

# Patriot High School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://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/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



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

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	Patriot High School
<b>Street</b>	4355 Camino Real
<b>City, State, Zip</b>	Jurupa Valley, CA 92509
<b>Phone Number</b>	951-361-6500
<b>Principal</b>	Damien Hernandez
<b>Email Address</b>	damien_hernandez@jUSD.k12.ca.us
<b>School Website</b>	<a href="https://jurupausd.org/schools/PatriotHighSchool/Pages/Default.aspx">https://jurupausd.org/schools/PatriotHighSchool/Pages/Default.aspx</a>
<b>County-District-School (CDS) Code</b>	33 67090 0114157

## 2021-22 District Contact Information

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

## 2021-22 School Overview

Patriot operates with a simple, yet powerful mission statement: Pursuing excellence in learning and character within the Patriot community. This means that our staff constantly work, both individually and collaboratively, to provide quality instruction and aligns to the content and college/career readiness indicators. We use a variety of approaches to support strong character development through establishing teacher-student relationships, multi-faceted student guidance counseling model that includes academic counseling, behavioral counseling, and college and career counseling. We also have student leadership groups to support social and character development such as ASB, Link Crew, AVID and Champions of Character.

Patriot holds these core values as a standard: Commitment, Courage, Discovery, Integrity, Respect, Responsibility, Safety, and Teamwork.

Patriot's Pathways allow students to personalize their four year educational plan based on the path of each student chooses. Our current pathways include A.P Capstone, AVID, Construction, Dual Immersion, Visual and Performing Arts (VAPA), Patriot Scholars (general student body), Marketing-Sales & Services , Public Services, Information and Communications Technology, Media Arts and Media Technology, Health Science and Medical Technology. Each pathway is designed to prepare students for college and career, meet the graduation and college entrance requirements, and become members of a learning community with students who have similar interests and goals.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	709
Grade 10	635
Grade 11	644
Grade 12	536
Total Enrollment	2,524

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.1
Asian	1.3
Black or African American	1.9
Filipino	0.6
Hispanic or Latino	84.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.6
White	10
English Learners	17.6
Foster Youth	0.9
Homeless	0.2
Socioeconomically Disadvantaged	66
Students with Disabilities	14.4

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

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
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

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

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

## 2019-20 Class Assignments

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

## 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
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	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
<b>Science</b>	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
<b>History-Social Science</b>	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 History: Modern (1200-Present), (AP World History), Perfection Learning (2020), 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)		
<b>Foreign Language</b>	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), Teras (AP Spanish 4), Vista Higher Learning Publishers (2014), Azulejo 2E (AP Spanish 5), Wayside Publishing (2012)	Yes	0
<b>Health</b>	Health Skills for Wellness, Prentice Hall Publishers (2001)	Yes	0
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (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 and 9 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.

Patriot High School has 7 Campus Supervisors to support student safety. Patriot 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

11/17/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			D155 Air vents dirty T9 Air vent dirty
<b>Interior:</b> Interior Surfaces	X			B135 Stain ceiling tiles B204 Stain ceiling tile D250 Stain ceiling tile D241 Wall damage
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Field Boys RR Spider webs around corners T5 Installed new carpet
<b>Electrical</b>	X			D128 Light out B204 Light out B213 Light out B224 Light out B231 Light out C143 Light out Rm T1 Wall outlet cover missing D144 Light out D145 Light out D241 Light out D217 Light out T9 Light out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			B104 Loose faucet Boys RR 'C' Toilet not flushing Girls RR Bottom 'D' Broken toilet covers

## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

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

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

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

#### Options

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

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

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

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

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

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	621	9	1.45	98.55	--
<b>Female</b>	325	4	1.23	98.77	--
<b>Male</b>	296	5	1.69	98.31	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	14	1	7.14	92.86	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	511	7	1.37	98.63	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	16	0	0	100	--
<b>White</b>	65	1	1.54	98.46	--
<b>English Learners</b>	102	2	1.96	98.04	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	419	4	0.95	99.05	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	105	5	4.76	95.24	--

## 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	622	8	1.29	98.71	--
Female	326	4	1.23	98.77	--
Male	296	4	1.35	98.65	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	14	1	7.14	92.86	--
Filipino	--	--	--	--	--
Hispanic or Latino	512	6	1.17	98.83	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	0	0.00	100.00	--
White	65	1	1.54	98.46	--
English Learners	102	2	1.96	98.04	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	419	3	0.72	99.28	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	105	5	4.76	95.24	--

## 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	622	419	67.36	32.64	46.54
Female	322	226	70.19	29.81	48.23
Male	299	192	64.21	35.79	44.27
American Indian or Alaska Native	0	0	0	0	0

