

Paloma Valley 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	Paloma Valley High School
Street	31375 Bradley Road
City, State, Zip	Menifee, CA 92584
Phone Number	(951) 672-6030
Principal	Jennifer Thomasian
Email Address	jennifer.thomasian@puhsd.org
School Website	https://pvhs.puhsd.org
County-District-School (CDS) Code	33-67207-3330727

2021-22 District Contact Information

District Name	Perris Union High School District
Phone Number	(951) 943-6369
Superintendent	Grant Bennett
Email Address	grant.bennett@puhsd.org
District Website Address	www.puhsd.org

2021-22 School Overview

Principal's Message

Like all things in our world, the past two years has brought a number of changes to Paloma Valley High School. On March 13, 2020 our campus closed it's doors to in person instruction. We were very happy to welcome back students to full time in person instruction for the 2021-22 school year.

The efforts of our staff and students to improve instruction despite the pandemic have not gone unnoticed. PVHS is the only school in PUHSD to make gains in the past three years in both the math and English sections of the California Assessment of Student Performance and Progress (CAASPP). In fact, in 2019 (the last year for which there is data) PVHS was the only comprehensive high school in Riverside County to achieve "Green" and "Blue" status on all indicators on the California Dashboard. For this outstanding work by students and staff PVHS was named a 2021 California Distinguished School.

As a community we recognize that the world is complicated place for teens today to process and we have added supports for student needs not just in academics but also in overall emotional and social needs. Wildcats have access to programs such as AVID, PLUS, Link Crew, Black Student Union, GSA, College and Career Foundations, and Mental Health Alliance. The staff continues to work together to find ways to help our students become the leaders of the future and officially opened our new Wellness Center this school year to support students with social emotional needs.

These concepts are embodied by our Mission and Vision Statements that ask each Wildcat to R.O.A.R. with pride!

Vision Statement:

2021-22 School Overview

The vision of Paloma Valley High School is to work with the students, staff, parents, and community members to meet the diverse needs of all students by preparing them to be responsible citizens and meet their post-secondary education or career goals.

Mission Statement:

The mission of Paloma Valley High School is to provide a safe educational environment which develops students to be RESPECTFUL of all individuals and property, OPTIMISTIC about their current and future endeavors, AMBITIOUS about their academic and extracurricular passions and goals, and RESPONSIBLE for their actions, decisions and accomplishments... ROAR.

Dr. Jennifer Thomasian
Principal

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	933
Grade 10	882
Grade 11	752
Grade 12	744
Total Enrollment	3,311

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
American Indian or Alaska Native	0.5
Asian	2.4
Black or African American	5.4
Filipino	5.1
Hispanic or Latino	50.7
Native Hawaiian or Pacific Islander	0.4
Two or More Races	7.5
White	28
English Learners	5.1
Foster Youth	0.9
Homeless	3.5
Socioeconomically Disadvantaged	59.4
Students with Disabilities	13.2

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

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

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

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

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

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

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

2019-20 Class Assignments

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

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

All textbooks used in the core curriculum at Paloma Valley High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On September 15, 2021, the Perris Union High School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 5:11-12 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2020-21 school year, Perris Union High School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Year and month in which the data were collected

September 15, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Lang Arts 7- California Collections (Houghton Mifflin Harcourt, 2016) Lang Arts 8- California Collections (Houghton Mifflin Harcourt, 2016) English I/Advanced English I--Literature: Pearson My Perspective (Pearson, 2017) English II/Advanced English II--Literature: Pearson My Perspective (Pearson, 2017) English III--Literature: The American Experience (Pearson, 2010) English IV--Literature: The British Tradition (Pearson, 2010) CSU Expository Reading & Writing--Expository Reading & Writing Course 2nd Ed (Ca St Univ, 2013) AP English Language & Composition--Language of Composition 2nd Ed (Bedford, 2013) AP English Literature & Composition--Norton Introduction to Literature (Norton, 2013)	Yes	0%

