

Mt. Carmel High School

2021 School Accountability Report Card



A hard copy of the School Accountability Report Card is available upon request in the school office.

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

School Name	Mt. Carmel High School
Street	9550 Carmel Mountain Road
City, State, Zip	San Diego, CA 92129-2738
Phone Number	858-484-1180
Principal	Greg Magno
Email Address	gmagno@powayusd.com
School Website	https://www.powayusd.com/en-US/Schools/HS/MCHS/Home
County-District-School (CDS) Code	37682963730074

2021-22 District Contact Information

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

2021-22 School Overview

Mt. Carmel High School opened in 1974 and serves the San Diego communities of Rancho Penasquitos, Sabre Springs and Stonebridge. Approximately 25% of MCHS students attend Mt. Carmel through voluntary transfer from all areas of PUSD and from around the county. The campus was completely modernized in 2007.

At Mt. Carmel High School our purpose for our work is to Craft the Student Experience, The Sundevil Way.

Our mission is to have all students develop the broadest set of choices for college and/or career paths upon graduation and to have the skill-sets, mindsets, and knowledge to succeed on their chosen path. We ask our students to follow Sundevil Way to Career and College and it is defined by a set of core experiences for all students to have upon graduation:

- * Students take and pass the Mt. Carmel Core Courses (A-G courses).
- * Students take at least one AP course and AP test.
- * Students take at least one CTE course.

2021-22 School Overview

* Students that are proficient in Math, English, and Science, per CAASPP results.

* Students take part in a community service experience.

* Students take part in, and contribute to, a kind and caring school culture.

Mt. Carmel is dedicated to studying the "student experience" to better attend to the needs of the students and families in our community. To coordinate services for students, the counselors and administrators are organized into Alpha Teams that follow each student through their four years at Mt. Carmel. The Sun Center houses counselors and guidance technicians, as well as student assistance services. The adjacent administration building houses the records, attendance, finance and health offices as well as offices of administrators. The neighborhoods surrounding Mt. Carmel are predominantly middle-class with more than 57,000 residents in over 17,000 households living in apartments, condominiums and single-family houses. Seventy-two percent own their homes and 28% are renters. Twenty four percent of families receive free or reduced lunch, 5% are English Language Learners, and 12% receive special education services. The predominant racial/ethnic groups of the community are African-American (4%), Asian (17%), Filipino (14%), Hispanic (12%) and White/Caucasian (48%). More than one-quarter of these residents are foreign born and one-third speak a language other than English at home.

Mt. Carmel emphasizes the Sundevil Core Experiences, which include College Readiness, Advanced Placement experience and Career Experience. Our students take over 1,200 Advanced Placement tests per year with passing rates at 80% or above. Our students participate in seven different Career and Technical programs and are supported by our Education Foundation through seminars on finance, job interviews and resume writing. Our students can take part in over 50 different clubs, 60 athletic teams, and 11 performance groups. The Mt. Carmel athletic teams have a tradition of success with over 80 CIF championships and our performance groups have numerous honors and awards. Our marching band hosts the largest band competition in the County, which features a community parade each year.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	476
Grade 10	465
Grade 11	476
Grade 12	471
Total Enrollment	1,888

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	14.4
Black or African American	3.8
Filipino	10.2
Hispanic or Latino	20.3
Native Hawaiian or Pacific Islander	0.3
Two or More Races	11.8
White	38.9
English Learners	2.9
Foster Youth	0.1
Homeless	2.3
Socioeconomically Disadvantaged	18.9
Students with Disabilities	13.9

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

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

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

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

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

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

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

2019-20 Class Assignments

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

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

Year and month in which the data were collected	9/9/2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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
Mathematics	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
Science	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
History-Social Science	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
Foreign Language	Each pupil, including English learners, has a textbook or foreign language 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
Health	<p>Comprehensive sexual health education and HIV prevention education shall be offered to all students in grades 7-12, including at least once in junior high or middle school and at least once in high school. (Education Code 51934).</p> <p>The district's curriculum shall support the purposes of the California Healthy Youth Act as specified in Education Code 51930-51939, be unbiased and inclusive of all students in the classroom, and be aligned with the state's content standards.</p>	Yes	0
Science Laboratory Equipment (grades 9-12)	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	Yes	0

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.

