

Walnutwood 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 | Walnutwood High School |
| Street | 10848 Gadsten Way |
| City, State, Zip | Rancho Cordova, CA 95670 |
| Phone Number | 916.294.9105 |
| Principal | Annie Conover |
| Email Address | aconover@fcusd.org |
| School Website | www.fcusd.org/whs |
| County-District-School (CDS) Code | 34673303430501 |

2021-22 District Contact Information

| | |
|---------------------------------|--|
| District Name | Folsom Cordova Unified School District |
| Phone Number | 916-294-9000 |
| Superintendent | Sarah Koligian, Ed.D. |
| Email Address | skoligian@fcusd.org |
| District Website Address | www.fcusd.org |

2021-22 School Overview

School Vision and Mission:

The Mission of Walnutwood High School is to provide each student an individualized opportunity, with parent and teacher support, to earn a high school diploma, acquire values, skills, and knowledge necessary to promote lifelong learning, enhance self-esteem, and become productive, responsible citizens.

The Vision of Walnutwood High School is to provide an alternative to the traditional classroom setting where the individual needs of each student are addressed. Emphasis is placed on self-respect, self-discipline, personal responsibility, and achievement.

School & Community Profile:

In addition to Walnutwood High School (WHS), there are nineteen elementary schools, four middle schools, three traditional high schools, one charter school, one community day school, and two continuation high schools in the Folsom Cordova Unified School District. WHS, with a four-year average enrollment of 176 students, serves students in traditional Independent Study for grades 7-12, as well as serving students in two district programs: Adolescent Parent Program (APP) and Medical Independent Study (MIS). WHS is an open entry-open exit school.

Independent Study students typically meet with their teacher once each week for forty-five minutes. During this time, teachers verify student homework, administer tests, give instruction, and provide new assignments. Students are primarily responsible for organizing their learning activities during the week. However, the teacher is available via e-mail or telephone to assist or advise students who are in need of help with their studies. Open access tutorials, staffed by a WHS instructor and or a Special Education aide, are available for students desiring additional academic support. Chromebooks and supplemental computer programs plus internet access are available.

For many of our students, WHS is their school of choice where they attend, thrive, and make progress towards graduation. For others, WHS may not be their best option, but for a variety of reasons, it is their only option. Thus, we have a wide array of students from college-bound, self-motivated, and goal-oriented, to others who have not been successful anywhere else in their school career. We welcome them all and develop an individual education plan that best meets the needs of each student. On average 31 % of our students live in poverty and when blended with English Learners we have a 34% unduplicated count.

Some of our students participate in the Medical Independent Study; a program designed to address the needs of students who,

2021-22 School Overview

for medical reasons, are unable to attend class at their home school. The District's Health Services validate the medical need and, in conjunction with the doctor's office, determine if the student is best served at home or at WHS. Our Adolescent Parent Program (APP) serves students who are pregnant or parenting. The school has an on-site Child Development Center to care for infants and toddlers while their parents are in class. Students in APP attend classes four hours each day where they not only work on graduation requirements but also learn essential parenting skills. Our APP students, (both mother and father) range in age from 14-19 years old.

Starting the 2021-2022 school year we will have the Active Community Transition Training (ACTT) for two 2018-2022-year-old with severely handicapped adults focusing on community-based instruction.

AB130 has created a change in the education code. An emphasis on engagement and tracking intervention has been reflected in our policy and procedures. Board Policy 6158 was adopted in July 2021 to reflect the changes in the Independent Study.

Documenting IS/DL instructional time: Guidelines in EC 51749.5

Independent Study - Teacher determines time value of work assigned to students

Distance learning-Teacher determines the time value of work assigned to students through DL requirements

Required daily minutes: Guidelines in EC 51749.5"

Independent Study- Required daily minutes 240 minutes per day, seat time not counted

Distance Learning- 240 minutes per day, can be a combination of DL and seat time

Required teacher contact: EC 51749.5

Independent Study- No state requirement. Local decision.