	<p>College Freshman Comp--Writing Matters (McGraw-Hill, 2011)</p> <p>College Critical Thinking & Writing--Creating America 4th Ed. (Pearson, 2005)</p> <p>Edge A: Student Edition and myNGconnect (National Geographic Learning, 2014)</p> <p>Edge B: Student Edition and myNGconnect</p> <p>Edge C: Student Edition and myNGconnect</p> <p>Edge 2014 Fundamentals: Student Edition and myNGconnect</p>		
Mathematics	<p>Math - 5 enVisionmath 2.0 Math 2016 Common Core Student Edition (Pearson, 2016)</p> <p>Math - 6 enVisionmath 2.0 Math 2016 Common Core Student Edition (Pearson, 2016)</p> <p>Math - 7 enVisionmath 2.0 Math 2016 Common Core Student Edition (Pearson, 2016)</p> <p>Math - 8 enVisionmath 2.0 Math 2016 Common Core Student Edition (Pearson, 2016)</p> <p>Geometry California Common Core (Pearson, 2016)</p> <p>Algebra 1 California Common Core (Pearson, 2016)</p> <p>Algebra 2 California Common Core (Pearson, 2016)</p> <p>AP Calculus AB/BC--Calculus (Houghton Mifflin, 1998)</p> <p>AP Statistics--The Practice of Statistics 5th (Freeman, 2015)</p> <p>Consumer Math--Mathematics w/Business Applications (Glencoe, 2007)</p> <p>Technology Math--Mathematics w/Business Applications (Glencoe, 2007)</p> <p>Math Analysis--Precalculus 5th Ed. (Houghton Mifflin, 2001)</p> <p>Trigonometry--Precalculus 5th Ed. (Houghton Mifflin, 2001)</p> <p>Pre Calculus--Precalculus 5th Ed. (Houghton Mifflin, 2001)</p> <p>Math Pathways/Algebra Readiness--Algebra Readiness Volumes 1, 2, 3, 4 (Holt, 2008)</p>	Yes	0%
Science	<p>Life Science & Ag Plant & Animal --Life Science (Glencoe)</p> <p>Physical Science--Conceptual Physical Science (Addison Wesley)</p> <p>Physical Geology--Earth Science (Prentice Hall)</p> <p>Environmental Science--Environmental Science (Holt)</p> <p>AP Environmental Science--Environmental Science: a Global Concern (McGraw Hill)</p> <p>Earth Science & Ag Earth Science--Earth Science (Prentice Hall)</p> <p>Biology--Biology (McDougal Littell)</p> <p>AP Biology--Campbell Biology (7th AP Ed) (Pearson)</p> <p>Chemistry & Ag Chemistry--World of Chemistry (McDougal Littell)</p> <p>AP Chemistry--Zumdahl Chemistry (7th AP Ed) (Houghton Mifflin)</p> <p>Physics--Physics (Holt)</p> <p>AP Physics--Physics (Holt)</p> <p>Anatomy--Human Body in Health & Disease (Elsevier)</p>	Yes	0%
History-Social Science	<p>Geography--World Geography: The World and its People (Glencoe)</p> <p>AP Geography--Human Geography People, Place & Culture (Wiley)</p> <p>Human Geography People, Place & Culture AP Study Guide (Wiley)</p> <p>World History--World History Modern Times (Glencoe)</p>	Yes	0%

