

# Hillview Continuation 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>	Hillview Continuation High School
<b>Street</b>	1701 San Juan St.
<b>City, State, Zip</b>	Tustin, CA 92780
<b>Phone Number</b>	(714) 730-7356
<b>Principal</b>	Tim O'Donoghue
<b>Email Address</b>	todonoghue@tustin.k12.ca.us
<b>School Website</b>	<a href="https://www.tustin.k12.ca.us/hillview">https://www.tustin.k12.ca.us/hillview</a>
<b>County-District-School (CDS) Code</b>	30-73643-3032919

## 2021-22 District Contact Information

<b>District Name</b>	Tustin Unified School District
<b>Phone Number</b>	(714) 730-7301
<b>Superintendent</b>	Mark Johnson, Ed.D.
<b>Email Address</b>	mjohnson@tustin.k12.ca.us
<b>District Website Address</b>	<a href="https://www.tustin.k12.ca.us/">https://www.tustin.k12.ca.us/</a>

## 2021-22 School Overview

The mission of Hillview High School is to produce graduates who are academically, socially, and emotionally prepared to contribute to an ever-changing society.

Students are referred to Hillview because they are deficient in credit. Students who make up their credits earn a high school diploma from Hillview and in some cases return to their home to school to graduate. Seniors, juniors, and sophomores are eligible to attend Hillview.

Hillview is unique because we have smaller class sizes that allow students to get more individual help and also allow staff to connect with students.

This past year every senior graduated except one student.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	18
Grade 11	87
Grade 12	89
<b>Total Enrollment</b>	<b>194</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	33.5
Male	66.5
Asian	2.6
Black or African American	1
Hispanic or Latino	88.1
Two or More Races	0.5
White	7.7
English Learners	38.1
Foster Youth	2.1
Homeless	6.2
Socioeconomically Disadvantaged	83
Students with Disabilities	6.7

### A. Conditions of Learning

#### State Priority: Basic

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

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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	11
<b>Intern Credential Holders Properly Assigned</b>	0
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	6
<b>Unknown</b>	0
<b>Total Teaching Positions</b>	11

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

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

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0</b>

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

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	6
Local Assignment Options	0
<b>Total Out-of-Field Teachers</b>	<b>6</b>

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

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

Tustin Unified School District sets a high priority upon ensuring that high-quality, standards-based textbooks and materials are available for every student to support instructional programs in the schools. Prior to adoption, the Tustin Unified School District conducts a thorough review of its curriculum to ensure that it is aligned with the California Standards for the Common Core.

District K-8 textbooks in the subjects of English language arts, mathematics, history/social science, health, foreign language, visual and performing arts, and science have been adopted from those approved by the State Board of Education. The Tustin Unified School District Board of Education has adopted district textbooks in the subjects listed below. K-12 textbooks for mathematics, history/social science, science, English language arts (including reading), and foreign language are aligned with state-adopted content standards and state or national frameworks. All TUSD students, including all English learners, have textbooks\* and instructional materials, including science laboratory equipment at the 9-12 level, that are current and in good condition in accordance with Education Code requirements. All textbooks\* and instructional materials are provided in sufficient quantities for each student for use in class and to access from home.

On September 27, 2021, the Tustin Unified School District Board of Education verified by resolution that each student at this school has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State of California.

