

# Abraxas 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>	Abraxas High School
<b>Street</b>	12450 Glen Oak Rd.
<b>City, State, Zip</b>	Poway, CA 92064-3098
<b>Phone Number</b>	858-748-5900
<b>Principal</b>	Alain Henry
<b>Email Address</b>	ahenry@powayusd.com
<b>School Website</b>	www.powayusd.com
<b>County-District-School (CDS) Code</b>	37682963735842

## 2021-22 District Contact Information

<b>District Name</b>	Poway Unified
<b>Phone Number</b>	858-521-2800
<b>Superintendent</b>	Marian Kim-Phelps, Ed.D.
<b>Email Address</b>	cdonnelly@powayusd.com
<b>District Website Address</b>	www.powayusd.com

## 2021-22 School Overview

Abraxas High School, the continuation high school for the Poway Unified School District, takes great pride in its commitment to students. Set on a campus that was designed and built specifically for alternative education in 1978, the school was completely renovated and modernized in 2008. Abraxas High School was designated a Model Continuation School in 1998, 2006, 2010 and again in 2020. The main campus consists of twenty-four classrooms and includes a computer lab, art room, media center, and administration building. The campus has state of the art computers and all students who need a device receive upon enrollment. The buildings surround lawns and an extensive patio area with two gazebos. A large grassy field serves as a multipurpose soccer, softball and PE facility. Also included are handball/racquetball courts, basketball and volleyball courts, and a small weight lifting patio.

The student population of approximately 250 is made up of young adults between the ages of 15 and 22, with the majority of those students residing within the Poway Unified School District boundaries. Abraxas houses two programs- a Diploma Program serving high school aged students and a Transition Program for special-needs young adults.

The Diploma Program delivers instruction that is individualized, based on student needs, across a continuum of methods ranging from traditional classroom delivery to independent study. The instructional model is designed to accommodate a fluctuating student enrollment. Curricular offerings comply with State Model Curriculum Standards and PUSD requirements for graduation and are personalized to meet the needs of students with a wide range of skill levels, motivation and aspirations. Special education services are provided as needed. Every student works with a Academic Success Class advisor to develop an individualized program and to prioritize goals. Teachers help to develop student's confidence and self-esteem, as well as develop a sense of responsibility and accountability. Credits are issued as soon as they are earned, with an emphasis on individual student learning.

The Work Experience Program emphasizes job shadowing, mentors and guest speakers, along with classroom instruction about job skills and learning how to obtain and keep a position. The program includes students who are employed full time, working up to 32 hours per week, and are monitored by the Work Experience Coordinator.

## 2021-22 School Overview

The Independent Study (IS) Program provides an educational setting for up to 10% of students who are not able to attend school daily during regular school hours. Students are required to meet with the IS teacher once each week to present and review the fifteen plus hours of work completed from the previous week.

The Transition Program serves students with special needs. The program has an enrollment of over 90 students with moderate to severe disabilities. The program is community-based and follows the Individualized Critical Skills Model that meets the needs of 18- to 22-year old adults with developmental disabilities. The Transition Program also facilitates individual development in the areas of transportation/mobility within the community, daily living skills such as budgeting, banking, cooking, and utilizing resources in the community. The emphasis is always toward maximizing an individual's potential for independence and self-sufficiency.

Abraxas benefits from a Student Services Coordinator on site. The Student Services Coordinator responsibilities include providing student support in the areas of substance abuse, tobacco cessation and peer mediation/counseling.

### Mission Statement

Prepare young adults for high school graduation and to be responsible, caring and contributing members of society

### Our Vision of Abraxas High School:

A school climate that is safe, supportive and personalized

A culture that values diversity and is committed to high expectations for all

A relevant and rigorous curriculum that integrates academic learning and essential life skills

Individual and collaborative approaches to engage students in learning

Attention to individual students, enhancing their ability to make positive life-long choices

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	1
Grade 10	1
Grade 11	31
Grade 12	185
<b>Total Enrollment</b>	<b>218</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.5
Asian	8.7
Black or African American	6.9
Filipino	6.4
Hispanic or Latino	27.1
Native Hawaiian or Pacific Islander	0.5
Two or More Races	9.6
White	40.4
English Learners	11.5
Homeless	11
Socioeconomically Disadvantaged	38.1
Students with Disabilities	56.4

