

Eastside High School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

| | |
|--|---|
| School Name | Eastside High School |
| Street | 3200 East Ave. J-8 |
| City, State, Zip | Lancaster, CA 93535 |
| Phone Number | (661) 946-3800 |
| Principal | Charles Dunn |
| Email Address | cdunn@avhsd.org |
| School Website | https://www.eastsidehs.org |
| County-District-School (CDS) Code | 19 64246 0108407 |

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 |

2021-22 School Overview

Eastside High School, home of the Lions, is located in the Antelope Valley, about 60 miles northeast of the Los Angeles basin, in Los Angeles County in the high desert at 3200 East Avenue J-8, in the city of Lancaster. Formally a rural community, the area is rapidly becoming urban/suburban. The Antelope Valley's total population of approximately 340,000. Many parents commute to the Los Angeles area to work.

Eastside High School is the eighth and newest comprehensive high school in the Antelope Valley Union High School District that serves 23,000+ students and another 2,000 adult education students. The student body is composed of students from three primary feeder schools from Eastside Elementary School District and the Lancaster Elementary School District. The high school district and elementary district are not unified. The majority of students provide their own transportation to school, but buses are currently serving students who live more than three miles away. The school serves 9th - 12th with a projected enrollment of approximately 2500 students.

School Mission/Vision Statement:

Mission

Eastside High School is dedicated to empowering and inspiring students to strive for success, to set goals, and to become lifelong learners. This is achieved in a safe, mutually respectful learning community that provides students with the skills and knowledge necessary to succeed in today's technologically connected and global society.

Vision

EHS students will graduate with the skills and adaptability necessary to achieve their own personal goals and compete in an ever-changing world.

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 753 |
| Grade 10 | 707 |
| Grade 11 | 618 |
| Grade 12 | 596 |
| Total Enrollment | 2,674 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| American Indian or Alaska Native | 0.1 |
| Asian | 0.5 |
| Black or African American | 23.3 |
| Filipino | 1.2 |
| Hispanic or Latino | 63.6 |
| Native Hawaiian or Pacific Islander | 0.1 |
| Two or More Races | 5.4 |
| White | 5.6 |
| English Learners | 10.4 |
| Foster Youth | 3 |
| Homeless | 0.8 |
| Socioeconomically Disadvantaged | 81.8 |
| Students with Disabilities | 18.1 |

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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 83.7 | 76.2 | 767.7 | 77.0 | 228366.1 | 83.1 |
| Intern Credential Holders Properly Assigned | 2.7 | 2.5 | 12.9 | 1.3 | 4205.9 | 1.5 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 13.2 | 12.0 | 83.2 | 8.3 | 11216.7 | 4.1 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 3.9 | 3.6 | 76.1 | 7.6 | 12115.8 | 4.4 |
| Unknown | 6.2 | 5.7 | 57.3 | 5.7 | 18854.3 | 6.9 |
| Total Teaching Positions | 109.9 | 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 |
|--|---------|
| Permits and Waivers | 5.0 |
| Misassignments | 8.2 |
| Vacant Positions | 0.0 |
| Total Teachers Without Credentials and Misassignments | 13.2 |

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

| Indicator | 2020-21 |
|---|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.7 |
| Local Assignment Options | 3.2 |
| Total Out-of-Field Teachers | 3.9 |

2020-21 Class Assignments

| Indicator | 2020-21 |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 8.8 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.0 |

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

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 |
|-----------------------------------|--|-----------------------------|--|
| Reading/Language Arts | 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% |
| Mathematics | 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% |
| Science | World of Chemistry / 2002 Earth Science: Geology, the Environment, and the Universe / 2003 Biology / 2002 Physics: Principles and Problems / 2002 | Yes | 0% |
| History-Social Science | 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% |
| Foreign Language | French/ EntreCultures Levels 1, 2, and 3 / 2020 Spanish / ¡Avancemos! 1 / 2008 Spanish / ¡Avancemos! 2 / 2008 Spanish / ¡Avancemos! 3 / 2008 | Yes | 0% |
| Health | Glencoe Health: A Guide to Wellness / 2001 | Yes | 0% |
| Visual and Performing Arts | Instrumental: Essential Elements / 2000 Music First / 2000 Exploring Photography / 2000 The Photographic Eye / 2000 | Yes | 0% |

| | | | |
|--|--|-----|----|
| | Theatre: Art in Action / 2000 Music / 2000 Symphonic Band Technique / 2000 | | |
| Science Laboratory Equipment (grades 9-12) | All labs are fully equipped with the appropriate materials | Yes | 0% |

School Facility Conditions and Planned Improvements

Eastside High School's administrative building was finished just prior to the 2010-11 school year. The theater building was completed during the second semester of the 2010-11 school year. The school's football stadium was opened for use in 2014.