\*textbooks may be digital or hard copy depending on textbook and adoption cycle

**Year and month in which the data were collected**

November 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>	Holt, Rinehart and Winston: Elements of Literature, Courses 3-6 (2000) California State Universities: Expository Reading and Writing Curriculum (ERWC) (2003) Bedford / St. Martins: The Language of Composition, 2nd edition (2008) Houghton Mifflin Harcourt: English3D, Course C (2017)  Supplemental: TEDTalks ELD	Yes	0%
<b>Mathematics</b>	Globe Fearon: Fearon's Practical Mathematics for Consumers, 2nd Edition (1994) Glencoe: Algebra 1, Algebra 2, Geometry (2018) Brooks/Cole: Applied Mathematics (2010) Cengage: Precalculus: Mathematics for Calculus, 7th Edition (2016), Single Variable Calculus: Early Transcendentals, 8th Edition (eText) (2016) Addison Wesley Longman, Inc: Calculus and its Applications (2007) Bedford, Freeman, & Worth: Practice of Statistics (eText) (2018), Statistical Reasoning in Sports (eText) (2019)	Yes	0%
<b>Science</b>	Pearson/Prentice Hall: Essentials of Anatomy & Physiology (2006), Biology (Dragonfly) (2007), Chemistry – California Edition (2007), Criminalistics: An Introduction to Forensic Science, 8th Edition (2003), Conceptual Physics (2009)  American Guidance Service: Biology (2000), Physical Science AGS 3.5 (2001)  Pearson Baccalaureate: Biology, Higher Level Baccalaureate for IB Diploma (2008)  Pearson/Benjamin Cummings: Biology, AP Edition, 11th Edition (2018), Chemistry: The Central Science, AP Edition, 14th Edition (2018),  Steck-Vaughn: Modern Chemistry (2006)  Bedford Freeman Worth: Environmental Science for AP, 2nd Edition (2015)  Prentice Hall: Forensic Science: An Introduction (2008)  Glencoe/McGraw-Hill: Marine Biology, 6th Edition (2006)  Brooks/Cole: Oceanography: An Invitation to Marine Science, 4th Edition (2002)  Thomson Brooks/Cole: Oceanography: An Invitation to Marine Science, 6th Edition (2007)  Cengage Publishing: College Physics (2006)	Yes	0%

	Supplemental: Tustin Unified School District developed Units of Study (Biology, Chemistry, and Physics) consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education frameworks.		
<b>History-Social Science</b>	<p>Pearson/Prentice Hall: Magruder's American Government (2006)</p> <p>Pearson: American Government: Roots and Reform, AP Edition, 13th Edition (2018)</p> <p>Glencoe/McGraw-Hill: Economics: Principals and Practices (2005)</p> <p>Bedford Freeman Worth: Krugman's Economics AP Course (eText) (2019)</p> <p>Cengage: Western Civilization Since 1300 AO, 10th Edition (eText) (2019)</p> <p>Prentice Hall: Cultural Landscape, An Introduction to Human Geography (2014)</p> <p>Holt, Rinehart and Winston Psychology: Principles in Practice (2007)</p> <p>Worth: Myers' Psychology for AP, 2nd Edition (2014)</p> <p>Houghton Mifflin: Sociology: The Study of Human Relationships (2008)</p> <p>Holt, Rinehart, and Winston: American Anthem (2007)</p> <p>Cengage: The American Pageant, 17th Edition (eText) (2020)</p> <p>Pearson/Prentice Hall: World History: Modern World (2007)</p> <p>Houghton Mifflin: The Earth and Its People 3rd Edition (2005)</p>	Yes	0%
<b>Foreign Language</b>	<p>Glencoe/McGraw-Hill: Bienvenue, Level 1 (1998), A Bord, Level 2 (1998), En Voyage, Level 3 (1998), Tresors du Temps (1997)</p> <p>EMC Publishing: Tes Branches 1 (2014)</p> <p>Prentice Hall: Allons Au-Dela! (2012)</p> <p>Cseng and Tsui: Integrated Chinese Level 1 Part 1 Traditional Textbook – (1999), Integrated Chinese Level 1 Part 1 Traditional Textbook – 2nd Edition (2006), Integrated Chinese Level 1 Part 2 Traditional Textbook - (2005), Integrated Chinese Level 2 Part I Traditional Textbook – 3rd Edition (2010), Integrated Chinese Level 2 Part 2 Traditional Textbook – 3rd Edition (2010)</p> <p>Holt, Rinehart and Winston: Ven Conmigo Level1 (2000), Ven Conmigo Level 2 (2000), Ven Conmigo Level 3 (2000), Prentice Hall: Abriendo Paso Gramatica (2007), Abriendo Paso Temas y Lecturas (2014)</p> <p>Pearson/Prentice Hall: Sendas Literarias, Level 1 (2001), Sendas Literarias, Level 2 (2001)</p> <p>Supplemental Textbooks and Materials</p>	Yes	0%
<b>Health</b>	Health curriculum was developed by Tustin Unified School District based on the Positive Prevention Plus curriculum which is recommended by the State Board of Education (2017)	Yes	0%
<b>Visual and Performing Arts</b>	LTD Publications Guitar Method Book 1 (2009); ITP Gardner's Art Through Ages (2005)	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	Supplemental Materials		0%