### 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
Permits and Waivers	
Misassignments	
Vacant Positions	
<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
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
<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

Year and month in which the data were collected		9/9/2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
<b>Mathematics</b>	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

<b>Science</b>	Each pupil, including English learners, has a textbook or science material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. These materials include science laboratory equipment for grades 9 to 12, inclusively. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
<b>History-Social Science</b>	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
<b>Health</b>	Each pupil, including English learners, has a textbook or health material, or both as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Each pupil, including English learners, has a textbook or science laboratory material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. These materials include science laboratory equipment for grades 9 to 12, inclusively. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

## School Facility Conditions and Planned Improvements

The Poway Unified School District ensures that students attend clean and safe facilities. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

**Year and month of the most recent FIT report**

01/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Transition plates need tightening
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		Loose outlets

## School Facility Conditions and Planned Improvements

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	Exhaust fan not working
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		Roof repairs
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Some concrete lifting

## 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>	66	NT	NT	NT	NT
<b>Female</b>	23	NT	NT	NT	NT
<b>Male</b>	43	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	27	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	24	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	14	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	28	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	16	NT	NT	NT	NT

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	66	NT	NT	NT	NT
Female	23	NT	NT	NT	NT
Male	43	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	27	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	24	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	14	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	28	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	NT	NT	NT	NT

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

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

All Students	69	15	21.70%	78.30%	20.00%
Female	25	*	32.00%	68.00%	25.00%
Male	44	*	15.90%	84.10%	14.30%
American Indian or Alaska Native	*	*			
Asian	*	*	0.00%	100.00%	
Black or African American	*	*	25.00%	75.00%	0.00%
Filipino	*	*			
Hispanic or Latino	27	*	37.00%	63.00%	10.00%

<b>Native Hawaiian or Pacific Islander</b>	*	*	0.00%	100.00%	
<b>Two or More Races</b>	*	*	20.00%	80.00%	50.00%
<b>White</b>	26	*	7.70%	92.30%	50.00%
<b>English Learners</b>	*	*	40.00%	60.00%	0.00%
<b>Foster Youth</b>	*	*			
<b>Homeless</b>	*	*	0.00%	100.00%	
<b>Military</b>	*	*	0.00%	100.00%	
<b>Socioeconomically Disadvantaged</b>	31	*	29.00%	71.00%	11.10%
<b>Students Receiving Migrant Education Services</b>	*	*			
<b>Students with Disabilities</b>	18	*	16.70%	83.30%	0.00%

\*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>	69	14	20.30%	1.50%	7.10%
<b>Female</b>	25	*	28.00%	4.00%	14.30%
<b>Male</b>	44	*	15.90%	2.30%	0.00%
<b>American Indian or Alaska Native</b>	*	*			
<b>Asian</b>	*	*	0.00%		
<b>Black or African American</b>	*	*	25.00%	25.00%	0.00%
<b>Filipino</b>	*	*			
<b>Hispanic or Latino</b>	27	*	33.30%	3.70%	0.00%
<b>Native Hawaiian or Pacific Islander</b>	*	*	0.00%		
<b>Two or More Races</b>	*	*	20.00%	10.00%	50.00%
<b>White</b>	26	*	7.70%	3.90%	0.00%
<b>English Learners</b>	*	*	40.00%	20.00%	0.00%
<b>Foster Youth</b>	*	*			
<b>Homeless</b>	*	*	0.00%		
<b>Military</b>	*	*	0.00%		
<b>Socioeconomically Disadvantaged</b>	31	*	25.80%	3.20%	0.00%
<b>Students Receiving Migrant Education Services</b>	*	*			
<b>Students with Disabilities</b>	18	*	16.70%	5.60%	0.00%

\*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>	78	NT	NT	NT	NT
<b>Female</b>	21	NT	NT		
<b>Male</b>	56	NT	NT		
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	32	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	34	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	24	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	33	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	NT	NT	NT	NT

## 2020-21 Career Technical Education Programs

The Poway Unified School District and our entire community value the key role that Career Technical Education (CTE) plays in helping to fulfill the District's mission of college and career readiness for every student. As an integral part of the educational program, CTE in the Poway Unified School District offers academically challenging technical courses and programs. These

## 2020-21 Career Technical Education Programs

courses and programs are comprehensive and future-oriented, are responsive to student, parent, community, and workforce development needs, and are proven to positively affect student achievement.