Distance learning. Daily live interaction. Not sure what audit guidelines will ask in terms of evidence of this. *See FAQ link above Daily interaction

Attendance reporting: EC 51749.5

Independent Study -Time value of student work produced

Distance learning. Time value of student work produced

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 1 | 1 |
| Grade 4 | 1 |
| Grade 5 | 1 |
| Grade 7 | 8 |
| Grade 8 | 13 |
| Grade 9 | 20 |
| Grade 10 | 41 |
| Grade 11 | 59 |
| Grade 12 | 74 |
| Total Enrollment | 218 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 55 |
| Male | 45 |
| American Indian or Alaska Native | 0.5 |
| Asian | 3.2 |
| Black or African American | 6 |
| Filipino | 1.8 |
| Hispanic or Latino | 17 |
| Native Hawaiian or Pacific Islander | 0.5 |
| Two or More Races | 10.1 |
| White | 61 |
| English Learners | 7.3 |
| Homeless | 3.7 |
| Socioeconomically Disadvantaged | 29.8 |
| Students with Disabilities | 13.8 |

A. Conditions of Learning

State Priority: Basic

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

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

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

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 3.2 | 32.7 | 820.9 | 87.9 | 228366.1 | 83.1 |
| Intern Credential Holders Properly Assigned | 0.0 | 0.0 | 3.6 | 0.4 | 4205.9 | 1.5 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.0 | 0.0 | 8.9 | 1.0 | 11216.7 | 4.1 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 3.6 | 35.9 | 11.6 | 1.2 | 12115.8 | 4.4 |
| Unknown | 3.1 | 31.4 | 88.4 | 9.5 | 18854.3 | 6.9 |
| Total Teaching Positions | 10.0 | 100.0 | 933.6 | 100.0 | 274759.1 | 100.0 |

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

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

| Authorization/Assignment | 2020-21 |
|--|---------|
| Permits and Waivers | 0.0 |
| Misassignments | 0.0 |
| Vacant Positions | 0.0 |
| Total Teachers Without Credentials and Misassignments | 0.0 |

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

| Indicator | 2020-21 |
|---|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.0 |
| Local Assignment Options | 3.6 |
| Total Out-of-Field Teachers | 3.6 |

2020-21 Class Assignments

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

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

Folsom Cordova Unified will have a Public Hearing on January 20, 2022, and determine that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

2021 August

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|--|-----------------------------|--|
| Reading/Language Arts | McGraw Hill, 2015 Pearson, iLit, 2016 Apex 2019, 2020 | Yes | 0.0% |
| Mathematics | Cengage Learning, 2006, 2013, 2014, 2016, 2017, 2018 Houghton Mifflin, 2002, 2007, 2008 Pearson, 2006, 2007, 2012 McGraw Hill Company, 2003 College Preparatory Mathematics, 2015 Pearson-Addison Wesley, 2009, 2014 Haese Mathematics, 2012, 2019 Oxford University Press, 2012, 2019 Apex 2019, 2020 | Yes | 0.0% |
| Science | Oxford Press University, 2014 Benjamin Cummings, 2016 Pearson Publishing, 2008, 2014, 2017 McGraw-Hill Ed, 2015 Pearson Baccalaureate, 2014 Prentice Hall, 2014 Biozone International, 2018 Apex 2019, 2020 | Yes | 0.0% |
| History-Social Science | Oxford University Press, 2012 Hodder Education. 2012, 2013, 2015 McGraw Hill, 2015, 2018, 2019 Cengage Learning, 2016 Teacher's Curriculum Institute, 2011, 2019 Apex 2019, 2020 | Yes | 0.0% |
| Foreign Language | EMC, 2011, 2012, 2013, 2014, 2019, 2020 Saint Paul: EMC, 2015 Pearson, 2012, 2015 Apex 2019, 2020 | | |
| Health | McGraw Hill Education, 2015 McGraw Hill, 2011 Office of Adolescent Health, 2016 Holt, Rinehart, Winston, 2007 | Yes | 0.0% |

| | | | |
|-----------------------------------|---|-----|------|
| | American Red Cross, 2016 Apex 2019, 2020 | | |
| Visual and Performing Arts | Davis, 2006, 2007 Pearson, 2017 Adobe, 2017 Perfection Learning, 2008 Apex 2019, 2020 | Yes | 0.0% |

