

Rubidoux 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/fq/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	Rubidoux High School
Street	4250 Opal Street
City, State, Zip	Jurupa Valley, CA 92509
Phone Number	951-222-7700
Principal	Dr. Jose L. Araux
Email Address	jose_arau@jUSD.k12.ca.us
School Website	https://jurupausd.org/schools/RubidouxHighSchool/Pages/Default.aspx
County-District-School (CDS) Code	33 67090 3337136

2021-22 District Contact Information

District Name	Jurupa Unified School District
Phone Number	951-360-4100
Superintendent	Dr. Trenton Hansen
Email Address	JUSD.Superintendent@jUSD.k12.ca.us
District Website Address	https://jurupausd.org/

2021-22 School Overview

Welcome to Rubidoux High School, Home of the Falcons!

Rubidoux High School (RHS) is a four-year comprehensive high school, which is fully accredited by the Western Association of Schools and Colleges. Established in 1959, RHS is the original high school for the Jurupa Unified School District and is now one of three comprehensive high schools serving the Jurupa region, located in the city of Jurupa Valley. Rubidoux high school addresses the needs of the communities comprising the eastern section of the district. Demographically, RHS has an ethnically diverse enrollment of approximately 1500 students enrolled, including 424 students qualifying for English Language support services and 1311 categorized as socioeconomically disadvantaged. Approximately 217 of our students receive services in special education and approximately 92 of our students are identified as gifted and talented (GATE).

Mission Statement

Rubidoux believes in the limitless promise of every student.

Rubidoux High School facilitates the development of positive behaviors in all students in order to empower growth mindsets for life.

Rubidoux High School's mission is to provide an equitable, safe, and dynamic learning environment through collaboration with students, staff, parents, and community.

High expectations challenge all students to realize their full academic potential and become successful contributing members of Rubidoux High School school and society.

Rubidoux Falcons will SOAR with PRIDE!

Vision Statement

We believe we can best achieve our mission and vision by focusing in the following areas:

Welcoming parents as partners in the education process.

Promoting academic achievement for all students

Cultivating Student ownership in his/her/their educational goals

Fostering an inclusive, safe, and caring learning environment

Preparing students for success beyond the 21st century

Student academic progress is measured through multiple formative and summative assessments, completed assignments,

2021-22 School Overview

department common assessments, district assessments, California Assessment of Student Performance and Progress (CAASPP), and English Language Proficiency assessment for California (ELPAC) data. Progress indicators are analyzed and monitored during staff meetings, department meetings, Impact team meetings, and other collaborative meetings.

RHS houses a Riverside City College (RCC) Annex. The main RCC campus is approximately five miles to the east. RHS students enrolled in RCC courses are provided with a local bus pass to ensure student access to college resources unavailable on the high school campus. RCC maintains an administrative office at the annex that provides a student counselor to assist high school students with their college and career goals.

RHS offers excellent and diverse academic programs that extend beyond the general education courses, which includes multiple college and career pathways. RHS has maintained the Rubidoux Early College High School (RECHS) program, established in 2006 and earning the Golden Bell Award in 2009, that continues to offer two college courses per semester to juniors and seniors enrolled in the program. Enrollment eligibility is based on set criteria: 3.8 GPA, high attendance, and low discipline. RECHS' students have two "open" periods on their schedule to allow for college courses during the academic school day and are placed in a RECHS-designated advisory. RECHS seniors participating in graduation ceremonies receive special recognition for their achievement.

The College and Career Access Pathway (CCAP) was established in Fall 2018 with an initial cohort of thirty-four sophomores. The College and Career Access Pathway (CCAP) program at Rubidoux High School is a joint initiative of the California Community Colleges Chancellor's Office and the California Department of Education which allows high school students to participate in Community College courses while attending Rubidoux High School. The CCAP program is designed to provide students with a pathway to college and to provide them with additional support to give them the best chance for success. The CCAP students can take up to 6 college courses while attending Rubidoux High School. The goal of the program is to develop seamless pathways from high school to community college for career technical education (CTE) or general education transfer, improve high school graduation rates, and help students to become college and career ready.

