3	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.7	2.3	76.1	7.6	12115.8	4.4
<b>Unknown</b>	11.2	9.2	57.3	5.7	18854.3	6.9
<b>Total Teaching Positions</b>	121.3	100.0	997.3	100.0	274759.1	100.0

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

### 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	2.0
<b>Misassignments</b>	12.1
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	14.1

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

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	1.0
Local Assignment Options	1.7
Total Out-of-Field Teachers	2.7

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.2
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.7

## 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	Yes	0%

	Physics: Principles and Problems / 2002		
<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 (grades 9-12)</b>	All labs are fully equipped with the appropriate materials	Yes	0%

## School Facility Conditions and Planned Improvements

The Antelope Valley Union High School District maintains educational facilities that are safe and clean. We strive to provide an educational environment that exceeds adequacy standards established by the state as set forth in the Williams vs. State of California educational lawsuit recently mandated for public schools in the State of California. Students attend classes where rooms are properly heated and ventilated. Classrooms are appropriate for the learning environment including the absence of noise levels, which would interfere with communication between teachers and students. There are sufficient numbers of clean, well-stocked, functioning restrooms on all campuses, and there are no unsanitary or unhealthful conditions that would impact a student's ability to learn. The AVUHSD is staffed to provide each school with site-based maintenance and operational staff including custodial staff, grounds crews, and maintenance and repair personnel. These persons are based at each school site and report to school site administrators in rendering service to the District. Site-based maintenance and operations persons are supported by a central maintenance and operations crew including carpenters; painters; heating, ventilation, air conditioning personnel; and one individual who operates the District's field mower. All sites receive operating funds for maintenance and operations from restricted funds identified for maintaining each campus. In addition, the District takes full advantage of the State's deferred maintenance funding program whereby a five-year deferred maintenance plan is submitted and updated to reflect major repair/reconstruction projects in the District. This includes appropriate upgrades and repairs to roofing, asphalt, electrical, and plumbing on District-owned facilities.

Highland High School is a twenty-nine year-old facility. The growing population of students at Highland High increases the wear and tear on the facility as well as extensive use of the facilities by community groups. Continual maintenance and upgrades have been a priority to ensure an effective learning environment. In the last few years, Highland High has undergone a complete lighting improvement program during which lighting in all classrooms was modernized through the Bright Schools project. Continually many classrooms have had new carpet installed, the gym floors are routinely refinished, and painting projects are ongoing. Highland operates a site-based maintenance and custodial staff who report to school site administrators. Our staff strives to maintain a safe and clean campus exceeding the standards set forth by the State of California. Classrooms are adequately heated and ventilated. There are a sufficient number of restrooms for student use, which are cleaned at least three times per day. The Math building was opened in the 2003-04 school year adding much needed classroom space to the Highland campus for the Math and Special Education Departments.

During the 2019-2020 school year Highland High School relocated several department facilities to buildings on the border of campus to secure the main campus and prioritize school safety. Attendance, special education and Alternative to suspension rooms have all been relocated.

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

11/8/2021

## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Career Center: leaking through the unit when it rains Rm 301: bad HVAC, ceiling tiles Rm 302: bad H.V.A.C. Vice Princ.Office's: leaking through the unit when it rains Repairs to be rectified.
<b>Interior:</b> Interior Surfaces	X			Auto shop: chared ceiling from pan heaters Drama Rm: dressing room walls Library: damaged ceiling from plumbing leak Maint. Shop: ceiling damage from frozen pipe break Rm 110: door is tired torn wallpaper Rm 139: damaged ceiling tiles Rm 235: cabinets,ballast Rm 237: counter tops Rm 238: cracked tile Rm 245: counter tops Rm 246: counter tops and ceiling tiles Rm 301: bad HVAC, ceiling tiles Rm 404: wall paper Rm 413: ballast,ceiling tiles Rm 421: wall paper RM 422: lanoliem seam Rm 502: entry tile Rm 507: ceiling damage from swing, walls and ballast Rm 508: defuser Rm 516: baseboards Rm 519: baseboards Rm 528: ceiling tiles condensation leak Rm 118: water damage in corner Theater: rear fire door ,ceiling damage Repairs to be rectified.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		Boys locker Rm: exit lighting Cafeteria: ballast, ceiling tiles Girls locker Rm: breezway exit lighting Main kitchen: ceiling tiles, can light ballast Rm 119: ballast Rm 146: ballast on emergency lighting Rm 206: ballast Rm 207: ballast Rm 211: bench outlets, door