Year and month of the most recent FIT report December 2021

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | Rm 106: 1-4 bulb ballast out Rm 114: 2-4 bulb ballast out Rm 115: 3-4 bulb ballast out Rm 116: 1-4 bulb ballast out Rm 125: 1-2 bulb ballast out Rm 129: 1-4 bulb ballast out Rm 132: 1-4 bulb ballast out Rm 135: 1-4 bulb ballast out Rm:148: 3-4 bulb ballast out Rm 218: 2-4 bulb ballast out Rm.219: 1-4 bulb ballast out Rm 222: 1-4 bulb ballast out Rm 227: 1-4 bulb ballast out Rm 237: 1-4 bulb ballast out Repairs to be rectified. |
| 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 | 598 | NT | NT | NT | NT |
| Female | 326 | NT | NT | NT | NT |
| Male | 272 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | 119 | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 378 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 48 | NT | NT | NT | NT |
| White | 38 | NT | NT | NT | NT |
| English Learners | 44 | NT | NT | NT | NT |
| Foster Youth | 19 | NT | NT | NT | NT |
| Homeless | -- | NT | NT | NT | NT |
| Military | 23 | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 491 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | -- | NT | NT | NT | NT |
| Students with Disabilities | 98 | 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 | 598 | NT | NT | NT | NT |
| Female | 326 | NT | NT | NT | NT |
| Male | 272 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | 119 | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 378 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 48 | NT | NT | NT | NT |
| White | 38 | NT | NT | NT | NT |
| English Learners | 44 | NT | NT | NT | NT |
| Foster Youth | 19 | NT | NT | NT | NT |
| Homeless | -- | NT | NT | NT | NT |
| Military | 23 | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 491 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | -- | NT | NT | NT | NT |
| Students with Disabilities | 98 | 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 | 600 | 275 | 46% | 54% | 61% |
| Female | 328 | 164 | 50% | 50% | 63% |
| Male | 272 | 111 | 41% | 59% | 59% |
| American Indian or Alaska Native | 1 | 0 | 0% | 100% | NA |

| | | | | | |
|--|-----|-----|-----|-----|------|
| Asian | 7 | 4 | 57% | 43% | 75% |
| Black or African American | 120 | 37 | 31% | 69% | 57% |
| Filipino | 7 | 3 | 43% | 57% | 100% |
| Hispanic or Latino | 311 | 164 | 53% | 47% | 61% |
| Native Hawaiian or Pacific Islander | 0 | 0 | NA | NA | NA |
| Two or More Races | 117 | 48 | 41% | 59% | 63% |
| White | 37 | 19 | 51% | 49% | 58% |
| English Learners | 44 | 24 | 55% | 45% | 8% |
| Foster Youth | 16 | 7 | 44% | 56% | 0% |
| Homeless | 9 | 2 | 22% | 78% | 50% |
| Military | 6 | 3 | 50% | 50% | 100% |
| Socioeconomically Disadvantaged | 472 | 216 | 46% | 54% | 61% |
| Students Receiving Migrant Education Services | 5 | 4 | 80% | 20% | 50% |
| Students with Disabilities | 98 | 17 | 17% | 83% | 24% |

*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.