	<p>AP European History--History of Western Society Since 1300 (McDougal Littell)</p> <p>AP World History--Earth and its Peoples (Houghton Mifflin)</p> <p>The Human Record Vol 1 (Houghton Mifflin)</p> <p>The Human Record Vol 2 (Houghton Mifflin)</p> <p>Am Government & Ag Am Government--US Government Democracy in Action (Glencoe)</p> <p>AP Government--Government in America (Pearson)</p> <p>US History--The Americans (McDougal Littell)</p> <p>AP US History--American Pageant (Houghton Mifflin)</p> <p>Economics & Ag Economics--Economics Principles in Action (Prentice Hall)</p> <p>AP Economics--McConnell Brue Economics 18th Ed (McGraw Hill)</p> <p>Intro to Psychology--Psychology and You (West Publishing)</p> <p>AP Psychology--Introduction to Psychology (Thomson Learning)</p> <p>Criminology/Youth and the Law--Street Law (West Publishing)</p> <p>Sociology--Sociology (Holt)</p> <p>History of Mexico--A Traveler's History of Mexico (Interlink)</p>		
Foreign Language	<p>T'es Branche 1, 2, & 3, (2018)</p> <p>Vista Higher Learning, Descubre 1 (2016)</p> <p>Vista Higher Learning, Descubre 2 (2016)</p> <p>Vista Higher Learning, Descubre 3 (2016)</p> <p>Vista Higher Learning, Imagina (2016)</p> <p>Vista Higher Learning, Teras (2016)</p> <p>American Sign Language 1--Learning American Sign Language (Pearson)</p> <p>Signing Naturally Level 1 Units 1-6 (Dawn Sign Press, 2008)</p> <p>Signing Naturally Level 1 Units 7-12 (Dawn Sign Press, 2008)</p> <p>American Sign Language 3--American Sign Language (Units 1-9) (Gallaudet Univ Press, 1991) American Sign Language (Units 10-18) (Gallaudet Univ Press, 1991)</p> <p>American Sign Language (Units 19-27) (Gallaudet Univ Press, 1991)</p> <p>Signing Naturally Level 2 (Dawn Sign Press, 1992)</p> <p>American Sign Language 4--American Sign Language (Units 1-9) (Gallaudet Univ Press, 1991) American Sign Language (Units 10-18) (Gallaudet Univ Press, 1991)</p> <p>American Sign Language (Units 19-27) (Gallaudet Univ Press, 1991)</p> <p>Signing Naturally Level 3 (Dawn Sign Press, 2001)</p>	Yes	0%
Health	Gencoe, Health - Health	Yes	0%
Visual and Performing Arts	<p>Glencoe, The Stage and the Schol, 9th Ed. (2005)</p> <p>Random House, A Practical Handbook for the Actor (1986)</p> <p>Penguin, The Stanislavski System (1984)</p> <p>Barron's, The Complete Potter (2003)</p>	Yes	
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Paloma Valley High School's original facilities were built in 1995; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Ongoing facilities maintenance includes plumbing, electrical , HVAC and site roofing repairs.

Gym floor refinishing project.

Roofing repairs.

Stadium turf maintenance program

B restrooms modernization

LED Lighting upgrades throughout exterior of campus

Every morning before school begins, the custodian and plant supervisor inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two day custodians and six evening custodians are assigned to Paloma Valley High School. The day custodians are responsible for:

- Cafeteria setup/cleanup
- Lunch area setup/cleanup
- Restroom cleaning
- Trash removal

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Year and month of the most recent FIT report

10/18/2021

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			GYMNASIUM: 5 LIGHT ARE OUT IN THE GYM (W/O # 54650)
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	730	470	64.38	35.62	69.46
Female	358	254	70.95	29.05	74.21
Male	372	216	58.06	41.94	63.85
American Indian or Alaska Native	--	--	--	--	--
Asian	24	19	79.17	20.83	88.89
Black or African American	44	26	59.09	40.91	65.38
Filipino	34	26	76.47	23.53	88.46
Hispanic or Latino	351	219	62.39	37.61	64.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	64	42	65.63	34.37	69.05
White	206	132	64.08	35.92	71.21
English Learners	47	19	40.43	59.57	26.32
Foster Youth	12	7	58.33	41.67	--
Homeless	32	14	43.75	56.25	71.43
Military	30	19	63.33	36.67	84.21
Socioeconomically Disadvantaged	423	271	64.07	35.93	63.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	110	44	40	60	18.6

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	730	438	60.00	40.00	40.51
Female	358	233	65.08	34.92	38.36
Male	372	205	55.11	44.89	43.00
American Indian or Alaska Native	--	--	--	--	--
Asian	24	19	79.17	20.83	63.16
Black or African American	44	27	61.36	38.64	22.22
Filipino	34	26	76.47	23.53	60.00
Hispanic or Latino	351	192	54.70	45.30	35.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	64	39	60.94	39.06	42.11
White	206	130	63.11	36.89	44.19
English Learners	47	15	31.91	68.09	0.00
Foster Youth	12	5	41.67	58.33	--
Homeless	32	14	43.75	56.25	28.57
Military	30	16	53.33	46.67	50.00
Socioeconomically Disadvantaged	423	253	59.81	40.19	35.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	110	32	29.09	70.91	3.23

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.

*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.