In addition, we offer our students a variety of academic programs such as Advanced Placement, articulated courses, career preparation through Career Technical Education (CTE) pathways, curricular programs such as AVID, Yearbook, Foreign Languages, Visual and Performing Arts to support the core curriculum.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	400
Grade 10	417
Grade 11	370
Grade 12	398
Total Enrollment	1,585

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.1
Asian	0.4
Black or African American	2.3
Filipino	0.1
Hispanic or Latino	93.6
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.4
White	2.6
English Learners	24.2
Foster Youth	0.3
Homeless	0.3
Socioeconomically Disadvantaged	85.3
Students with Disabilities	13.4

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

Jurupa Unified School District conducts an evaluation of instructional materials to adopt materials that best meet the needs of students. The district conducts adoptions on a districtwide basis. The review process includes a committee of a majority of classroom teachers in the appropriate discipline (Education Code Section 60210). In addition, all instructional materials are in compliance with social content standards. When making adoption decisions, the adoption committee uses the content standards, the curriculum frameworks, the State Board of Education-adopted evaluation criteria, and the reports on each adoption as resources. The final decision for selecting and recommending textbook adoptions is with the adoption committee. The most recently adopted textbooks were selected from the state-approved list.

All students, including English learners, have standards-aligned textbooks checked out to them, to use in class and to take home, in each of the core curriculum areas of reading/language arts, mathematics, science and history/social science; foreign language and health; visual and performing arts; and science laboratory equipment for grades nine through twelve as appropriate.

Elementary students receive core curriculum textbooks on the first day of enrollment. Middle school and high school students receive textbooks checked out to them at registration days a few days before the first day of school. All students enrolling after the first day of school have core curriculum textbooks checked out to them by the Library Clerk on their first day of enrollment.

Year and month in which the data were collected

September 13, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	My Perspectives (Grades 9-11), Pearson Publishers (2017), Edge (Grades 9-12), Cengage Publishers (2014), Expository Reading and Writing Course (Grade 12), California State University (2012), Patterns for College Writing (AP Language), Bedford Freeman and Worth Publishers (2015), Language of Composition (AP Language), Bedford Freeman and Worth Publishers (2013), Literature: An Introduction to Fiction, Poetry, Drama and Writing (AP Literature), Pearson Publishers (2016), READ 180 Stage C (Grade 9), Houghton Mifflin Harcourt Publishers (2017)	Yes	0
Mathematics	Mathematics for Business and Personal Finance, Glencoe Publishers (2016), Integrated Math I, Pearson Publishers (2014), Integrated Math II, Pearson Publishers (2014), Integrated Math III, Pearson Publishers (2014), Mathematics Reasoning with Connections, California State University (Grade 12) MRWC Print Shop (2018), Pre-Calculus, Houghton Mifflin Publishers (1997), Calculus (AP), Pearson Publishers (2018), Statistics (AP), Prentice Hall Publishers (2015)	Yes	0
Science	Chemistry, Holt, Rinehart, Winston Publishers (2007), Chemistry, Cengage Learning Publishers (AP Chemistry) (2014), Biology, McGraw-Hill Education (2020), Biology, Glencoe Publishers (AP Biology) (2017), Physics, Holt, Rinehart, Winston Publishers (2007), College Physics a Strategic Approach, Pearson (AP Physics) (2015), Earth Science, Holt, Rinehart, Winston Publishers (2007), Environment, The Science Behind the Stories, Pearson Publishers (AP Environmental Science) (2018)	Yes	0
History-Social Science	Magruder's American Government, Prentice Hall Publishers (2006), American Democracy Now, Glencoe Publishers (AP Government) (2017), American Anthem: Modern American History, Holt, Reinhart & Winston (2007), Western	Yes	0