School Facility Conditions and Planned Improvements

Walnutwood High was originally constructed as an elementary school and modified for an independent study high school. A modernization project was completed in the summer of 2004. Classrooms and other facilities were converted to meet the unique needs of an independent study program. Modernization included providing more teacher-student learning stations and installing new heating and air conditioning. The principal works with the custodians to ensure that the school is maintained to provide for a clean and safe school environment. A facilities directional sign was added to the school in the fall of 2005 and, with the passage of "Measure N" improved landscaping, lighting, and nighttime security were added.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs. While reviewing this report, note that even minor discrepancies are reported in the inspection process. Any items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

Date of Inspection: September 9, 2021

| | |
|---|----------------|
| Year and month of the most recent FIT report | 2021 September |
|---|----------------|

| 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 | | | |
| 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 | 106 | NT | NT | NT | NT |
| Female | 63 | NT | NT | NT | NT |
| Male | 43 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 18 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 11 | NT | NT | NT | NT |
| White | 62 | NT | NT | NT | NT |
| English Learners | -- | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 12 | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 24 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | NT | NT | NT | NT |

2020-21 CAASPP Test Results in Math by Student Group

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 106 | NT | NT | NT | NT |
| Female | 63 | NT | NT | NT | NT |
| Male | 43 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 18 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 11 | NT | NT | NT | NT |
| White | 62 | NT | NT | NT | NT |
| English Learners | -- | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 12 | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 24 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | NT | NT | NT | NT |

2020-21 Local Assessment Test Results in ELA by Student Group

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

| iReady Student Groups | iReady Total Enrollment | iReady Number Tested | iReady Percent Tested | iReady Percent Not Tested | iReady Percent At or Above Grade Level |
|---------------------------|-------------------------|----------------------|-----------------------|---------------------------|--|
| All Students | 81 | 46 | 57% | 43% | 27% |
| Female | 47 | 27 | 57% | 43% | 28% |
| Male | 34 | 19 | 56% | 44% | 26% |
| Asian | 5 | 4 | 80% | 20% | 20 |
| Black or African American | 9 | 4 | 44% | 56% | 11% |

| | | | | | |
|--|----|----|------|------|-----|
| Hispanic or Latino | 14 | 10 | 71% | 29% | 29% |
| Native Hawaiian or Pacific Islander | 2 | 0 | 0% | 100% | 0% |
| White | 51 | 28 | 55% | 45% | 31% |
| English Learners | 2 | 1 | 50% | 50% | 0% |
| Homeless | 4 | 4 | 100% | 0% | 25% |
| Socioeconomically Disadvantaged | 5 | 3 | 60% | 40% | 20% |
| Students with Disabilities | 4 | 1 | 25% | 75% | 0% |

*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.

| iReady Student Groups | iReady Total Enrollment | iReady Number Tested | iReady Percent Tested | iReady Percent Not Tested | iReady Percent At or Above Grade Level |
|--|--------------------------------|-----------------------------|------------------------------|----------------------------------|---|
| All Students | 81 | 47 | 58% | 42% | 12% |
| Female | 47 | 27 | 57% | 43% | 6% |
| Male | 34 | 20 | 78% | 22% | 21% |
| American Indian or Alaska Native | | | #DIV/0! | #DIV/0! | |
| Asian | 5 | 4 | 80% | 20% | 0% |
| Black or African American | 9 | 5 | 56% | 44% | 0% |
| Hispanic or Latino | 14 | 9 | 64% | 36% | 14% |
| Native Hawaiian or Pacific Islander | 2 | 0 | 0% | 100% | 0% |
| White | 51 | 29 | 57% | 43% | 16% |
| English Learners | 2 | 1 | 50% | 50% | 0% |
| Foster Youth | | | #DIV/0! | #DIV/0! | |
| Homeless | 4 | 3 | 75% | 25% | 50% |
| Military | | | #DIV/0! | #DIV/0! | |
| Socioeconomically Disadvantaged | 5 | 3 | 60% | 40% | 20% |
| Students with Disabilities | 4 | 2 | 50% | 50% | 0% |

*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 | 62 | NT | NT | NT | NT |
| Female | 36 | NT | NT | NT | NT |
| Male | 26 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 13 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | NT | NT | NT | NT |
| White | 36 | NT | NT | NT | NT |
| English Learners | -- | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 13 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | NT | NT | NT | NT |

2020-21 Career Technical Education Programs

Students enrolled at Walnutwood High School have the opportunity to participate in Career and Technical Education offerings on site and through our online program offerings. They can also be concurrently enrolled at comprehensive sites in our district that have a wide variety of offerings.