| 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 | 600 | 226 | 38% | 62% | 38% |
| Female | 328 | 132 | 40% | 60% | 36% |
| Male | 272 | 94 | 35% | 65% | 40% |
| American Indian or Alaska Native | 1 | 0 | 0% | 100% | NA |
| Asian | 7 | 5 | 71% | 29% | 80% |
| Black or African American | 120 | 45 | 38% | 63% | 29% |
| Filipino | 7 | 5 | 71% | 29% | 40% |
| Hispanic or Latino | 311 | 131 | 42% | 58% | 40% |
| Native Hawaiian or Pacific Islander | 0 | 0 | NA | NA | NA |
| Two or More Races | 117 | 29 | 25% | 75% | 34% |
| White | 37 | 11 | 30% | 70% | 45% |
| English Learners | 44 | 22 | 50% | 50% | 5% |
| Foster Youth | 16 | 6 | 38% | 63% | 50% |
| Homeless | 9 | 2 | 22% | 78% | 50% |
| Military | 6 | 1 | 17% | 83% | 100% |
| Socioeconomically Disadvantaged | 472 | 181 | 38% | 62% | 37% |

| | | | | | |
|--|----|----|-----|-----|-----|
| Students Receiving Migrant Education Services | 5 | 3 | 60% | 40% | 33% |
| Students with Disabilities | 98 | 14 | 14% | 86% | 21% |

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

CAASPP Test Results in Science for All Students

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

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

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

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

2020-21 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 50 | NT | NT | NT | NT |
| Female | 23 | NT | NT | | |
| Male | 27 | NT | NT | | |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 21 | NT | NT | NT | NT |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 22 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | NT | NT | NT | NT |
| White | -- | NT | NT | NT | NT |
| English Learners | -- | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | -- | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 42 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 16 | NT | NT | NT | NT |

2020-21 Career Technical Education Programs

Eastside High School Career Technical Education (CTE) academies and pathways reflect an integrated approach to college and career preparation. Academies are small learning communities where students are cohorted and take courses together. The Biomedical Academy, a Gold Certified Linked Learning Academy, is a comprehensive program that includes rigorous academics and a four-course sequence in the Health Science and Medical Technology industry sector. The Education and Social Service Careers Academy provides a foundation for students to continue their career pathway in K-12 education or the social services profession. Students in the academy are placed in cohorts by grade level that enhances their learning experience. Guest speakers, field trips, and internship opportunities are ingrained in the academies to allow students to learn all aspects of the career-focused programs through relevant academic and technical content. Our school also offers CTE pathways, a sequence of courses, in the Arts, Media, and Entertainment and Computer Science sectors. The Arts, Media, and Entertainment sector includes courses in multi-media, stagecraft, sound engineering, film, and photography. Computer Science provides an introduction to programming language and problem-solving skills. After-school activities in CTE STEM fields give students additional opportunities to access career technical education content.

The district's CTE division supports EHS in the development and implementation of high-quality career pathways that address regional labor market needs. They work in conjunction with school sites, industry, and the community college to ensure students in the CTE programs at EHS are able to transition successfully after graduation.

2020-21 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 1,128 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 48.1 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

Course Enrollment/Completion

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission | 93.54 |
| 2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission | 38.82 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

Parents are welcome to participate in school activities in a number of ways. Parents participate as members of the School Site Council, School Advisory Council, as well as participate in multiple booster clubs for various activities. EHS employs a full-time Parent Volunteer Coordinator who facilitates parents in giving assistance and support campus-wide. EHS opened a Parent Center in 2012 to encourage PowerSchool usage and assistance to parents in filling out school-related documents. School personnel is on hand to assist parents. Regularly scheduled EL and AVID Parent Nights and celebrations are held throughout the school year. In addition, an EL Mini-Conference was held for students and parents to highlight A-G college requirements, PSAT/SAT information and information on how to read a student transcript. A district ELAC Meeting is held each semester. Separate conferences for each grade level, College Fair, Making College a Reality, Senior Nights, School Showcase, and other special nights for both students and parents are held throughout the year. One a month student parent-teachers meeting

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2018-19 | School 2019-20 | School 2020-21 | District 2018-19 | District 2019-20 | District 2020-21 | State 2018-19 | State 2019-20 | State 2020-21 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 3.1 | 3.3 | 16.0 | 11.0 | 9.7 | 18.3 | 9.0 | 8.9 | 9.4 |
| Graduation Rate | 91.8 | 90.6 | 83.6 | 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.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| All Students | 568 | 475 | 83.6 |
| Female | 289 | 258 | 89.3 |
| Male | 279 | 217 | 77.8 |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | -- | -- | -- |
| Black or African American | 132 | 106 | 80.3 |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 358 | 309 | 86.3 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | 30 | 19 | 63.3 |
| White | 36 | 30 | 83.3 |
| English Learners | 83 | 64 | 77.1 |
| Foster Youth | 21 | 10 | 47.6 |
| Homeless | 17 | 12 | 70.6 |
| Socioeconomically Disadvantaged | 539 | 450 | 83.5 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | 102 | 47 | 46.1 |