	Civilization, Cengage Learning Publishers (AP European History) (2016), World History the Modern World, Prentice Hall (2007), World Geography Today, Holt Publishers (2003), American History: Connecting with the Past, 15th Edition McGraw Hill Education Publishers (AP US History) (2015), Economics Concepts & Choices, McDougal Littell (2008)		
Foreign Language	Signing Naturally, (Units 1-6) (American Sign Language), DawnSignPress Publishers (2008), Signing Naturally, (Units 7-12) (American Sign Language), DawnSignPress Publishers (2014), Signing Naturally, Lev 2 (Units 13-17) (American Sign Language), DawnSignPress Publishers (1989), Signing Naturally, Lev 3 (American Sign Language), DawnSignPress Publishers (2001), En Espanol I, II, III, McDougal, Littell & Co. Publishers (2002), En Espanol Uno SE, McDougal, Littell & Co. Publishers (2000,2004), En Espanol Dos SE, McDougal, Littell & Co. Publishers (2000,2004), En Espanol Tres SE, McDougal, Littell & Co. Publishers (2004), Nuevas Vistas Curso de Introduccion, Holt, Rinehart and Winston Publishers (2006), Nuevas Vistas Uno, Holt, Rinehart and Winston Publishers (2003), Nuevas Vistas Dos, Holt, Rinehart and Winston Publishers (2003), Allez, Viens! Level I, II, III, Holt, Rinehart and Winston Publishers (2003), APprenons (AP French), Wayside Publishing (2015), Temas (AP Spanish 4), Vista Higher Learning Publishers (2014), Azulejo 2E (AP Spanish 5), Wayside Publishing (2012)	Yes	0
Health	Health Skills for Wellness, Prentice Hall Publishers (2001)	Yes	0
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)	Beakers (various sizes), Erlenmeyer Flasks (various sizes), Hot Plates, Test Tubes (various sizes), Test Tube Racks, drying Oven, Pipets, Funnels, Bunsen Burners, Burets/Buret Clamps, PH Paper, Electric Balances, Triple Beam Balance, Graduated Cylinder (various sizes), Tongs, Molecular Model Kits, Crucibles, Ring Stands, Iron Rings, Ring Stand Clamps, Evaporating Dishes, Safety Goggles, Goggle Sanitizer Cabinet, Broken Glass Box/Can, Acid Storage Cabinet, Flammable Liquid Cabinet, Utility Carts, Thermometers, Mortar & Pestle, Meter Sticks, Wire Gauze, Ceramic Triangle, Rubber Stoppers (various sizes), Spotwell Plates, forceps, Microscopes, Dissecting Trays, Dissecting Kits		0

School Facility Conditions and Planned Improvements

Our custodial staff, consisting of 2 daytime custodians, 1 mid-day custodian, and 7 evening custodians, perform basic cleaning operations in every classroom on a regular basis. The safety, cleanliness, and adequacy of our school facilities are a high priority to the District. Overall, school grounds and facilities are in good repair maintenance does an excellent job at maintaining the facilities. The District's Deferred Maintenance Plan is assessed and updated every year. Work generated by the Deferred Maintenance Plan is generally completed during the summer months. Fire inspections are conducted on an annual basis and any issues are addressed immediately. The District also has an internal inspection team conducting annual safety inspections of all sites. All safety-related items are handled as top priority.

Safety is maintained through the coordination and efforts of several different agencies, including the local fire department, Keenan and Associates (Administrator of Workers' Compensation), Industrial Indemnity (Liability Insurance Carrier), the district safety committee, and our own school custodians.

Rubidoux High School has 7 Campus Supervisors to support student safety. Rubidoux High School in accordance with Senate Bill 187 has safe school strategies that include information on the status of school crime and the following elements: Safe school programs; child abuse reporting procedures; disaster response procedures; suspension and expulsion policies pursuant to Education Code Section 48900, 48915, and 49079; the District's Discipline Handbook and Sexual Harassment Policy; our school dress code; and procedures and rules for safety on the way to and from school as well as during school hours. This plan will be updated every year and approved by our School Site Council by March.

Year and month of the most recent FIT report

10/26/2021

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		Classroom 204 Missing covebase Boys locker loose ceiling tile, damaged flooring Classroom 301 Stained ceiling tile Classroom 305 Damaged cabinet door
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Girls locker damaged restroom walls Classroom 305 loose faucet
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	356	1	0.28	99.72	--
Female	178	0	0	100	--
Male	178	1	0.56	99.44	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	328	1	0.3	99.7	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	72	0	0	100	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	307	0	0	100	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	0	0	100	--

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	356	1	0.28	99.72	--
Female	178	0	0.00	100.00	--
Male	178	1	0.56	99.44	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	328	1	0.30	99.70	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	72	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	307	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	0	0.00	100.00	--

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.

Read 180 ELA, MDTP Math Student Groups	Read 180 ELA, MDTP Math Total Enrollment	Read 180 ELA, MDTP Math Number Tested	Read 180 ELA, MDTP Math Percent Tested	Read 180 ELA, MDTP Math Percent Not Tested	Read 180 ELA, MDTP Math Percent At or Above Grade Level
All Students	360	317	88.06	11.94	36.28
Female	180	166	92.22	7.78	39.16
Male	180	151	83.89	16.11	33.11
American Indian or Alaska Native	1	0	0	100	0

Asian	1	1	100	0	0
Black or African American	10	8	80	20	25
Filipino	1	1	100	0	100
Hispanic or Latino	332	295	88.86	11.14	35.59
Native Hawaiian or Pacific Islander	2	2	100	0	100
Two or More Races	2	2	100	0	50
White	10	7	70	30	57.14
English Learners	76	67	88.16	11.84	5.97
Foster Youth	1	1	100	0	100
Homeless	1	1	100	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	311	277	89.07	10.93	35.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	35	81.4	18.6	20

*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.