The CTE courses offered at our high schools are advertised to students and parents through the regular course recruitment process each spring. This allows students and parents, with guidance from high school counselors, to choose CTE courses along with all the other courses offered on that high school campus. This practice ensures that all high school students have access to CTE courses, including students of special populations. Because CTE courses are integrated at the high schools and are part of the regular school day, the unique needs of special populations are supported through our existing infrastructure, which includes teachers, counselors, and staff – including Special Education and EL program staff.

An advisory committee is convened at least once a year for each CTE industry sector or pathway. Business representatives from Agriculture; Arts Media and Entertainment; Building and Construction Trades; Business and Finance; Education, Child Development and Family Services; Engineering and Architecture; Health Science and Medical Technology; Information and Communication Technologies; Manufacturing and Product Development; Marketing, Sales and Services; Public Services; and Transportation participate. The current chair of our CTE advisory committee is a local small business owner and a member of the Board of Directors of the Poway Chamber of Commerce.

All of the CTE courses offered fit into a sequence or pathway of courses within an industry sector. To move our CTE courses toward increased rigor and college readiness standards, several years ago, the Poway Unified School District set a goal that each CTE course must meet at least one of the following criteria: be UC approved; be articulated with a local community college; or prepare students for an industry certification. The CTE courses offered during the 2020-21 school year are displayed below. (“U” denotes a course that is UC approved; “A” denotes a course that is articulated.)

### COURSES

- AGRICULTURE SCI 1 (U)
- AGRICULTURE SCI 2 (U)
- AGRICULTURE SCI 3
- AGRICULTURE SCI 4
- ART HIST FLOR 1 (U)
- ART HIST FLOR 2 (U)
- CHEM & AGRISCIENCE 1 (U)
- CHEM & AGRISCIENCE 2 (U)
- SUS AG 1 (U)
- SUS AG 2 (U)
- VETERINARY SCI 1 (U)
- VETERINARY SCI 2 (U)
- 3D COMPUTER ANIM 1 (U; A)
- 3D COMPUTER ANIM 2 (U; A)
- 3D COMPUTER ANIM 3
- 3D COMPUTER ANIM 4
- 3D COMPUTER ANIM 5
- 3D COMPUTER ANIM 6
- AP STU ART: 2D (1) (U)
- AP STU ART: 2D (2) (U)
- AP STU ART: 3D (1) (U)
- AP STU ART: 3D (2) (U)
- AP STUART: DRAW (1) (U)
- AP STUART: DRAW (2) (U)
- COMPUTER GRAPHIC ARTS 1 (U; A)
- COMPUTER GRAPHIC ARTS 2 (U; A)
- GRAPH DES 1 (U; A)
- GRAPH DES 2 (U; A)
- GRAPH DES 3 (U; A)
- GRAPH DES 4 (U; A)
- GRAPH DES 5 (U)
- GRAPH DES 6 (U)
- PHOTOGRAPHY 1 (U; A)
- PHOTOGRAPHY 2 (U; A)
- PHOTOGRAPHY 3 (U)
- PHOTOGRAPHY 4 (U)
- PHOTOGRAPHY 5
- PHOTOGRAPHY 6
- STUDIO ART (U)