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	Awning and roof leaks. Need new gutters on EB's
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	463	NT	NT	NT	NT
Female	253	NT	NT	NT	NT
Male	207	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	67	NT	NT	NT	NT
Black or African American	19	NT	NT	NT	NT
Filipino	37	NT	NT	NT	NT
Hispanic or Latino	94	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	56	NT	NT	NT	NT
White	188	NT	NT	NT	NT
English Learners	15	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	20	NT	NT	NT	NT
Military	12	NT	NT	NT	NT
Socioeconomically Disadvantaged	79	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	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	463	NT	NT	NT	NT
Female	253	NT	NT	NT	NT
Male	207	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	67	NT	NT	NT	NT
Black or African American	19	NT	NT	NT	NT
Filipino	37	NT	NT	NT	NT
Hispanic or Latino	94	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	56	NT	NT	NT	NT
White	188	NT	NT	NT	NT
English Learners	15	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	20	NT	NT	NT	NT
Military	12	NT	NT	NT	NT
Socioeconomically Disadvantaged	79	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	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	473	396	83.70%	16.30%	56.60%
Female	258	213	82.60%	17.40%	58.20%
Male	212	181	85.40%	14.60%	55.20%
American Indian or Alaska Native	*	*	100.00%	0.00%	0.00%
Asian	68	59	86.80%	13.20%	83.10%
Black or African American	19	17	89.50%	10.50%	35.30%
Filipino	41	34	82.90%	17.10%	67.60%
Hispanic or Latino	96	73	76.00%	24.00%	41.10%

Native Hawaiian or Pacific Islander	*	*			
Two or More Races	55	45	81.80%	18.20%	44.40%
White	192	166	86.50%	13.50%	57.80%
English Learners	17	*	52.90%	47.10%	22.20%
Foster Youth	*	*	0.00%	100.00%	
Homeless	*	*	50.00%	50.00%	40.00%
Military	14	13	92.90%	7.10%	69.20%
Socioeconomically Disadvantaged	83	61	73.50%	26.50%	44.30%
Students Receiving Migrant Education Services	*	*			
Students with Disabilities	73	62	84.90%	15.10%	16.10%

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

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

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

All Students	473	422	89.20%	0.20%	43.10%
Female	258	232	89.90%	0.40%	42.70%
Male	212	187	88.20%	0.50%	43.90%
American Indian or Alaska Native	*	*	100.00%	50.00%	50.00%
Asian	68	63	92.60%	1.50%	74.60%
Black or African American	19	18	94.70%	5.30%	27.80%
Filipino	41	38	92.70%	2.40%	47.40%
Hispanic or Latino	96	79	82.30%	1.00%	31.60%
Native Hawaiian or Pacific Islander	*	*			
Two or More Races	55	49	89.10%	1.80%	30.60%
White	192	173	90.10%	0.50%	41.00%
English Learners	17	11	64.70%	5.90%	27.30%
Foster Youth	*	*	0.00%		
Homeless	*	*	90.00%	10.00%	22.20%
Military	14	13	92.90%	7.10%	61.50%
Socioeconomically Disadvantaged	83	71	85.50%	1.20%	31.00%
Students Receiving Migrant Education Services	*	*			
Students with Disabilities	73	62	84.90%	1.40%	6.50%

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

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	444	NT	NT	NT	NT
Female	193	NT	NT		
Male	249	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	63	NT	NT	NT	NT
Black or African American	16	NT	NT	NT	NT
Filipino	50	NT	NT	NT	NT
Hispanic or Latino	87	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	51	NT	NT	NT	NT
White	174	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	24	NT	NT	NT	NT
Military	15	NT	NT	NT	NT
Socioeconomically Disadvantaged	84	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	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	1,057
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	53.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	27.7

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	99.05
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	76.7