## School Facility Conditions and Planned Improvements

			<p>Rm 214: ballast  Rm 235: cabinets,ballast  Rm 413: ballast,ceiling tiles  Rm 414: ballast.  Rm 415: ballast  Rm 424: ballast  Rm 425: ballast  Rm 426: ballast  Rm 427: ballast  Rm 507: ceiling damage from swing, walls and ballast  Small gym: damaged scoreboard from roof leak, doors are tired  Staff Longe: ceiling tile  Repairs to be rectified.</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X		Theater: rear fire door, ceiling damage Repairs to be rectified.
<b>Structural:</b> Structural Damage, Roofs	X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>Cafeteria: ballast , ceiling tiles  Large gym: doors in poor condition  Main kitchen: ceiling tiles, can light ballast  Rm 103: windows need caulking  Rm 104: door  Rm 108: ceiling damage  Rm 109: ceiling damage  Rm 110: door is tired torn wallpaper  Rm 112: door is tired  Rm 124: carpet  Rm 128: door is tired  Rm 130: door  Rm 131: door is tired  Rm 132: door is tired  Rm 144: door is splitting on hing side  Rm 203: door is tired  Rm 211: bench outlets, door  Rm 227: door is tired  Rm 240: door is tired  Rm 242: door is bent do to vandalizm  Rm111: door  Rm201: door  Small gym: damaged scoreboard from roof leak, doors are tired  Weight Rm: door is in poor condition  Wrestling Rm: door in poor condition</p>



## School Facility Conditions and Planned Improvements

				Repairs to be rectified.
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## Overall Facility Rate

Exemplary	Good	Fair	Poor
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## 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>	558	NT	NT	NT	NT
<b>Female</b>	272	NT	NT	NT	NT
<b>Male</b>	286	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	16	NT	NT	NT	NT
<b>Black or African American</b>	75	NT	NT	NT	NT
<b>Filipino</b>	19	NT	NT	NT	NT
<b>Hispanic or Latino</b>	382	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	26	NT	NT	NT	NT
<b>White</b>	38	NT	NT	NT	NT
<b>English Learners</b>	37	NT	NT	NT	NT
<b>Foster Youth</b>	12	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	360	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	109	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	558	NT	NT	NT	NT
Female	272	NT	NT	NT	NT
Male	286	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	16	NT	NT	NT	NT
Black or African American	75	NT	NT	NT	NT
Filipino	19	NT	NT	NT	NT
Hispanic or Latino	382	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	NT	NT	NT	NT
White	38	NT	NT	NT	NT
English Learners	37	NT	NT	NT	NT
Foster Youth	12	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	360	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	109	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	569	299	53%	47%	71%
Female	278	147	53%	47%	73%
Male	291	152	52%	48%	68%
American Indian or Alaska Native	3	1	33%	67%	0%

<b>Asian</b>	16	12	75%	25%	92%
<b>Black or African American</b>	76	33	43%	57%	73%
<b>Filipino</b>	19	15	79%	21%	87%
<b>Hispanic or Latino</b>	362	192	53%	47%	66%
<b>Native Hawaiian or Pacific Islander</b>	0	0	NA	NA	NA
<b>Two or More Races</b>	52	22	42%	58%	77%
<b>White</b>	41	24	59%	41%	83%
<b>English Learners</b>	39	12	31%	69%	8%
<b>Foster Youth</b>	10	2	20%	80%	0%
<b>Homeless</b>	2	1	50%	50%	0%
<b>Military</b>	8	3	38%	63%	100%
<b>Socioeconomically Disadvantaged</b>	349	158	45%	55%	68%
<b>Students Receiving Migrant Education Services</b>	0	0	NA	NA	NA
<b>Students with Disabilities</b>	108	28	26%	74%	32%

\*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>	569	373	66%	34%	63%
<b>Female</b>	278	186	67%	33%	64%
<b>Male</b>	291	187	64%	36%	62%
<b>American Indian or Alaska Native</b>	3	1	33%	67%	100%
<b>Asian</b>	16	14	88%	13%	93%
<b>Black or African American</b>	76	48	63%	37%	56%
<b>Filipino</b>	19	16	84%	16%	81%
<b>Hispanic or Latino</b>	362	240	66%	34%	60%
<b>Native Hawaiian or Pacific Islander</b>	0	0	NA	NA	NA
<b>Two or More Races</b>	52	27	52%	48%	74%
<b>White</b>	41	27	66%	34%	67%
<b>English Learners</b>	39	22	56%	44%	18%
<b>Foster Youth</b>	10	2	20%	80%	0%
<b>Homeless</b>	2	1	50%	50%	100%
<b>Military</b>	8	4	50%	50%	25%
<b>Socioeconomically Disadvantaged</b>	349	208	60%	40%	59%