Read 180 ELA, MDTP Math Student Groups	Read 180 ELA, MDTP Math Total Enrollment	Read 180 ELA, MDTP Math Number Tested	Read 180 ELA, MDTP Math Percent Tested	Read 180 ELA, MDTP Math Percent Not Tested	Read 180 ELA, MDTP Math Percent At or Above Grade Level
All Students	357	314	87.96	12.04	23.57
Female	179	161	89.94	10.06	28.57
Male	178	153	85.96	14.04	18.3
American Indian or Alaska Native	1	0	0	100	0
Asian	1	0	0	100	0
Black or African American	10	9	90	10	22.22
Filipino	1	1	100	0	100
Hispanic or Latino	329	292	88.75	11.25	23.29
Native Hawaiian or Pacific Islander	2	2	100	0	0
Two or More Races	2	2	100	0	0
White	10	7	70	30	42.86
English Learners	76	65	85.53	14.47	6.15
Foster Youth	1	1	100	0	0
Homeless	1	1	100	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	308	275	89.29	10.71	22.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	37	86.05	13.95	5.41

*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	688	NT	NT	NT	NT
Female	350	NT	NT	NT	NT
Male	338	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	18	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	641	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	16	NT	NT	NT	NT
English Learners	124	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	586	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	83	NT	NT	NT	NT

2020-21 Career Technical Education Programs

Rubidoux High School's 2020-2021 CTE program included seven complete pathways in Agriculture & Natural Resources; Arts, Media & Entertainment; Health Science and Medical Technology; Hospitality, Tourism & Recreation; and Transportation.

All CTE courses include career exploration, student leadership development, are aligned to the state standards and all meet the district's vocational arts graduation requirement. All pathways have at least one A- G course and six pathways include articulated college credit.

RHS worked with Riverside City College in 2020-2021 to develop a plan to include CTE classes as part of Dual Enrollment. Counselors and CTE teachers participate in professional development on CTE topics each year.

CTE programs are aligned to the regional CTE training plan developed by the IEDRC Strong Workforce Program and are evaluated using both federal and state guidelines.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	879
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	47.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	45

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	97.85
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	44.41

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

Parental support and participation is facilitated through our School Site Council, ELAC, GATE Parent meetings, Coffee with the Principal, and counselor led information sessions and Parent Workshops. Our parents are encouraged to use the JUSD Parent Connect system to access their students' records. The Q Communication message system is used frequently to inform parents of school events, student behavior, and student achievement. Parents are informed of their student's academic progress via the progress reports and report cards that are sent home every 6 weeks. Parents are also invited to attend bimonthly Coffee with the Principal sessions where school events are discussed. These parent groups enable teachers, administrators, and parents to work together for the purpose of advancing student achievement and the pursuit of academic excellence and rigor. The school counselors hold monthly parent workshops to inform parents about high school and college requirements such as A-G requirements, graduation requirements, CTE pathways and more. Additionally, we have opportunities for parents to be in booster clubs for sports, band, Choir, and CTE programs. The school counselors also coordinate and facilitate Parent Teacher Conferences at parent or teacher request.

Our contacts for each of the parent involvement opportunities are as follows:

ELAC: Vannessa Hernandez - vannessa_herrera@jUSD.k12.ca.us

School Counselors:

Frank Marmolejo - franklin_marmolejo@jUSD.k12.ca.us

Kimberly Sanchez - kimberly_sanchez@jUSD.k12.ca.us

Leticia Mellin - lmellin@jUSD.k12.ca.us

Rosa Gonzalez - rosa_gonzalez@jUSD.k12.ca.us

GATE Parent Meeting: Amber Geldien - amber_geldien@jUSD.k12.ca.us

School Site Council & Coffee with the principal: Jose Araux- jose_arauX@jUSD.k12.ca.us

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	6.8	6.0	10.3	5.0	4.4	5.4	9.0	8.9	9.4
Graduation Rate	88.3	89.1	83.3	90.1	91.5	86.3	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	360	300	83.3
Female	181	161	89.0
Male	179	139	77.7
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	337	283	84.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	87	56	64.4
Foster Youth	--	--	--
Homeless	13	6	46.2
Socioeconomically Disadvantaged	335	277	82.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	55	36	65.5