In Fall of 2021, we no longer are offering Principles of Business, Marketing, and Finance, and Game Design due to CTE teacher no longer teaching at Walnutwood.

2020-21 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 54 |
| 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 | 96.39 |
| 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

The website posts school-wide events and the school uses Blackboard Connect to send school-wide announcements. Meeting performance goals: Site council: We utilize resources from families, school districts, and the community to assist our under-achieving students. We will be utilizing funds for underachieving students to increase staff's ability to assess families and students remotely using updated technology.

Walnutwood High School encourages parent involvement. We had our School Site Council (SSC) meeting with parents and staff on August 31, 2021, virtually due to COVID that provides a forum for parent input and support. The School Site Council advises on global issues affecting our school.

All parents and students attend an orientation meeting before their students enroll in Walnutwood High School. At this time, parents learn about the school, its requirements, and the opportunities available to assist their students to be successful.

We have opportunities throughout the year for parents to be involved in activities such as our back-to-school barbecue, Explore Rancho, and our annual Thanksgiving Feast. Parents are also encouraged to attend meetings (such as IEP, SST, and conferences) with teachers to help their children be successful learners. We also involve parents, community members, school staff, and increasing family events. Due to Measure H purchasing a van for the school, we will be able to focus on more community outreach and offsite opportunities for our students.

Contact Information: Students within the Folsom Cordova Unified School District who are interested in exploring an independent study program should meet with their counselor and discuss whether Walnutwood High/Middle School would be a good option for them. Parents interested in exploring Walnutwood as an educational option should call the school at (916) 294-9105 and we will be happy to guide you through the process. Information is also available on our website: www.fcusd.org/WHS

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Shelley Raffaelli, Administrative Assistant, Walnutwood High School, or Annie Conover, Principal at (916) 294-9105.

C. Engagement

State Priority: Pupil Engagement

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

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

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

| Indicator | School 2018-19 | School 2019-20 | School 2020-21 | District 2018-19 | District 2019-20 | District 2020-21 | State 2018-19 | State 2019-20 | State 2020-21 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 4.4 | 2.3 | 9.4 | 2.2 | 2.7 | 2.8 | 9.0 | 8.9 | 9.4 |
| Graduation Rate | 72.5 | 79.1 | 83.5 | 90.2 | 91.1 | 93.5 | 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 | 85 | 71 | 83.5 |
| Female | 41 | 34 | 82.9 |
| Male | 44 | 37 | 84.1 |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | -- | -- | -- |
| Black or African American | -- | -- | -- |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 18 | 13 | 72.2 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | -- | -- | -- |
| White | 49 | 45 | 91.8 |
| English Learners | 13 | 11 | 84.6 |
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 51 | 39 | 76.5 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 16 | 12 | 75.0 |

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 301 | 291 | 114 | 39.2 |
| Female | 162 | 158 | 62 | 39.2 |
| Male | 139 | 133 | 52 | 39.1 |
| American Indian or Alaska Native | 1 | 1 | 1 | 100.0 |
| Asian | 10 | 10 | 3 | 30.0 |
| Black or African American | 19 | 17 | 8 | 47.1 |
| Filipino | 5 | 5 | 0 | 0.0 |
| Hispanic or Latino | 59 | 54 | 28 | 51.9 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 1 | 100.0 |
| Two or More Races | 26 | 25 | 13 | 52.0 |
| White | 179 | 177 | 59 | 33.3 |
| English Learners | 23 | 23 | 12 | 52.2 |
| Foster Youth | 3 | 1 | 1 | 100.0 |
| Homeless | 16 | 16 | 11 | 68.8 |
| Socioeconomically Disadvantaged | 107 | 101 | 52 | 51.5 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 39 | 37 | 22 | 59.5 |