## School Facility Conditions and Planned Improvements

The Tustin Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction (OPSC). The results of this survey are available at the school office, the District office, or on the Internet at <https://tinyurl.com/TUSD-Facility-Inspection-Tool>. The District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Hillview's school facilities are in very good shape thanks to the strong efforts by the TUSD maintenance department. The principal, teachers and custodians are constantly evaluating the facility for any safety issues and trying to improve the appearance of the school. These facilities are used by Hillview during the school day and the Adult Education in the evening. In the summer of 2019 extensive work was done to the site to meet the needs of high school students. During the 2020/2021 school year a solar panel was installed on the field. The panel serves as a shade structure for students during snack and lunch time.

Year and month of the most recent FIT report

November 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

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



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	141	115	81.56	18.44	23.48
Female	44	37	84.09	15.91	29.73
Male	97	78	80.41	19.59	20.51
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	119	98	82.35	17.65	19.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	7	63.64	36.36	--
English Learners	55	47	85.45	14.55	4.26
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	113	92	81.42	18.58	16.3
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 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	141	110	78.01	21.99	1.82
Female	44	37	84.09	15.91	0.00
Male	97	73	75.26	24.74	2.74
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	119	93	78.15	21.85	1.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	7	63.64	36.36	--
English Learners	55	44	80.00	20.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	113	88	77.88	22.12	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 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.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	na	na	na	na	na
Female	na	na	na	na	na
Male	na	na	na	na	na
American Indian or Alaska Native	na	na	na	na	na
Asian	na	na	na	na	na

<b>Black or African American</b>	na	na	na	na	na
<b>Filipino</b>	na	na	na	na	na
<b>Hispanic or Latino</b>	na	na	na	na	na
<b>Native Hawaiian or Pacific Islander</b>	na	na	na	na	na
<b>Two or More Races</b>	na	na	na	na	na
<b>White</b>	na	na	na	na	na
<b>English Learners</b>	na	na	na	na	na
<b>Foster Youth</b>	na	na	na	na	na
<b>Homeless</b>	na	na	na	na	na
<b>Military</b>	na	na	na	na	na
<b>Socioeconomically Disadvantaged</b>	na	na	na	na	na
<b>Students Receiving Migrant Education Services</b>	na	na	na	na	na
<b>Students with Disabilities</b>	na	na	na	na	na

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

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

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

<b>NA Student Groups</b>	<b>NA Total Enrollment</b>	<b>NA Number Tested</b>	<b>NA Percent Tested</b>	<b>NA Percent Not Tested</b>	<b>NA Percent At or Above Grade Level</b>
<b>All Students</b>	na	na	na	na	na
<b>Female</b>	na	na	na	na	na
<b>Male</b>	na	na	na	na	na
<b>American Indian or Alaska Native</b>	na	na	na	na	na
<b>Asian</b>	na	na	na	na	na
<b>Black or African American</b>	na	na	na	na	na
<b>Filipino</b>	na	na	na	na	na
<b>Hispanic or Latino</b>	na	na	na	na	na
<b>Native Hawaiian or Pacific Islander</b>	na	na	na	na	na
<b>Two or More Races</b>	na	na	na	na	na
<b>White</b>	na	na	na	na	na
<b>English Learners</b>	na	na	na	na	na
<b>Foster Youth</b>	na	na	na	na	na
<b>Homeless</b>	na	na	na	na	na
<b>Military</b>	na	na	na	na	na
<b>Socioeconomically Disadvantaged</b>	na	na	na	na	na
<b>Students Receiving Migrant Education Services</b>	na	na	na	na	na