## 2020-21 Career Technical Education Programs

- DRAMA 1 (U)
- DRAMA 2 (U)
- DRAMA 3 (U)
- DRAMA 4 (U)
- DRAMA 5 (U)
- DRAMA 6 (U)
- THEATRE STUDY 7 (U)
- THEATRE STUDY 8 (U)
- BRDCAST JOURNALISM 3 (U)
- BRDCAST JOURNALISM 4 (U)
- BRDCAST JOURNALISM ADV 1 (U)
- BRDCAST JOURNALISM ADV 2 (U)
- BRDCST JOURNALISM/TV PROD 1 (U; A)
- BRDCST JOURNALISM/TV PROD 2 (U; A)
- BROADCAST JOURNALISM 3 (U)
- BROADCAST JOURNALISM 4 (U)
- DIG MED PROD 1 (U; A)
- DIG MED PROD 2 (U; A)
- DIG MED PROD 3 (U; A)
- DIG MED PROD 4 (U; A)
- DIGITAL MEDIA PROD (ADV)
- SOUND PROD & ENG 1 (U)
- SOUND PROD & ENG 2 (U)
- TECH PROD/THTRE 1 (U)
- TECH PROD/THTRE 2 (U)
- TECH PROD/THTRE 3 (U)
- TECH PROD/THTRE 4 (U)
- CONST TECH 1
- CONST TECH 2
- CONST TECH 3
- CONST TECH 4
- ACCOUNTING 1 (U; A)
- ACCOUNTING 2 (U; A)
- BUSINESS LAW 1 (U; A)
- BUSINESS LAW 2 (U; A)
- ECON OF BUS OWNRSHP 1 (U)
- ECON OF BUS OWNRSHP 2 (U)
- INTRO TO BUSINESS 1
- INTRO TO BUSINESS 2
- INTRO TO FINANCE 1 (U; A)
- INTRO TO FINANCE 2 (U; A)
- MRKTING ECON 1 (U)
- MRKTING ECON 2 (U)
- CHILD DEV/PSYCH 1 (U)
- CHILD DEV/PSYCH 2 (U)
- CHILD DEVL P CAREER
- TEACHING INTERN 1
- TEACHING INTERN 2
- ARCH DESIGN 1 (U; A)
- ARCH DESIGN 2 (U; A)
- CIVIL ENG & ARCHITECTURE 1 (U)
- CIVIL ENG & ARCHITECTURE 2 (U)
- COMPUTER INTEGRATED MFG 1 (U)
- COMPUTER INTEGRATED MFG 2 (U)
- DIGITAL ELEC 1 (PLTW) (U; A)
- DIGITAL ELEC 2 (PLTW) (U; A)
- ENG DESIGN/DEV 1 (U)
- ENG DESIGN/DEV 2 (U)
- FIRST ROBOTICSB6.5

## 2020-21 Career Technical Education Programs

- HON PRINCIPLES ENGINEERING 1 (U; A)
- HON PRINCIPLES ENGINEERING 2 (U; A)
- INTRO ENG DESGN 1 (U; A)
- INTRO ENG DESGN 2 (U; A)
- INTRODUCTION TO DESIGN 1 (U)
- INTRODUCTION TO DESIGN 2 (U)
- PRE-ENGR/DESIGN 1 (U)
- PRE-ENGR/DESIGN 2 (U)
- ROBOTICS
- ROBOTICS 1
- ROBOTICS 2
- CLOTHING 1
- CLOTHING 2
- BIOMEDICAL TECH 1 (U; A)
- BIOMEDICAL TECH 2 (U; A)
- HON MEDICAL INTERVEN 1 (U)
- HON MEDICAL INTERVEN 2 (U)
- HUMAN BODY SYS 1 (U)
- HUMAN BODY SYS 2 (U)
- PRINCIPLES BIOMED SCI 1 (U)
- PRINCIPLES BIOMED SCI 2 (U)
- SPORTS MED/ATH TRNING 3 (U)
- SPORTS MED/ATH TRNING 4 (U)
- SPTS MED/ATH TRN 1 (U)
- SPTS MED/ATH TRN 2 (U)
- AP CMPTR SCI A (1) (U; A)
- AP CMPTR SCI A (2) (U; A)
- AP CS PRINCIPLES (1) (U)
- AP CS PRINCIPLES (1) (U)
- AP CS PRINCIPLES (2) (U)
- AP CS PRINCIPLES (2) (U)
- COMP INFO SYS
- COMP INFO SYS ADV
- CYBERSECURITY 1 (PLTW) (U; A)
- CYBERSECURITY 2 (PLTW) (U; A)
- DATA STRUC 1 (U; A)
- DATA STRUC 2 (U; A)
- INT TO COMP PROG 1 (U)
- INT TO COMP PROG 2 (U)
- INTRO TO COMPUTER SCI
- INTRO TO COMPUTERS
- WEB DESIGN 1 (U)
- WEB DESIGN 2 (U)
- SCREEN PRINTING/DESIGN 1 (U; A)
- SCREEN PRINTING/DESIGN 2 (U; A)
- SCREEN PRINTING/DESIGN 3 (U)
- SCREEN PRINTING/DESIGN 4 (U)
- FIRE SCIENCE 1 (A)
- FIRE SCIENCE 2 (A)
- FIRE SCIENCE 3 (A)
- FIRST RESPONDER (A)
- AUTO BODY/REPR
- AUTO TECH 1
- AUTO TECH 2
- AUTO TECH 3
- AUTO TECH 4
- AUTO TECH 5
- AUTO TECH 6