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 | 0.30 | 0.66 | 4.15 | 0.20 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.33 | 0.17 | 0.01 | 0.08 | 0.00 |

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

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0.00 | 3.25 | 2.45 |
| Expulsions | 0.00 | 0.06 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.66 | 0.33 |
| Female | 0.00 | 0.00 |
| Male | 1.44 | 0.72 |
| 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 | 1.12 | 0.56 |
| 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 | 2.56 | 2.56 |

2021-22 School Safety Plan

Walnutwood High School, which is located at the Community Education Center, is safe and clean with a detailed list of cleaning times and days. Restrooms, eating facilities, and the Child Development Center are cleaned daily. Classrooms are cleaned every third day. With the exceptions of our Special Education and Child development classes.

Safety plans are reviewed annually. Emergency plans are in place for any threatening incident and all of our evacuation routes, as well as duck and cover, and fire drills have been updated and are practiced as required. Recent renovations included a new phone system and emergency communication upgrades. Any safety hazard that was reported was reviewed immediately and resolved.

The Safety Plan includes the following main components: Crime Report Information, Child Abuse Reporting, Disaster Procedures, Crisis Control and Response, Critical Incident Response, Discipline/Suspension/Expulsion Procedures, Sexual Harassment, and Title XIV, Fire Drills, Duck-and-Cover Procedures, Lock-Down Procedures, and School Dress Code. There was one student accident reported in our school in the 2020-2021 school year.

Date of Last Review/Update: August 31, 2021, virtually
Date Last Reviewed with Staff: August 31, 2021

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary 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 class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 1 | 1 | | |
| 1 | | | | |
| 2 | | | | |
| 3 | 1 | 1 | | |
| 4 | 1 | 3 | | |
| 5 | | | | |
| 6 | 1 | 3 | | |
| Other | 3 | 1 | | |

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | | | | |
| 1 | 1 | 1 | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| Other | 3 | 1 | | |

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 | 15 | 7 | 4 | |
| Mathematics | 3 | 43 | | |
| Science | 2 | 9 | | |
| Social Science | 3 | 34 | | |

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 | 4 | 35 | | |
| Mathematics | 2 | 32 | | |
| Science | 2 | 10 | | |
| Social Science | 2 | 32 | | |

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 | 5 | 35 | | |
| Mathematics | 4 | 36 | | |
| Science | 3 | 12 | | |
| Social Science | 3 | 35 | | |

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 | 363.3 |

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) | 0.6 |
| 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 | \$9,496 | \$1,843 | \$7,653 | \$81,330 |
| District | N/A | N/A | \$ 7,561.09 | \$77,439 |
| Percent Difference - School Site and District | N/A | N/A | -12.4 | 4.9 |
| State | | | \$8,444 | \$86,376 |
| Percent Difference - School Site and State | N/A | N/A | -9.8 | -6.0 |

2020-21 Types of Services Funded

In addition to general state funding, Walnutwood Alternative receives state and federal funding from the following categorical funds and other support programs: Title I Improving Academic Achievement, Title II Supporting Effective Instruction, Title III English Learners, Title III Immigrant Student Program, Title IV Student Support and Academic Enrichment, Elementary and Secondary Relief Dollars (ESSER), LCAP Supplemental Funds (English Learners/Low Income Student), and funds for interventions and expanded learning.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2020-2021 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

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 | \$40,692 | \$52,562 |
| Mid-Range Teacher Salary | \$69,686 | \$83,575 |
| Highest Teacher Salary | \$95,318 | \$104,166 |
| Average Principal Salary (Elementary) | \$124,264 | \$131,875 |
| Average Principal Salary (Middle) | \$135,342 | \$137,852 |
| Average Principal Salary (High) | \$140,135 | \$150,626 |
| Superintendent Salary | \$243,612 | \$260,243 |
| Percent of Budget for Teacher Salaries | 36% | 34% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

2020-21 Advanced Placement (AP) Courses

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

| | |
|--|----|
| Percent of Students in AP Courses | .5 |
|--|----|

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 | 1 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered | 1 |

Professional Development

Folsom Cordova Unified School District has provided up to two professional development days for certificated staff for the current year and the last two years. Each employee is encouraged to grow professionally through self-evaluation and reflection; by attending college and university classes as well as statewide and local workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided through Professional Learning Communities (PLC), lead teachers, and site-level academic, reading, math, science, and technology coaches. In addition, our district staff has worked collaboratively to provide an induction program for qualified new teachers.