<b>Students Receiving Migrant Education Services</b>	0	0	NA	NA	NA
<b>Students with Disabilities</b>	108	44	41%	59%	18%

\*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>	61	NT	NT	NT	NT
<b>Female</b>	20	NT	NT		
<b>Male</b>	41	NT	NT		
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	17	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	33	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	14	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	39	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	19	NT	NT	NT	NT

## 2020-21 Career Technical Education Programs

Highland High School provides students with a wide range of Career Technical Education (CTE) opportunities to prepare them for both college and career paths. That includes course offerings in the Engineering, Arts, Media and Entertainment, Education/Child Development, Public Service, Health Science, and Information Technology industry sectors. Our Public Service Academy is a recognized California Partnership Academy through the California Department of Education. The academy allows students to learn content applicable to careers in the public service and health science fields within a small learning community of student cohorts who take the same courses throughout their high school experience. It is one of a select few approved high school programs in Los Angeles County to offer the EMT certification courses.

Students in the academy partake in field trips to industry and higher education institutions, work-based learning opportunities, and leadership training and experiences. Highland High School has an active Career Technical Student Organization (CTSO), SkillsUSA Chapter, that all CTE students have the opportunity to be enrolled in to develop and build on their leadership, knowledge, and skill level through competitions and additional activities. HHS offers STEM and law/government courses outside the school day to extend college and career offerings for students. Our site receives support, works collaboratively with the Career Technical Education office to provide CTE opportunities to ensure students have access to the technology, curriculum, and partnerships, and teachers have the professional development that supports a high-quality CTE program.

Data is pulled from the California Longitudinal Pupil Achievement Data System (CALPADS) to provide comparison data for HHS CTE students and progress in the College and Career Indicator for CTE pathways. Supplemental data provided in coordination with the CTE office includes work-based learning, college coursework and acceptance rates, graduation rates, and attendance.

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,005
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	19.2

## 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	94.74
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	30.29



## 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 is a vital part of creating a sense of community at Highland High School and greatly affects the success of the campus. Our goal is to assist in creating positive and productive home / school / community partnerships that will promote involvement in school planning and development. Highland offers numerous opportunities for parents to become involved and contribute to the educational program such as the opportunity to serve on the Principal's Advisory Committee or the English Learners Advisory Committee. These Advisory Committees address a broad variety of issues ranging from academic programs to parent and student concerns. The English Learners Advisory Committee has a direct impact on student achievement through opportunities to become directly involved in program decision-making.

Highland administrators and guidance department maintain an open-door policy in order to provide an inviting atmosphere for parents who may need assistance. Parents are also welcome to visit their child's classes. Each year, many parents observe their children in the classroom in order to monitor progress and also gain a better understanding of Highland's educational program.

Highland has an active Sports and Clubs as well as some have support through Booster Associations that provide hundreds of parents the opportunity to become involved in fund-raising, chaperoning and other aspects of athletic and activity programs. At this time sports and activities are limited due to distance learning as a result of Covid-19

## 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
<b>Dropout Rate</b>	4.1	5.2	5.4	11.0	9.7	18.3	9.0	8.9	9.4
<b>Graduation Rate</b>	89.4	86.5	82.0	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
<b>All Students</b>	615	504	82.0
<b>Female</b>	303	265	87.5
<b>Male</b>	312	239	76.6
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	14	11	78.6
<b>Black or African American</b>	76	62	81.6
<b>Filipino</b>	12	11	91.7
<b>Hispanic or Latino</b>	403	331	82.1
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	28	22	78.6
<b>White</b>	77	63	81.8
<b>English Learners</b>	64	38	59.4
<b>Foster Youth</b>	17	9	52.9
<b>Homeless</b>	12	4	33.3
<b>Socioeconomically Disadvantaged</b>	494	393	79.6
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	132	73	55.3