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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	139
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	46.73
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	5.45

## 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

Abraxas High recognizes the importance of the partnership between home and school and is committed to supporting the Parents As Partners core value. Families are kept informed of campus updates through the Ed-Connect phone and e-mail

## 2021-22 Opportunities for Parental Involvement

systems, phone calls from teachers, and the school web site. Parents are included in periodic and annual improvement processes, serve on advisory groups and attend orientation and student support meetings.

### 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	23.0	13.7	25.0	1.9	2.2	1.3	9.0	8.9	9.4
Graduation Rate	29.7	35.3	12.0	94.6	94.1	94.1	84.5	84.2	83.6

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	92	11	12.0
Female	31	6	19.4
Male	61	5	8.2
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	38	1	2.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	41	9	22.0
English Learners	11	0	0.0
Foster Youth	--	--	--
Homeless	15	4	26.7
Socioeconomically Disadvantaged	63	8	12.7
Students Receiving Migrant Education Services	0.0	0.0	0.0

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	331	299	155	51.8
Female	109	102	44	43.1
Male	220	195	110	56.4
American Indian or Alaska Native	1	1	0	0.0
Asian	24	22	4	18.2
Black or African American	18	18	7	38.9
Filipino	19	17	6	35.3
Hispanic or Latino	104	96	62	64.6
Native Hawaiian or Pacific Islander	4	2	0	0.0
Two or More Races	29	25	17	68.0
White	132	118	59	50.0
English Learners	36	36	21	58.3
Foster Youth	1	1	0	0.0
Homeless	37	36	21	58.3
Socioeconomically Disadvantaged	133	126	78	61.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	141	131	29	22.1

## 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>	7.67	1.51	1.43	0.18	3.47	0.20
<b>Expulsions</b>	1.18	0.00	0.07	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	10.68	1.02	2.45
<b>Expulsions</b>	0.59	0.05	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	1.51	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	2.27	0.00
<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>	1.92	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	10.34	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>		
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>		

## 2021-22 School Safety Plan

Abraxas High places a strong emphasis on safety for students and staff. Emergency plans are reviewed on at the quarterly safety meetings. The site has a strong relationship with local law enforcement and fire services. Staff training is held annually and practice drills for earthquakes, fire, and lock down are held quarterly. An independent review of all schools in the district regarding safety and security was conducted in the spring of 2018. Abraxas High School has implemented all of the recommendations of the report and the district facilities department will continue addressing concerns from the safety report that fall under their purview.

## 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	3	30		
Mathematics	2	13		
Science	3	9		
Social Science	6	21		

## 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	5	33		
Mathematics	4	20		
Science	5	6		
Social Science	6	23		

## 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	3	42		
Mathematics	2	24		
Science	4	8		
Social Science	4	22		

## 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
<b>Pupils to Academic Counselor</b>	136.3

## 2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1.6
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	1.6
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	1.7
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	0.7

## 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>	28,481.22	15,042.40	13,438.82	83814.34
<b>District</b>	N/A	N/A	7,997.43	\$84,123
<b>Percent Difference - School Site and District</b>	N/A	N/A	50.8	-0.4
<b>State</b>			\$8,444	\$84,665
<b>Percent Difference - School Site and State</b>	N/A	N/A	45.7	-1.0