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

Parent and community involvement at Mt. Carmel is deep and positive, with an emphasis on a common goal of educating young people academically, physically, artistically and emotionally. Parent events throughout the year include, but are not

2021-22 Opportunities for Parental Involvement

limited to: Back to School Night, College Fair, Sun Center Open House and Eighth Grade Family Night, College Application workshops and Financial Aid workshops. The Mt. Carmel Athletic Foundation and its numerous parent booster groups support the programs in the MCHS athletic program. The Mt. Carmel Performing Arts Boosters support award winning instrumental, orchestral, vocal music and drama programs. The MCHS PTSA offers volunteer hours to many school programs, grants to staff members and scholarships to students. The Mt. Carmel Education Foundation supports academic excellence through fundraisers and teacher grants. The School Site Council has parent membership and is integral in reviewing and approving academic plans. All MCHS teachers maintain Canvas websites and Synergy Online Gradebook. Through these sites, parents and students have access to course information and grades. Parents may also access Naviance to track progress towards college readiness, including some college and scholarship application processes. Parents can give input and feedback to the Local Control Accountability Plan (LCAP) through site-based community forums hosted each year.

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	1.7	3.2	0.0	1.9	2.2	1.3	9.0	8.9	9.4
Graduation Rate	95.3	96.1	98.3	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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	463	455	98.3
Female	199	196	98.5
Male	262	257	98.1
American Indian or Alaska Native	--	--	--
Asian	67	66	98.5
Black or African American	16	16	100.0
Filipino	52	52	100.0
Hispanic or Latino	89	86	96.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	54	53	98.1
White	182	179	98.4

English Learners	33	31	93.9
Foster Youth	0.0	0.0	0.0
Homeless	12	12	100.0
Socioeconomically Disadvantaged	137	134	97.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	66	59	89.4

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1916	1910	38	2.0
Female	927	925	15	1.6
Male	983	979	23	2.3
American Indian or Alaska Native	4	4	0	0.0
Asian	274	274	2	0.7
Black or African American	75	75	3	4.0
Filipino	192	192	3	1.6
Hispanic or Latino	399	397	12	3.0
Native Hawaiian or Pacific Islander	5	5	0	0.0
Two or More Races	234	233	3	1.3
White	731	728	15	2.1
English Learners	61	60	2	3.3
Foster Youth	2	2	1	50.0
Homeless	45	45	2	4.4
Socioeconomically Disadvantaged	378	377	13	3.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	281	280	24	8.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.17	0.42	1.43	0.18	3.47	0.20
Expulsions	0.10	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
Suspensions	1.18	1.02	2.45
Expulsions	0.00	0.05	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.42	0.00
Female	0.00	0.00
Male	0.81	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	2.67	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.27	0.00
English Learners	1.64	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

Mt. Carmel places a strong emphasis on safety for students and staff. Emergency plans are reviewed frequently. Annual training procedures and drills for earthquakes, fire, evacuation and lock-down are held. School administrators and teachers work together with Campus Security Specialists to ensure a safe and secure campus environment on a daily basis. School staff are currently training in options based response protocol.

Our Safety Plan includes programs to maintain both physical and emotional well being. Systems for emotional well being are reviewed periodically with the entire staff and revised by our counseling team, Student Services and our Wellness committee. Specialized programs for students with special needs are also in place. The safety plan includes the services of a full time student services technician, a full time social worker, school psychologist, ERMHS services, and a full time school counseling staff. Mt. Carmel also utilizes a broad spectrum of level 1/Tier 1 school-wide wellness activities that are centered around building relationships. This is focused on the 'home-room' concept, but is also utilized across our campus in all spaces.

These plans are reviewed on the published staff development days. Updates and reminders are sent by email throughout the course of the year and students are informed through their classes and as part of the school-wide broadcast system.