<b>Asian</b>	7	6	85.71	14.29	66.67
<b>Black or African American</b>	14	9	64.29	35.71	66.67
<b>Filipino</b>	6	5	83.33	16.67	40
<b>Hispanic or Latino</b>	512	336	65.63	34.38	43.75
<b>Native Hawaiian or Pacific Islander</b>	3	3	100	0	100
<b>Two or More Races</b>	6	5	83.33	16.67	60
<b>White</b>	66	49	74.24	25.76	55.1
<b>English Learners</b>	107	53	49.53	50.47	5.66
<b>Foster Youth</b>	6	1	16.67	83.33	0
<b>Homeless</b>	3	1	33.33	66.67	0
<b>Military</b>	1	1	100	0	0
<b>Socioeconomically Disadvantaged</b>	422	271	64.22	35.78	41.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	104	61	58.65	41.35	16.39

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

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

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

<b>Read 180 ELA, MDTP Math Student Groups</b>	<b>Read 180 ELA, MDTP Math Total Enrollment</b>	<b>Read 180 ELA, MDTP Math Number Tested</b>	<b>Read 180 ELA, MDTP Math Percent Tested</b>	<b>Read 180 ELA, MDTP Math Percent Not Tested</b>	<b>Read 180 ELA, MDTP Math Percent At or Above Grade Level</b>
<b>All Students</b>	621	502	80.84	19.16	27.29
<b>Female</b>	321	265	82.55	17.45	32.08
<b>Male</b>	299	236	78.93	21.07	22.03
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	7	5	71.43	28.57	60
<b>Black or African American</b>	14	12	85.71	14.29	50
<b>Filipino</b>	6	6	100	0	33.33
<b>Hispanic or Latino</b>	511	409	80.04	19.96	25.92
<b>Native Hawaiian or Pacific Islander</b>	3	3	100	0	66.67
<b>Two or More Races</b>	6	4	66.67	33.33	25
<b>White</b>	66	55	83.33	16.67	29.09
<b>English Learners</b>	107	70	65.42	34.58	10
<b>Foster Youth</b>	5	1	20	80	0
<b>Homeless</b>	3	2	66.67	33.33	0
<b>Military</b>	1	1	100	0	100

<b>Socioeconomically Disadvantaged</b>	421	337	80.05	19.95	26.11
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	104	72	69.23	30.77	9.72

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

## CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	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
<b>All Students</b>	1091	NT	NT	NT	NT
<b>Female</b>	560	NT	NT	NT	NT
<b>Male</b>	531	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	12	NT	NT	NT	NT
<b>Black or African American</b>	22	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	906	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	22	NT	NT	NT	NT
<b>White</b>	118	NT	NT	NT	NT
<b>English Learners</b>	147	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	12	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	730	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	161	NT	NT	NT	NT

## 2020-21 Career Technical Education Programs

Patriot High School's 2020-2021 CTE program included six complete pathways/programs of study in Arts, Media & Entertainment; Residential & Commercial Construction; Health Science and Medical Technology; Information & Communication Technology; Marketing, Sales & Service; and Public Services.

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 contain at least one A- G course and three pathways include articulated college credit.

PHS 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	980
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	69.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	48.5

## 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	98.54
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	48.03

## 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

Patriot High School welcomes parents as our partners in education. These partnership roles takes many forms such as helping monitor and oversee the completion of assignment via Parent Connect Student Information System, parent participation in PIQE parent education program, as well as focused support provided by our various booster organizations. Patriot High School has an active ELAC, Gate Advisory Committee, and School Site Council that serve as other ways for parents to be involved at school. We also keep our Warrior Community updated thought our school's website and have a presence on social media PHS Twitter, PHS Instagram, and PHS Facebook accounts. Voice messages, SMS texts, and emails to our parents also assist in our school's parent outreach and communication.

For more information on how to become involved, please contact our Activities Office at (951) 361-6500.

## 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
<b>Dropout Rate</b>	2.7	4.3	5.0	5.0	4.4	5.4	9.0	8.9	9.4
<b>Graduation Rate</b>	96.0	94.6	92.4	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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	503	465	92.4
<b>Female</b>	251	239	95.2
<b>Male</b>	252	226	89.7
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	11	10	90.9
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	422	387	91.7
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	56	54	96.4
<b>English Learners</b>	73	56	76.7
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	16	13	81.3
<b>Socioeconomically Disadvantaged</b>	401	368	91.8
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	72	65	90.3

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2589	2553	298	11.7
Female	1347	1328	142	10.7
Male	1242	1225	156	12.7
American Indian or Alaska Native	3	2	0	0.0
Asian	31	31	2	6.5
Black or African American	50	45	6	13.3
Filipino	17	16	1	6.3
Hispanic or Latino	2182	2161	262	12.1
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	14	14	0	0.0
White	258	252	23	9.1
English Learners	457	453	83	18.3
Foster Youth	33	29	11	37.9
Homeless	17	17	5	29.4
Socioeconomically Disadvantaged	1747	1726	242	14.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	389	376	63	16.8