*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	681	NT	NT	NT	NT
Female	332	NT	NT	NT	NT
Male	349	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	14	NT	NT	NT	NT
Black or African American	32	NT	NT	NT	NT
Filipino	46	NT	NT	NT	NT
Hispanic or Latino	346	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	55	NT	NT	NT	NT
White	183	NT	NT	NT	NT
English Learners	32	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	28	NT	NT	NT	NT
Military	30	NT	NT	NT	NT
Socioeconomically Disadvantaged	382	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	90	NT	NT	NT	NT

2020-21 Career Technical Education Programs

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to Paloma Valley High School's technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses.

During the 2019-20 school year Paloma Valley High School offered the following career technical education programs as elective courses:

- Video Production
- Photography
- Computer Information Technology/Computer Programming
- Engineering
- Automotive
- Biomedical
- Medical First Responder
- Retail / Student Store
- Business Technology

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,285
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	86.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	97.55
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	47.38

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

PVHS continues to communicate and involve parents and families in school activities. Facebook is the primary vehicle used to educate parents about school activities. It has become immensely popular with Paloma families. Twitter and to a lesser degree Instagram have also been integrated into our communication efforts. Coffee with the Principal has continued to be scheduled and has parents attend virtually. The discussions are two way streets where ideas, issues, and information are exchanged and shared. Parent committees including PELI, School Site Council, and parent volunteers groups are utilized to provide direct input into school operations, goals, and activities. The PELI (Parent Engagement Leadership Initiative) has gained momentum over the past year and are working directly with administration and our Community/Parent Liaison on a variety of projects including canned food drives, social media training sessions for parents, and college readiness workshops for parents.

We encourage parents to contact Monica Orozco, the principal's secretary at (951) 672-6030, ext 22101 for more information on how to become involved in Paloma Valley. Here is a small list of activities where parents can become involved:

Opportunities to Volunteer

- Fundraising Activities
- Games
- Banquets

Committees

- English Learner Advisory Council
- GATE Advisory Council
- Parent Teacher Student Association
- School Site Council
- Band
- PELI

School Activities

2021-22 Opportunities for Parental Involvement

Athletic Events
 Athletic Support Groups
 Back to School Night
 Open House
 Student Performances
 Eighth Grade Orientation
 College Awareness Nights
 FAFSA Nights
 Drama Performances
 Choir Performances

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	2.3	1.5	2.6	5.8	5.2	6.3	9.0	8.9	9.4
Graduation Rate	96.4	97.4	96.9	91.7	91.7	90.6	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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	703	681	96.9
Female	344	336	97.7
Male	359	345	96.1
American Indian or Alaska Native	--	--	--
Asian	14	13	92.9
Black or African American	37	33	89.2
Filipino	50	50	100.0
Hispanic or Latino	354	343	96.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	51	50	98.0
White	191	186	97.4

English Learners	41	38	92.7
Foster Youth	--	--	--
Homeless	63	60	95.2
Socioeconomically Disadvantaged	468	453	96.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	97	87	89.7

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3501	3399	522	15.4
Female	1691	1636	217	13.3
Male	1810	1763	305	17.3
American Indian or Alaska Native	15	15	1	6.7
Asian	81	79	9	11.4
Black or African American	199	189	26	13.8
Filipino	173	172	11	6.4
Hispanic or Latino	1767	1717	254	14.8
Native Hawaiian or Pacific Islander	15	14	3	21.4
Two or More Races	262	258	39	15.1
White	985	951	177	18.6
English Learners	192	184	47	25.5
Foster Youth	44	40	9	22.5
Homeless	121	117	31	26.5
Socioeconomically Disadvantaged	2074	2020	346	17.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	475	454	119	26.2

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	3.28	0.00	5.95	0.02	3.47	0.20
Expulsions	0.06	0.00	0.09	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	2.58	4.43	2.45
Expulsions	0.03	0.20	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

The Comprehensive School Site Safety Plan was developed for Paloma Valley High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in the fall of 2021. Minor changes have been made on an ongoing basis each year to address the changing dynamics of the school.