<b>Students with Disabilities</b>	na	na	na	na	na
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\*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	--	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>	152	NT	NT	NT	NT
<b>Female</b>	40	NT	NT	NT	NT
<b>Male</b>	112	NT	NT	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>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	124	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	16	NT	NT	NT	NT
<b>English Learners</b>	54	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	16	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	105	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 2020-21 Career Technical Education Programs

Hillview provides ROP classes in Computer Graphics, Microsoft Office, and Marketing and Entrepreneurship. Several guest speakers from a wide variety of careers talk with our students throughout the year. Also, community college counselors work closely with our students and staff to educate students about career technical programs and college. A big push is made about the "certificate programs" that are offered at the local community colleges. Every senior visits IVC, OCC, SAC, and SCC to see what college is all about. Each year Hillview hosts a career fair that exposes students to several types of jobs. The District also hosts a College/ Career Fair focused on Technical education each November.

Community volunteers meet individually with every senior and help them register for college. Hillview students also have the opportunity to job shadow out in the community.

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

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

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2020-21 California Physical Fitness Test Results

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

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

## C. Engagement

### State Priority: Parental Involvement

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

#### 2021-22 Opportunities for Parental Involvement

For the 2021-2022 school year, schools are closely following CDPH Guidance to ensure the health and safety of students and staff, as well as the school community. Tustin Unified and school leaders are working hard to ensure that there are many opportunities in the district for parental involvement through virtual SSC and ELAC meetings, virtual parent and community meetings, participation in parent surveys, support organizations, booster clubs, school site councils, DELAC and district-level advisory committees with the superintendent.

Parents are strongly encouraged to be involved in their student's school experience to help ensure they earn their high school diploma. Each parent meets with the principal when enrolling. Parents have the opportunity to meet with staff about student progress at Back to School Night and two school wide Parent Conference days. Parents can also be part of the School Site Council and be part of ELAC. The principal and counselor are always willing to assist parents and students. Additionally, parents complete an annual parent survey and are encouraged to meet with school staff regarding college financial aid and college admission meetings. Parents can also be part of district-level advisory committees such as DELAC and Superintendent's Parent Advisory group.

Parents can contact the principal, Tim O'Donoghue, or school counselors, Nubia Barcelo/Sara Thede, at 714 730-7356 for more information and/or questions.

## 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	26.8	14.9	13.1	3.7	2.9	2.4	9.0	8.9	9.4
Graduation Rate	71.1	78.1	85.9	94.5	94.5	95.6	84.5	84.2	83.6

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	99	85	85.9

<b>Female</b>	32	24	75.0
<b>Male</b>	67	61	91.0
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	82	70	85.4
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	40	34	85.0
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	16	15	93.8
<b>Socioeconomically Disadvantaged</b>	89	76	85.4
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--

### 2020-21 Chronic Absenteeism by Student Group

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>	303	293	197	67.2
<b>Female</b>	104	98	65	66.3
<b>Male</b>	199	195	132	67.7
<b>American Indian or Alaska Native</b>	0	0	0	0.0
<b>Asian</b>	9	9	7	77.8
<b>Black or African American</b>	3	3	2	66.7
<b>Filipino</b>	1	1	0	0.0
<b>Hispanic or Latino</b>	253	244	171	70.1
<b>Native Hawaiian or Pacific Islander</b>	2	2	1	50.0
<b>Two or More Races</b>	4	4	2	50.0
<b>White</b>	29	28	13	46.4
<b>English Learners</b>	107	105	72	68.6
<b>Foster Youth</b>	13	11	8	72.7
<b>Homeless</b>	18	17	13	76.5
<b>Socioeconomically Disadvantaged</b>	251	243	169	69.5
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.0
<b>Students with Disabilities</b>	19	18	18	100.0



## C. Engagement

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	9.37	0.00	2.08	0.10	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.10	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	2.56	0.93	2.45
<b>Expulsions</b>	0.00	0.07	0.05

## 2020-21 Suspensions and Expulsions by Student Group

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

## 2021-22 School Safety Plan

Date Last Reviewed by School Site Council (SSC): 04/14/2021 (pending review 01/26/2022)  
 Date Updated and Approved by SSC: 04/14/2021 (pending approval 01/26/2022)  
 Date Discussed by Staff: 08/09/2021

Our School Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, attestation plan for COVID-19, routine and emergency; suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; discrimination/harassment policy; provisions of any school-wide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; hate crime reporting; school safety goals and objectives. We run monthly drills and work closely with our Student Services department to ensure that we have updated procedures and practices in place to ensure school-wide safety.