2018-19 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	17	4	33
Mathematics	30	8	12	32
Science	27	11	14	20
Social Science	25	16	5	27

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	25	19	7	31
Mathematics	25	17	17	26
Science	30	6	13	20
Social Science	26	13	5	28

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	22	25	12	26
Mathematics	27	14	23	23
Science	30	4	17	20
Social Science	22	22	5	27

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	524.4

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)	3.6
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	0
Other	6.2

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,558.73	1,226.02	7,332.71	83978.76
District	N/A	N/A	7,997.43	\$84,123
Percent Difference - School Site and District	N/A	N/A	-8.7	-0.2
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-14.1	-0.8

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
Beginning Teacher Salary	\$49,682	\$50,897
Mid-Range Teacher Salary	\$78,590	\$78,461
Highest Teacher Salary	\$107,628	\$104,322
Average Principal Salary (Elementary)	\$140,850	\$131,863
Average Principal Salary (Middle)	\$147,568	\$137,086
Average Principal Salary (High)	\$160,950	\$151,143
Superintendent Salary	\$305,509	\$297,037
Percent of Budget for Teacher Salaries	35%	32%
Percent of Budget for Administrative Salaries	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	38.0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	4
Foreign Language	1
Mathematics	9
Science	10
Social Science	12
Total AP Courses Offered	39

Professional Development

Research supports the positive effects professional development has on increasing student learning. All teaching staff have the opportunity to participate in district and school site level professional development. These workshops are presented in a semester or year-long series and support a wide variety of professional development. These include the use of effective instructional strategies, implementing the use of computer technology in teaching and learning, critical reading, writing and mathematics strategies, effective use of assessments, positive discipline in-services, and Multicultural training.

Site based professional development occurs under the following formats: Five district provided days, Approximately 25 time banked Friday Late Starts, staff meetings, department meetings, and lunch meetings. These opportunities are guided by site goals, in direct support of district LCAP goals, and designed with the cooperation of the administration, Leadership Team, Intervention Team, staff, and Professional Development Teacher on Special Assignment. The Poway Professional Assistance Program (PPAP) provides support for new teachers. Teachers are encouraged to participate in the National Board Certification process and recognized by the Poway Unified School District when they earn NBCT status.

Our site based professional development is focused on the Student Experience with learning. Our meetings are focused on instructional strategy and learning outcomes and how that shapes the student experience. Our ongoing development is calibrated and reported on by peer observation, administrative walk-throughs, feedback forms, self-reporting, lesson studies and both informal and formal feedback from students, parents, and teachers.

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	8	7	5

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

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	18814	8	0.04	99.96	--
Female	9036	2	0.02	99.98	--
Male	9760	6	0.06	99.94	--
American Indian or Alaska Native	21	0	--	100.00	--
Asian	4246	2	0.05	99.95	--
Black or African American	341	1	0.29	99.71	--
Filipino	910	0	0.00	100.00	--
Hispanic or Latino	3249	1	0.03	99.97	--
Native Hawaiian or Pacific Islander	40	0	0.00	100.00	--
Two or More Races	2363	2	0.08	99.92	--
White	7644	2	0.03	99.97	--
English Learners	1258	1	0.08	99.92	--
Foster Youth	--	--	--	--	--
Homeless	840	0	0.00	100.00	--
Military	532	0	0.00	100.00	--
Socioeconomically Disadvantaged	2983	1	0.03	99.97	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	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
All Students	18813	8	0.04	99.96	--
Female	9036	2	0.02	99.98	--
Male	9759	6	0.06	99.94	--
American Indian or Alaska Native	21	0	--	100.00	--
Asian	4246	2	0.05	99.95	--
Black or African American	341	1	0.29	99.71	--
Filipino	910	0	0.00	100.00	--
Hispanic or Latino	3248	1	0.03	99.97	--
Native Hawaiian or Pacific Islander	40	0	0.00	100.00	--
Two or More Races	2363	2	0.08	99.92	--
White	7644	2	0.03		--
English Learners	1258	1	0.08	99.92	--
Foster Youth	--	--	--	--	--
Homeless	840	0	0.00	100.00	--
Military	532	0	0.00	100.00	--
Socioeconomically Disadvantaged	2983	1	0.03	99.97	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	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.