The objective of Paloma Valley High School's Disaster Response & Crisis Management Plan is to provide the maximum practical protection for students and personnel primarily, and district property secondarily, in the event of a disaster. Paloma Valley has a strong school safety team consisting of teachers and classified employees that provide recommendations to administration so that adjustments can be made as the community and student population changes. To meet this objective, we have been preparing students and staff to be ready for a disaster or school emergency. Paloma Valley students and staff participate in emergency drills once a month with the exception of August and June. The Paloma Valley staff continues working with the District to update the emergency response plan and incorporate the National Incident Management System (NIMS). The Perris Union High School District Risk Management Officer maintains a current file of employees who complete Federal Emergency Management Agency (FEMA) courses including: IS 100 (Incident Command for Schools), IS 700 (NIMS) and IS 200 (Incident Command for Single Resources and Initial Action Incidents). These courses provide staff with the skills necessary for real life emergencies. Paloma Valley's Disaster Response & Crisis Management Plan has three major goals: a) To have buildings, furnishings, equipment, and emergency supplies in condition such that injuries and damages will be minimized, and the actions needed in time of disaster may be carried on effectively b) To provide staff and students with appropriate instruction and practice, and parents with information, so as to effectively help each person respond properly in an emergency. c) To set up overall organization and specific procedures to be followed at a time of disaster, including the rendering of aid to victims and the protection and care of students until they can be safely reunited with their parents.

The plan meets the guidelines for California's Standardized Emergency Management System (SEMS). The site administrator acts as the Incident Commander, with the principal's designee to be appointed in the event that the Incident Commander is unable to perform his duties. To ensure accountability for emergency response procedures, personnel are assigned specific duties to perform in the event of emergencies. These include turning off water, gas, and electricity. Drills are conducted regularly using an Incident Action Plan to pre-plan and determine the object of the drill, along with After Action Reports to document lessons learned. To be more effective during disasters, pre-determined areas will identify the various stations, i.e., student holding, command post, and student release. The District has installed three repeaters and distributed hand-held radios. Each site now has radios to use for day to day communications as well as a built in emergency communication system. The radios have been incorporated into our site's emergency drills. Having qualified and trained staff helps to ensure a safe and secure environment for the student population during the school day and in an emergency/crisis response incident. The Paloma Valley staff continues working hard to be ready for all emergency situations. Paloma Valley has assessed the available emergency supplies, and continues compiling necessary supplies for potential emergency situations.

Egress and Ingress to the campus have been effectively created at Paloma Valley High School. Both classified and certificated personnel have report times that are significantly prior to student arrival. Locks are in place on all staff gates and all staff members have keys to these gates. Time is spent in staff meetings discussing the importance of keeping staff gates locked and not permitting students to enter or exit campus through staff gates. The main gates to the campus are unlocked at approximately 6:15 a.m. and are re-locked at approximately 10:00 p.m. unless there is an activity taking place that prohibits the gates from being locked at that time. A campus supervisor is assigned a late afternoon shift that ends at 5:00 pm. The role of the "late shift" campus supervisor is to ensure that all students on campus after school hours have a purpose for being there. A full evening custodial crew is on campus until 11:00 pm.

The regular school hours are 7:45 a.m. – 3:10 p.m. Two daytime custodians are scheduled during student hours with the focus on picking up trash and maintaining clean restrooms for students and staff. A full team of campus supervisors are also on campus during student hours. All unauthorized persons entering the campus must sign in and identify their purpose and destination. In addition, parents or guardians picking up students prior to the end of the school day must sign in and be authorized according to emergency card information. We encourage alumni to return and visit our campus, however, if they plan to visit staff during the school day, we require that they request, then schedule an appointment prior to the visit. If approved, we have the appointment on file with the campus supervisor "check-in" desk and are aware they are coming. All visitors are required to show ID and are provided a highly visible "Visitors' Pass" unless they are a district employee.

Paloma Valley High School is a place of learning. Every aspect of the school is monitored and maintained to provide an optimum learning environment for students, staff and community.

2021-22 School Safety Plan

For the full school site safety plan of Paloma Valley see the following link.