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1652	1614	377	23.4
Female	814	786	169	21.5
Male	838	828	208	25.1
American Indian or Alaska Native	2	2	1	50.0
Asian	7	7	1	14.3
Black or African American	41	39	11	28.2
Filipino	2	2	0	0.0
Hispanic or Latino	1538	1506	349	23.2
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	7	7	0	0.0
White	48	44	12	27.3
English Learners	411	399	136	34.1
Foster Youth	11	10	6	60.0
Homeless	11	11	3	27.3
Socioeconomically Disadvantaged	1418	1388	333	24.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	229	221	81	36.7

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	5.63	0.06	3.58	0.02	3.47	0.20
Expulsions	0.95	0.00	0.34	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	5.39	2.39	2.45
Expulsions	0.94	0.21	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.06	0.00
Female	0.00	0.00
Male	0.12	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	0.07	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	0.07	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Rubidoux High School has comprehensive student supervision during the school day, which includes seven full-time Campus Supervisors. Additionally, we work with the Sheriff's Department to have a school resource officer (SRO) assigned to Rubidoux High School.

We have a strong supervision plan for passing periods, as well as lunchtime supervisions that include all Administrators, Guidance Coordinators, the school SRO, and all the Campus Supervisors.

We have a Crisis Management Plan that addresses not only student and staff safety and the complexities of our physical plan, but is also aligned to FEMA recommendations. Rubidoux High School staff reviews this plan regularly and provides meaningful feedback following each disaster drill. We have created a school safety committee that meets to discuss and make recommendations regarding safety concerns.

We also have a number of proactive programs in place to meet students' needs and keep the campus safe. We have a full-time School Resource Officer, and have continued training for all of our Campus Supervisors. We have purchased trauma kits for each class, and we currently have lock down buckets in each class as well. The school safety plan was most recently updated in March of 2021, is currently being reviewed for the 2021-2022 school year, will be presented to the SSC for input by April of 2022, and will be presented to staff.

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	26	18	16	27
Mathematics	27	15	16	26
Science	29	7	10	20
Social Science	30	7	13	19

2019-20 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	37	13	30
Mathematics	23	27	10	32
Science	26	14	9	20
Social Science	24	25	10	24

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	21	42	10	29
Mathematics	23	25	19	27
Science	25	12	11	20
Social Science	20	31	18	16

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	317

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)	5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0.1
Speech/Language/Hearing Specialist	1
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 teacher 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	13317.25	3625.4	9691.85	91524.97
District	N/A	N/A	9044.52	\$92,546
Percent Difference - School Site and District	N/A	N/A	6.9	-1.1
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	13.8	5.8

2020-21 Types of Services Funded

At Rubidoux High School, we are committed to improving student achievement outcomes. We provide supplemental educational services that enable all students to build and strengthen their academic skills. RHS supports a number of services between Local Control Funding and district funding. These services include general education, special education, and State and federally funded special projects. In addition to State and local revenues received for general education, Rubidoux High School also received special State and federal funds for programs such as Title III, Local Control Funding Formula (LCFF), and Career Technical Education.

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	\$56,330	\$52,562
Mid-Range Teacher Salary	\$83,375	\$83,575
Highest Teacher Salary	\$111,840	\$104,166
Average Principal Salary (Elementary)	\$130,667	\$131,875
Average Principal Salary (Middle)	\$136,991	\$137,852
Average Principal Salary (High)	\$153,133	\$150,626
Superintendent Salary	\$280,069	\$260,243
Percent of Budget for Teacher Salaries	37%	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	13.7
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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	0
English	3
Fine and Performing Arts	0
Foreign Language	2
Mathematics	2
Science	2
Social Science	6
Total AP Courses Offered	15

Professional Development

Most major areas of professional development are determined by district initiatives. Some site topics and areas of focus are developed with input from the teaching staff. Professional development occurs at the district level through ½ or full-day training. Site PD is provided at after school staff meetings or during the school day (late starts). Some of the main focuses for the 2021-2022 school year have been supporting our ELL population, Social and Emotional Learning, and implementing our Impact Team model across Math, English, Social Science, Science, Foreign Language, Special Education, and VAPA departments. These trainings have provided teachers with the skills and tools necessary for implementing high-quality and rigorous instruction to a range of students in our classrooms.