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 2847 | 2786 | 680 | 24.4 |
| Female | 1391 | 1366 | 315 | 23.1 |
| Male | 1456 | 1420 | 365 | 25.7 |
| American Indian or Alaska Native | 5 | 5 | 3 | 60.0 |
| Asian | 14 | 14 | 1 | 7.1 |
| Black or African American | 681 | 663 | 223 | 33.6 |
| Filipino | 34 | 33 | 0 | 0.0 |
| Hispanic or Latino | 1787 | 1756 | 371 | 21.1 |
| Native Hawaiian or Pacific Islander | 4 | 4 | 0 | 0.0 |
| Two or More Races | 158 | 150 | 44 | 29.3 |
| White | 164 | 161 | 38 | 23.6 |
| English Learners | 324 | 314 | 91 | 29.0 |
| Foster Youth | 98 | 91 | 32 | 35.2 |
| Homeless | 29 | 27 | 11 | 40.7 |
| Socioeconomically Disadvantaged | 2382 | 2338 | 600 | 25.7 |
| Students Receiving Migrant Education Services | 22 | 22 | 1 | 4.5 |
| Students with Disabilities | 526 | 507 | 173 | 34.1 |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

| Subject | School 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 8.70 | 0.04 | 7.95 | 0.07 | 3.47 | 0.20 |
| Expulsions | 0.15 | 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 |
|--------------------|----------------|------------------|---------------|
| Suspensions | 6.04 | 5.43 | 2.45 |
| Expulsions | 0.07 | 0.12 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| All Students | 0.04 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.07 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.15 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | | |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | | |

2021-22 School Safety Plan

Our Safety plan is a resource of information designed to assist our staff in dealing with crime and emergencies on campus. The information in the plan encompasses the following areas: crime assessment, policy, and procedures, evacuation plans, people and programs, physical environment and compliance. It is designed to maintain consistency regardless of which staff member or administrator is dealing with situations on campus. A complete copy of the School Safety Plans can be obtained in the Administration Office.

Our focus areas include increasing school safety while expanding and emphasizing school pride by reducing referrals for fighting, gang activity, and graffiti. The Staff of EHS is trained to identify and recognize signs of at-risk youth and how to access resources and programs within the EHS community. Evacuation and Lock Down Drills are held on a quarterly and monthly basis.

Eastside High School requires all students to present their IDs prior to entering campus. An additional campus supervisor will patrol the perimeter of EHS during school hours. In support of students' emotional and social development, EHS has identified six mentors to work with students throughout the day helping them to focus on their attendance, academic and school participation.

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 | 48 | 25 | 39 |
| Mathematics | 26 | 25 | 22 | 38 |
| Science | 26 | 15 | 15 | 27 |
| Social Science | 24 | 26 | 12 | 35 |

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 | 20 | 66 | 30 | 36 |
| Mathematics | 22 | 42 | 35 | 29 |
| Science | 23 | 25 | 20 | 22 |
| Social Science | 22 | 37 | 13 | 35 |

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 | 20 | 66 | 41 | 29 |
| Mathematics | 22 | 46 | 35 | 28 |
| Science | 23 | 27 | 18 | 24 |
| Social Science | 24 | 31 | 13 | 40 |

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 | 445.7 |

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) | 6 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 2 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 1.4 |
| Resource Specialist (non-teaching) | 0 |
| Other | 3.4 |

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

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

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$8,826.04 | \$3,053.65 | \$5,772.40 | \$117,142.27 |
| District | N/A | N/A | \$6,327.41 | \$82,536 |
| Percent Difference - School Site and District | N/A | N/A | -9.2 | 34.7 |
| State | | | \$8,444 | \$92,222 |
| Percent Difference - School Site and State | N/A | N/A | -37.6 | 23.8 |

2020-21 Types of Services Funded

Eastside High School is currently a school-wide Title I school, with a majority of its students qualifying for Title I funds. Literacy Support classes are offered for students who do not read and write at grade level. These classes use Read 180 to teach reading and writing skills so students maintain literary skills at or above grade level. The use of daily planners supports organizational skills, time management and school-to-home communication.