<https://docs.google.com/document/d/1DRNWFTgLURNNKDsHdtjBwedZAKzZwW6JkOvmDCDgDs/edit?usp=sharing>

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	28	31	28	62
Mathematics	30	23	30	61
Science	31	10	18	57
Social Science	31	10	28	50

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	28	34	26	64
Mathematics	30	22	23	69
Science	29	19	13	61
Social Science	30	17	21	54

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	31	19	16	83
Mathematics	32	14	25	68
Science	32	11	12	70
Social Science	32	13	13	64

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	479.9

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)	6.9
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13245	3708	9537	94863
District	N/A	N/A	10009	\$97,835
Percent Difference - School Site and District	N/A	N/A	-4.8	-3.1
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	12.2	2.8

2020-21 Types of Services Funded

Available funding for programs and services that support student access & success include:

- Career Technical Education Incentive Grant (CTEIG)
- Local Control Funding Formula (LCFF)
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Perkins

Programs and services available to students:

- Advancement via Individual Determination (AVID)
- Before & After School tutoring
- Class size reduction (CSR) for English Language Learners
- Co-Curricular and Extra curricular activities for students that increase school climate and connectedness
- Career Technical Education Programs: Automotive, Engineering, Bio-Medical Technology, Information Technology, Arts, Media, & Entertainment, and Fashion & Design
- Credit recovery
- Dual Enrollment
- Student Leadership: LINK Crew and PLUS Programs
- Summer School

2019-20 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,606	\$54,687
Mid-Range Teacher Salary	\$92,144	\$92,222
Highest Teacher Salary	\$114,721	\$114,208
Average Principal Salary (Elementary)	\$0	\$143,647
Average Principal Salary (Middle)	\$149,067	\$145,785
Average Principal Salary (High)	\$154,467	\$162,322
Superintendent Salary	\$261,493	\$258,950
Percent of Budget for Teacher Salaries	33%	32%
Percent of Budget for Administrative Salaries	6%	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	22.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	4
Fine and Performing Arts	0
Foreign Language	5
Mathematics	7
Science	6
Social Science	19
Total AP Courses Offered	42

Professional Development

Staff development has been on-going from the first day staff returned to school. It has centered around the needs of the school and the staff in order to meet our district LCAP goals as well as our site WASC goals. Given school closures and the transition to virtual learning due to the COVID 19 pandemic and now the transition back to in person learning, the majority of our ongoing PD this year has focused on best practices for this new environment. A PD team of stakeholders meets regularly to align WASC goals to LCAP goals following our WASC accreditation visit and to develop our PD plan for the coming school year. This team has been able to rapidly respond to needs of staff for professional development. The team continues to build PD that is responsive to the needs of our staff and students.

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	4	4	4

Perris 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	Perris Union High School District
Phone Number	(951) 943-6369
Superintendent	Grant Bennett
Email Address	grant.bennett@puhsd.org
District Website Address	www.puhsd.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	3061	1777	58.05	41.95	50.09
Female	1482	943	63.63	36.37	54.11
Male	1579	834	52.82	47.18	45.56
American Indian or Alaska Native	--	--	--	--	--
Asian	41	33	80.49	19.51	75.00
Black or African American	171	85	49.71	50.29	41.46
Filipino	57	46	80.70	19.30	89.13
Hispanic or Latino	2262	1279	56.54	43.46	44.72
Native Hawaiian or Pacific Islander	14	6	42.86	57.14	--
Two or More Races	132	84	63.64	36.36	68.67
White	378	240	63.49	36.51	61.67
English Learners	694	337	48.56	51.44	8.92
Foster Youth	33	13	39.39	60.61	25.00
Homeless	582	298	51.20	48.80	36.43
Military	36	25	69.44	30.56	80.00
Socioeconomically Disadvantaged	2479	1400	56.47	43.53	44.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	484	206	42.56	57.44	10.89

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	3060	1713	55.98	44.02	22.13
Female	1481	910	61.44	38.56	20.51
Male	1579	803	50.85	49.15	23.98
American Indian or Alaska Native	--	--	--	--	--
Asian	41	30	73.17	26.83	51.72
Black or African American	171	84	49.12	50.88	13.41
Filipino	57	45	78.95	21.05	67.44
Hispanic or Latino	2261	1235	54.62	45.38	17.36
Native Hawaiian or Pacific Islander	14	5	35.71	64.29	--
Two or More Races	132	79	59.85	40.15	35.06
White	378	231	61.11		33.62
English Learners	694	346	49.86	50.14	2.65
Foster Youth	33	9	27.27	72.73	--
Homeless	582	322	55.33	44.67	11.39
Military	36	22	61.11	38.89	50.00
Socioeconomically Disadvantaged	2479	1362	54.94	45.06	18.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	484	192	39.67	60.33	3.17

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.

*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.

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