The Jurupa Unified School district is committed to providing high-quality, research-based professional development to all of its teachers. Training initiatives have included the continued support of ample opportunities to participate in Impact Team, Units of Study, NGSS, Balanced Math, and Ellevation professional development. District and site administration monitor the implementation of various programs through data collection, classroom walk-throughs, regular meetings with department leaders or data team leaders, and monitoring of Impact Team and department meeting minutes.

The 2021-22 planned professional development days include 50 partial days and 65 full days.

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	134	46	115

Jurupa 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	Jurupa Unified School District
Phone Number	951-360-4100
Superintendent	Dr. Trenton Hansen
Email Address	JUSD.Superintendent@jUSD.k12.ca.us
District Website Address	https://jurupausd.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	10092	63	0.62	99.38	9.68
Female	4954	21	0.42	99.58	9.52
Male	5138	42	0.82	99.18	9.76
American Indian or Alaska Native	12	0	--	100.00	--
Asian	144	0	0.00	100.00	--
Black or African American	200	5	2.50	97.50	--
Filipino	52	0	0.00	100.00	--
Hispanic or Latino	8723	53	0.61	99.39	9.62
Native Hawaiian or Pacific Islander	24	0	0.00	100.00	--
Two or More Races	202	0	0.00	100.00	--
White	735	5	0.68	99.32	--
English Learners	2663	25	0.94	99.06	8.00
Foster Youth	62	1	1.61	98.39	--
Homeless	126	0	0.00	100.00	--
Military	36	0	0.00	100.00	--
Socioeconomically Disadvantaged	7838	46	0.59	99.41	8.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1348	58	4.30	95.70	5.17

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	10093	60	0.59	99.41	1.67
Female	4955	21	0.42	99.58	0.00
Male	5138	39	0.76	99.24	2.56
American Indian or Alaska Native	12	0	--	100.00	--
Asian	144	0	0.00	100.00	--
Black or African American	200	5	2.50	97.50	--
Filipino	52	0	0.00	100.00	--
Hispanic or Latino	8724	51	0.58	99.42	1.96
Native Hawaiian or Pacific Islander	24	0	0.00	100.00	--
Two or More Races	202	0	0.00	100.00	--
White	735	4	0.54		--
English Learners	2663	24	0.90	99.10	0.00
Foster Youth	62	1	1.61	98.39	--
Homeless	126	0	0.00	100.00	--
Military	36	0	0.00	100.00	--
Socioeconomically Disadvantaged	7838	44	0.56	99.44	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1348	56	4.15	95.85	0.00

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.

All Students	10119	8707	86.05	13.95	31.91
Female	4966	4315	86.89	13.11	33.42
Male	5151	4391	85.25	14.75	30.4
American Indian or Alaska Native	12	11	91.67	8.33	45.45
Asian	147	137	93.2	6.8	52.55
Black or African American	204	164	80.39	19.61	31.71
Filipino	52	51	98.08	1.92	62.75
Hispanic or Latino	8744	7509	85.88	14.12	29.82

Native Hawaiian or Pacific Islander	23	22	95.65	4.35	59.09
Two or More Races	81	71	87.65	12.35	54.93
White	744	641	86.16	13.84	45.71
English Learners	2793	2285	81.81	18.19	6.65
Foster Youth		46	76.67	23.33	28.26
Homeless	71	54	76.06	23.94	22.22
Military	27	25	92.59	7.41	40
Socioeconomically Disadvantaged	7877	6763	85.86	14.14	28.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1392	1095	78.66	21.34	10.14

*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.

All Students	10112	8802	87.05	12.95	22.39
Female	4963	4351	87.67	12.33	23.81
Male	5147	4450	86.46	13.54	21.01
American Indian or Alaska Native	12	11	91.67	8.33	18.18
Asian	147	139	94.56	5.44	40.29
Black or African American	202	169	83.66	16.34	18.93
Filipino	52	51	98.08	1.92	49.02
Hispanic or Latino	8739	7587	86.82	13.18	21.41
Native Hawaiian or Pacific Islander	23	21	91.3	8.7	23.81
Two or More Races	81	73	90.12	9.88	27.4
White	744	652	87.63	12.37	29.14
English Learners	2791	2310	82.77	17.23	6.8
Foster Youth		46	77.97	22.03	10.87
Homeless	71	53	74.65	25.35	7.55
Military	27	26	96.3	3.7	26.92
Socioeconomically Disadvantaged	7870	6833	86.82	13.18	20.2
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1392	1101	79.09	20.91	5.36

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