Hillview prides itself on an extremely safe campus. In fact, the Tustin Police Department who patrols this area has commented on numerous occasions that Hillview is the campus they have to visit least frequently during the year. All incoming students meet with the principal to be briefed on the discipline policies and expectations. If the behavior becomes a problem parent contact will be made to help find a solution to the poor behavior that is preventing learning. The principal and campus supervisors are constantly outside with students before and after school along with all passing periods and break time. Hillview has a school resource officer through the Tustin Police Department that is shared with Tustin High School. In a recent survey, 96% of the students responded that they feel safe at school. Each month a drill (fire, earthquake, or intruder on campus) is held and feedback is given at monthly staff meetings.

## 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	23	4	11	
Mathematics	24	3	8	
Science	28	1	5	
Social Science	22	4	8	

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

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	8	7	
Mathematics	21	5	5	
Science	26	1	5	
Social Science	16	12	3	

## 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	19	5	6	
Mathematics	18	5	4	
Science	28		4	1
Social Science	18	10	3	

## 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	97

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	2
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0.1
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	.6
<b>Resource Specialist (non-teaching)</b>	0

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$15,355	\$3,658	\$11,697	\$97,816
<b>District</b>	N/A	N/A	\$8,081	\$90,508
<b>Percent Difference - School Site and District</b>	N/A	N/A	36.6	7.8
<b>State</b>			\$8,444	\$84,665
<b>Percent Difference - School Site and State</b>	N/A	N/A	32.3	14.4

## 2020-21 Types of Services Funded

Hillview High School receives funding for categorical programs focused on ELL and At-risk students that are available at our school site in addition to base funding to support all students. These program funds include LCFF-EL and Schoolwide Title I Program funds. The Tustin Public Schools Foundation and site PTO/PTA also supports the school with donations and financial support throughout the year to support school-wide programs and events for students. The school's Single Plan for Student Achievement (SPSA) identifies student needs and addresses specifically how these categorical funds will support student learning and achievement through a Multi-Tiered System of Supports. The categorical funds are used to provide tiered and targeted supports or interventions for at-risk students in the areas of academics, behavior and social emotional learning, and absenteeism, professional development, instructional materials, additional personnel to support all students in accessing academic standards, and technology resources.

Hillview receives LCFF-ELL funds to assist EL students who need additional support with grade-level work in order to earn the 230 credits needed to graduate. Hillview receives Title I funds. The majority of site categorical funding is used to provide additional classes in math and English to support struggling students and tier 3 after school tutoring support. Hillview is fortunate to work with ROP to provide 3 classes.

For the 2021-2022 school year Hillview is receiving Comprehensive Support and Improvement (CSI) funds to help support academic achievement and engagement, school conditions and climate, along with social-emotional support for students and families.

## 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>	\$53,195	\$50,897
<b>Mid-Range Teacher Salary</b>	\$85,813	\$78,461
<b>Highest Teacher Salary</b>	\$114,221	\$104,322
<b>Average Principal Salary (Elementary)</b>	\$140,298	\$131,863
<b>Average Principal Salary (Middle)</b>	\$148,473	\$137,086
<b>Average Principal Salary (High)</b>	\$167,470	\$151,143
<b>Superintendent Salary</b>	\$356,744	\$297,037
<b>Percent of Budget for Teacher Salaries</b>	35%	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.