The Special Education program, an inclusion model, provides assistance from instructional aides and special education teachers in the classroom to support all students in meeting the standards. Literacy Support and ESS classes provide time to ensure goals for each Special Education student are met. Teachers and the Special Education support staff implement student accommodations to ensure the opportunity for academic success. A Teacher on Special Assignment also provides ongoing staff development and is present during transition IEPs for students coming to high school from feeder schools.

We offer the LINK Program, a mentor program specifically designed for the transition from Junior High to High School. Through this program, 9th grade students attend a summer orientation and various activities throughout the year. In addition, our AVID Program, which encourages college readiness, currently serves several hundred students. EHS is currently honored as an AVID Demonstration School.

Math Intervention and support classes such as Algebra 1 Support and math support are offered.

Coordinated Academic Maintenance Program (CAMP) is in effect for credit recovery, tutoring, and supplemental instruction. Through this program, students also have opportunities for enrichment and grade improvement to become A-G eligible. Tutoring is offered most days after school in the library.

2019-20 Teacher and Administrative Salaries

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

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

2020-21 Advanced Placement (AP) Courses

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

| | |
|--|------|
| Percent of Students in AP Courses | 29.3 |
|--|------|

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 | 11 |
| Fine and Performing Arts | 1 |
| Foreign Language | 2 |
| Mathematics | 5 |
| Science | 2 |
| Social Science | 23 |
| Total AP Courses Offered | 44 |

Professional Development

Teachers have multiple opportunities to participate in voluntary and mandatory professional development sessions. These take place during staff meetings, department meetings, Professional Learning Communities, and other optional Professional Development sessions that occur monthly outside of the school day. In addition, teachers have the option of attending district trainings and/or collaborating either during the school day or after school. Finally, teachers are given opportunities to attend conferences outside of the district through LACOE, the College Board, and other agencies in conjunction with district offered pd.

To support teachers in implementing the various professional development initiatives, Eastside High School has identified a variety of instructional partners and coordinators who have varying periods of release time to observe, conference, plan, and co-teach with other teachers. Teachers are encouraged to observe each other in implementing strategies, and consistent follow-up in Professional Development sessions ensures that there is a clear focus and direction to our Professional Development. The professional development plan continues to evolve based on data collected and identified the needs of our faculty, staff, and students.

All teachers are trained in AVID Strategies (WICOR), Catapult, (Anatomy of a Lesson) and new teachers have an IP who works with them. New teachers go through AVTI for support

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 | 6 | 6 | 6 |

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 |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 5010 | NT | NT | NT | NT |
| Female | 2507 | NT | NT | NT | NT |
| Male | 2503 | NT | NT | NT | NT |
| American Indian or Alaska Native | 14 | NT | NT | NT | NT |
| Asian | 71 | NT | NT | NT | NT |
| Black or African American | 805 | NT | NT | NT | NT |
| Filipino | 80 | NT | NT | NT | NT |
| Hispanic or Latino | 3235 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 265 | NT | NT | NT | NT |
| White | 536 | NT | NT | NT | NT |
| English Learners | 398 | NT | NT | NT | NT |
| Foster Youth | 98 | NT | NT | NT | NT |
| Homeless | 68 | NT | NT | NT | NT |
| Military | 83 | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 3630 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 28 | NT | NT | NT | NT |
| Students with Disabilities | 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 |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 5010 | NT | NT | NT | NT |
| Female | 2507 | NT | NT | NT | NT |
| Male | 2503 | NT | NT | NT | NT |
| American Indian or Alaska Native | 14 | NT | NT | NT | NT |
| Asian | 71 | NT | NT | NT | NT |
| Black or African American | 806 | NT | NT | NT | NT |
| Filipino | 80 | NT | NT | NT | NT |
| Hispanic or Latino | 3234 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 265 | NT | NT | NT | NT |
| White | 536 | NT | NT | | NT |
| English Learners | 398 | NT | NT | NT | NT |
| Foster Youth | 97 | NT | NT | NT | NT |
| Homeless | 68 | NT | NT | NT | NT |
| Military | 83 | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 3630 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 28 | NT | NT | NT | NT |
| Students with Disabilities | 766 | NT | NT | NT | NT |