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2976	2897	503	17.4
Female	1439	1407	212	15.1
Male	1537	1490	291	19.5
American Indian or Alaska Native	9	9	1	11.1
Asian	65	65	6	9.2
Black or African American	470	451	112	24.8
Filipino	70	70	2	2.9
Hispanic or Latino	1995	1946	312	16.0
Native Hawaiian or Pacific Islander	7	6	1	16.7
Two or More Races	119	115	32	27.8
White	241	235	37	15.7
English Learners	295	291	71	24.4
Foster Youth	74	65	21	32.3
Homeless	16	13	7	53.8
Socioeconomically Disadvantaged	2046	1994	421	21.1
Students Receiving Migrant Education Services	20	20	6	30.0
Students with Disabilities	593	573	164	28.6

### 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>	8.49	0.00	7.95	0.07	3.47	0.20
<b>Expulsions</b>	0.17	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>	4.41	5.43	2.45
<b>Expulsions</b>	0.30	0.12	0.05

## 2020-21 Suspensions and Expulsions by Student Group

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

## 2021-22 School Safety Plan

Highland High School has developed and implemented a Safe School Plan based on the concept that comprehensive school safety is fundamental to students' school success and achievement. A complete copy of the School Safety Plans can be obtained in the Administration Office. The administrators, teachers, and classified staff members share in the responsibility of creating and maintaining a safe educational environment for each and every student. Safety is central to the daily operation of any school campus. Before students can learn or improve they must first feel safe at school. The classrooms and school campus environment as a whole must be free from disruptive behavior, discipline problems, and other unnecessary distractions that interrupt the learning process. California Education Code, District policies, and school rules are enforced to ensure a positive climate in which students may pursue their education. Students are informed of the California Education Codes relating to student conduct, District policies, and school rules at the beginning of each school year through meetings with Vice Principals, School Counselors and Classroom Teachers. All staff undertook ALICE training during the 2019-2020 school year in order to be prepared for school safety incidents that require this type of training.

In addition to safety enhancements across the District (see below), at Highland High School students MUST have IDs when entering campus. Large bags and cases of any type are subject to being searched. We have also eliminated various entrances, and now provide two main student entrances at the north gates and 400s. All visitors MUST enter through the front office and adhere to a new identification process. We also have increased the number of lockdown drills. Since March 2018, we conduct ongoing safety committee meetings that include parents, students, teachers, administrators and neighboring schools. These meetings focus on assessing safety needs and proposing solutions.

### 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 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	22	55	18	52
Mathematics	27	21	35	35
Science	23	35	24	32
Social Science	25	31	8	46

## 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	22	57	24	49
Mathematics	23	47	28	34
Science	26	24	18	33
Social Science	25	30	8	50

## 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	23	60	14	53
Mathematics	23	44	17	47
Science	26	24	22	32
Social Science	25	25	18	36

## 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	350.1

## 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)	8
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	3
Social Worker	0
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	0
Other	2.3

## 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	\$9,286.39	\$3,388.93	\$5,897.46	\$118,038.41
District	N/A	N/A	\$6,327.41	\$82,536
Percent Difference - School Site and District	N/A	N/A	-7.0	35.4
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	-35.5	24.6

## 2020-21 Types of Services Funded

Highland High School receives funding through a variety of funding sources: Title I, Targeted, Title IV, CSI, and California Lottery. Students are provided opportunities of support towards student progress through supplemental instruction such as Opportunity, On-Site continuation, credit retrieval, and independent study. Also provided to HHS students are course of day classes such as Math and Literacy support, support for math and English as well as services for Special Education and English Learners populations. Through the Site SPSA and LCAP, HHS provides funding and services to support low socio-economic and foster and homeless youth.

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

## 2020-21 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	17.5
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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
<b>Computer Science</b>	0
<b>English</b>	6
<b>Fine and Performing Arts</b>	1
<b>Foreign Language</b>	1
<b>Mathematics</b>	5
<b>Science</b>	5
<b>Social Science</b>	12
<b>Total AP Courses Offered</b>	30



## Professional Development

In addition to district staff development opportunities, Highland High School uses monthly faculty, department, and department chair meetings to conduct staff development, review student data, generate common assessments and examine curricular needs for the continued transition to Common Core and NGSS. Staff are also provided paid professional development opportunities based off of collaborative Instructional Coaching. Highland High School has 5 Instructional Coaches that specialize in 21st Century teaching and learning. These coaches are in place to support teachers, instruction, and learning.

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	7	7	7

# 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

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

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>	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