### Percent of Students in AP Courses

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

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

## Professional Development

Tustin Unified School District provides dedicated time for professional development for all staff. Schools often provide additional professional development time based on specific school-site scheduling and budgetary decisions. The District provides intensive workshops in August during the week before school starts to provide teachers with new knowledge and enhanced skills for the upcoming year. Staff development opportunities are also offered after school and by release time throughout the school year. New teachers are provided an extensive new teacher training program throughout the year to support their implementation of effective instruction.

The primary areas of focus for Professional Development for the Hillview staff have been literacy strategies to support EL students, improving writing skills across all subject areas, and using technology to support instruction. Teachers in the Tustin Unified School District are lucky to have an excellent professional development program allowing staff to refine teaching skills as well as staying up on current trends in education. First and second year teachers participate in the Induction program to provide additional support. Each Thursday morning the Hillview staff meets for training in the areas previously stated. Teachers are also given release days to observe other teachers to gain new ideas for their classroom or to attend conferences. Academic coaches provided by the district are a tremendous support for our entire staff offering training throughout the school year at late start meetings.

Classified staff receives training at both the site and district level during the year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	11	13	11

# Tustin Unified School District

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

# Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

## 2021-22 District Contact Information

<b>District Name</b>	Tustin Unified School District
<b>Phone Number</b>	(714) 730-7301
<b>Superintendent</b>	Mark Johnson, Ed.D.
<b>Email Address</b>	mjohnson@tustin.k12.ca.us
<b>District Website Address</b>	<a href="https://www.tustin.k12.ca.us/">https://www.tustin.k12.ca.us/</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>	12162	1721	14.15	85.85	65.01
<b>Female</b>	5867	833	14.20	85.80	71.27
<b>Male</b>	6290	888	14.12	85.88	59.12
<b>American Indian or Alaska Native</b>	13	4	--	69.23	--
<b>Asian</b>	2582	390	15.10	84.90	86.89
<b>Black or African American</b>	205	19	9.27	90.73	47.37
<b>Filipino</b>	217	24	11.06	88.94	62.50
<b>Hispanic or Latino</b>	5691	816	14.34	85.66	49.57
<b>Native Hawaiian or Pacific Islander</b>	42	9	21.43	78.57	--
<b>Two or More Races</b>	733	88	12.01	87.99	70.45
<b>White</b>	2679	371	13.85	86.15	76.28
<b>English Learners</b>	2124	225	10.59	89.41	14.80
<b>Foster Youth</b>	55	6	10.91	89.09	--
<b>Homeless</b>	540	62	11.48	88.52	38.71
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	4937	673	13.63	86.37	48.36
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	1359	196	14.42	85.58	17.35



## 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	12163	1627	13.38	86.62	45.68
Female	5867	776	13.23	86.77	47.61
Male	6291	851	13.53	86.47	43.91
American Indian or Alaska Native	13	3	--	76.92	--
Asian	2582	378	14.64	85.36	77.39
Black or African American	205	18	8.78	91.22	33.33
Filipino	217	23	10.60	89.40	39.13
Hispanic or Latino	5692	782	13.74	86.26	24.42
Native Hawaiian or Pacific Islander	42	7	16.67	83.33	--
Two or More Races	733	84	11.46	88.54	55.95
White	2679	332	12.39		58.01
English Learners	2125	218	10.26	89.74	8.41
Foster Youth	55	7	12.73	87.27	--
Homeless	540	62	11.48	88.52	12.90
Military	--	--	--	--	--
Socioeconomically Disadvantaged	4938	650	13.16	86.84	26.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1360	199	14.63	85.37	9.23

## 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.

STAR Renaissance Student Groups	STAR Renaissance Total Enrollment	STAR Renaissance Number Tested	STAR Renaissance Percent Tested	STAR Renaissance Percent Not Tested	STAR Renaissance Percent At or Above Grade Level
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\*At or above the grade-level standard in the context of the local assessment administered.

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

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

STAR Renaissance Student Groups	STAR Renaissance Total Enrollment	STAR Renaissance Number Tested	STAR Renaissance Percent Tested	STAR Renaissance Percent Not Tested	STAR Renaissance Percent At or Above Grade Level
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\*At or above the grade-level standard in the context of the local assessment administered.