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	6.31	0.04	3.58	0.02	3.47	0.20
<b>Expulsions</b>	0.85	0.04	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
<b>Suspensions</b>	3.46	2.39	2.45
<b>Expulsions</b>	0.35	0.21	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.04	0.04
<b>Female</b>	0.00	0.00
<b>Male</b>	0.08	0.08
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.05	0.05
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

Patriot has a completed safe schools plan that is annually approved by School Site Council. Patriot does have an extensive emergency response plan that is aligned to FEMA's recommendations for schools. All staff are oriented to this plan each year in August. Furthermore, multiple staff members have completed Community Emergency Response Team (CERT) training. Many on our staff are CPR and first aid certified. Our campus security staff completed all mandated district trainings as well, and our students are provided school safety information at the beginning of the school year during our Week of Welcome. Additionally, we have Administration who have participated in active shooter safety trainings. We also have had the addition of school safety storage containers (food, water, first aid supplies). School wide participation in the Great California Shakeout drill was successful, and the following week our school held the first of two lockdown drills. The school safety handbook was most recently reviewed and updated in February, 2021 and is done so on a yearly basis. Our school's Comprehensive Safety Plan also includes 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.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	28	15	49
Mathematics	25	33	23	41
Science	27	24	12	34
Social Science	30	13	9	44

## 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	27	27	21	46
Mathematics	26	28	27	38
Science	27	16	15	25
Social Science	26	24	16	37

## 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	27	30	17	53
Mathematics	27	27	16	51
Science	27	17	9	37
Social Science	26	25	12	41

## 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	315.5

## 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)	8
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.4
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1.4
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
<b>School Site</b>	12365.22	3396.14	8969.08	91555.03
<b>District</b>	N/A	N/A	9044.52	\$92,546
<b>Percent Difference - School Site and District</b>	N/A	N/A	-0.8	-1.1
<b>State</b>			\$8,444	\$86,376
<b>Percent Difference - School Site and State</b>	N/A	N/A	6.0	5.8

## 2020-21 Types of Services Funded

Patriot High School is able to support a number of services between Local Control Funding and district funding. These services include:

- Professional Development- professional development supporting CCSS/NGSS, best instructional practices (Impact Teams), academic and behavior intervention support, course specific PD (including AP courses), school safety, counseling, social emotional learning, mental health support, and athletics are primary targets for professional development
- Teacher Collaboration/Data Analysis- this includes support on Late Start days and department release days for teacher collaboration efforts (Data Teams and Impact Teams), data analysis, and collaborative scoring efforts.
- School safety – expenditures in this area include overtime for supervision, equipment, radios and training.
- Academic enrichment, support, and resources such as Newsela, Albert IO, college field trips, PSAT, and AP exams.
- Staffing- LCFF, Title I, and Title III funding is used to support health clerks, career center technician, bilingual language tutors, library clerks and some intervention teachers.
- Intervention and credit recovery – we support after school tutoring, Read 180, in-school and after school credit recovery.
- CTE – Carl Perkins Funds support our media pathway and a portion of our career center technician’s salary.
- PBIS- LCFF monies are used to support behavior interventions, incentives and rewards, including our Commitment to Graduate program.

## 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	19.4
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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	6
Fine and Performing Arts	2
Foreign Language	3
Mathematics	3
Science	5
Social Science	11
<b>Total AP Courses Offered</b>	<b>33</b>

## Professional Development

Jurupa Unified School teachers are offered professional development focused on instructional strategies, academic intervention supports, social emotional learning, and behavior support. Through the development of professional skills and instructional strategies, teachers are better prepared to serve their students' diverse needs. Teachers collaborate weekly to review evidence of student work, analyze student data, and take action to improve instructional strategies. Ample opportunities to participate in Impact Team, Units of Study, NGSS, Balanced Math, and ELLevation professional development have been made available.

The 2021-22 planned professional development days include 105 partial days and 92 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	185	185	197

# 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	<a href="https://jurupausd.org/">https://jurupausd.org/</a>



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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	10092	63	0.62	99.38	9.68
<b>Female</b>	4954	21	0.42	99.58	9.52
<b>Male</b>	5138	42	0.82	99.18	9.76
<b>American Indian or Alaska Native</b>	12	0	--	100.00	--
<b>Asian</b>	144	0	0.00	100.00	--
<b>Black or African American</b>	200	5	2.50	97.50	--
<b>Filipino</b>	52	0	0.00	100.00	--
<b>Hispanic or Latino</b>	8723	53	0.61	99.39	9.62
<b>Native Hawaiian or Pacific Islander</b>	24	0	0.00	100.00	--
<b>Two or More Races</b>	202	0	0.00	100.00	--
<b>White</b>	735	5	0.68	99.32	--
<b>English Learners</b>	2663	25	0.94	99.06	8.00
<b>Foster Youth</b>	62	1	1.61	98.39	--
<b>Homeless</b>	126	0	0.00	100.00	--
<b>Military</b>	36	0	0.00	100.00	--
<b>Socioeconomically Disadvantaged</b>	7838	46	0.59	99.41	8.89
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	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

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

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

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