## 2020-21 Types of Services Funded

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects/grants
5. Transportation
6. Facilities, Maintenance and operations
7. Expanded learning instruction and support to mitigate learning loss related to COVID-19
8. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

## 2019-20 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$49,682	\$50,897
<b>Mid-Range Teacher Salary</b>	\$78,590	\$78,461
<b>Highest Teacher Salary</b>	\$107,628	\$104,322
<b>Average Principal Salary (Elementary)</b>	\$140,850	\$131,863
<b>Average Principal Salary (Middle)</b>	\$147,568	\$137,086
<b>Average Principal Salary (High)</b>	\$160,950	\$151,143
<b>Superintendent Salary</b>	\$305,509	\$297,037
<b>Percent of Budget for Teacher Salaries</b>	35%	32%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

## 2020-21 Advanced Placement (AP) Courses

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

### Percent of Students in AP Courses

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

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

## Professional Development

At Abraxas, we believe effective professional development increases overall student achievement, so all staff members have the opportunity to participate in a variety of district sponsored professional development, as well as meetings on campus. Growth opportunities include effective instructional strategies, use of technology in teaching and learning, critical reading, subject-area strategies, use of assessments, classroom management, and equity training. New teachers receive additional professional growth through the Poway Professional Assistance Program (PPAP). Teachers at Abraxas have also created Teaching and Learning Cooperative (TLC's) groups to do book studies. In addition to optional growth opportunities, teachers and administrators are actively involved in ongoing district and site-based professional growth.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	7	6	6



# Poway Unified

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

### Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

#### 2021-22 District Contact Information

<b>District Name</b>	Poway Unified
<b>Phone Number</b>	858-521-2800
<b>Superintendent</b>	Marian Kim-Phelps, Ed.D.
<b>Email Address</b>	<a href="mailto:cdonnelly@powayusd.com">cdonnelly@powayusd.com</a>
<b>District Website Address</b>	<a href="http://www.powayusd.com">www.powayusd.com</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>	18814	8	0.04	99.96	--
<b>Female</b>	9036	2	0.02	99.98	--
<b>Male</b>	9760	6	0.06	99.94	--
<b>American Indian or Alaska Native</b>	21	0	--	100.00	--
<b>Asian</b>	4246	2	0.05	99.95	--
<b>Black or African American</b>	341	1	0.29	99.71	--
<b>Filipino</b>	910	0	0.00	100.00	--
<b>Hispanic or Latino</b>	3249	1	0.03	99.97	--
<b>Native Hawaiian or Pacific Islander</b>	40	0	0.00	100.00	--
<b>Two or More Races</b>	2363	2	0.08	99.92	--
<b>White</b>	7644	2	0.03	99.97	--
<b>English Learners</b>	1258	1	0.08	99.92	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	840	0	0.00	100.00	--
<b>Military</b>	532	0	0.00	100.00	--
<b>Socioeconomically Disadvantaged</b>	2983	1	0.03	99.97	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	2713	8	0.29	99.71	--

## 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
<b>All Students</b>	18813	8	0.04	99.96	--
<b>Female</b>	9036	2	0.02	99.98	--
<b>Male</b>	9759	6	0.06	99.94	--
<b>American Indian or Alaska Native</b>	21	0	--	100.00	--
<b>Asian</b>	4246	2	0.05	99.95	--
<b>Black or African American</b>	341	1	0.29	99.71	--
<b>Filipino</b>	910	0	0.00	100.00	--
<b>Hispanic or Latino</b>	3248	1	0.03	99.97	--
<b>Native Hawaiian or Pacific Islander</b>	40	0	0.00	100.00	--
<b>Two or More Races</b>	2363	2	0.08	99.92	--
<b>White</b>	7644	2	0.03		--
<b>English Learners</b>	1258	1	0.08	99.92	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	840	0	0.00	100.00	--
<b>Military</b>	532	0	0.00	100.00	--
<b>Socioeconomically Disadvantaged</b>	2983	1	0.03	99.97	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	2713	8	0.29	99.71	--

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

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

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

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

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

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