Counseling & Support Staff

It is the goal of Walnutwood High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure. In addition, this year we are implementing Professional Learning Communities (PLC) at our schools. The counselor to pupil ratio is one to approximately 1:225

During the 2020-2021 school year, Walnutwood staff participated in a 1-day training for APEX our online platform. At the beginning of 2021-2022, school year staff participated in two training implementing Professional Learning Communities (PLC).

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

| Subject | 2019-20 | 2020-21 | 2021-22 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2 | 2 | 2 |

Folsom Cordova Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

2021-22 District Contact Information

| | |
|---------------------------------|--|
| District Name | Folsom Cordova Unified School District |
| Phone Number | 916-294-9000 |
| Superintendent | Sarah Koligian, Ed.D. |
| Email Address | skoligian@fcusd.org |
| District Website Address | www.fcusd.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 | 10431 | 13 | 0.12 | 99.88 | 0.00 |
| Female | 5119 | 4 | 0.08 | 99.92 | -- |
| Male | 5311 | 9 | 0.17 | 99.83 | -- |
| American Indian or Alaska Native | 29 | 0 | -- | 100.00 | -- |
| Asian | 2055 | 1 | 0.05 | 99.95 | -- |
| Black or African American | 542 | 2 | 0.37 | 99.63 | -- |
| Filipino | 232 | 0 | 0.00 | 100.00 | -- |
| Hispanic or Latino | 2332 | 6 | 0.26 | 99.74 | -- |
| Native Hawaiian or Pacific Islander | 85 | 0 | 0.00 | 100.00 | -- |
| Two or More Races | 988 | 1 | 0.10 | 99.90 | -- |
| White | 4168 | 3 | 0.07 | 99.93 | -- |
| English Learners | 1230 | 4 | 0.33 | 99.67 | -- |
| Foster Youth | 27 | 0 | 0.00 | 100.00 | -- |
| Homeless | 632 | 0 | 0.00 | 100.00 | -- |
| Military | 204 | 1 | 0.49 | 99.51 | -- |
| Socioeconomically Disadvantaged | 2885 | 3 | 0.10 | 99.90 | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 1352 | 13 | 0.96 | 99.04 | 0.00 |

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 | 10431 | 13 | 0.12 | 99.88 | 0.00 |
| Female | 5119 | 4 | 0.08 | 99.92 | -- |
| Male | 5311 | 9 | 0.17 | 99.83 | -- |
| American Indian or Alaska Native | 29 | 0 | -- | 100.00 | -- |
| Asian | 2055 | 1 | 0.05 | 99.95 | -- |
| Black or African American | 542 | 2 | 0.37 | 99.63 | -- |
| Filipino | 232 | 0 | 0.00 | 100.00 | -- |
| Hispanic or Latino | 2332 | 6 | 0.26 | 99.74 | -- |
| Native Hawaiian or Pacific Islander | 85 | 0 | 0.00 | 100.00 | -- |
| Two or More Races | 988 | 1 | 0.10 | 99.90 | -- |
| White | 4168 | 3 | 0.07 | | -- |
| English Learners | 1230 | 4 | 0.33 | 99.67 | -- |
| Foster Youth | 27 | 0 | 0.00 | 100.00 | -- |
| Homeless | 632 | 0 | 0.00 | 100.00 | -- |
| Military | 204 | 1 | 0.49 | 99.51 | -- |
| Socioeconomically Disadvantaged | 2885 | 3 | 0.10 | 99.90 | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 1352 | 13 | 0.96 | 99.04 | 0.00 |