

Westview 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/fq/aa/lc/

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

School Name	Westview High School
Street	13500 Camino Del Sur
City, State, Zip	San Diego, CA 92129
Phone Number	858-780-2000
Principal	Tina Ziegler
Email Address	tziegler@powayusd.com
School Website	www.powayusd.com
County-District-School (CDS) Code	37682963731528

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

Located in the community of Rancho Peñasquitos, Westview is the centerpiece of an expanding suburban area. Westview opened its doors in the fall of 2002, with the goal of changing from the “Factory Model” to a school that supports personal connectedness. Westview operates on a 4X4 block schedule that allows students to create learning plans to meet their individual academic needs and goals. Connectedness is an integral component of the learning community which is reflected in each student’s involvement in twice weekly tutorial periods, and homeroom classes which are facilitated by most staff, including administration. Westview responds to the diverse needs of its community through a myriad of curricular and co-curricular programs. Our state of the art facilities support our award winning performing and visual arts programs, a full complement of athletic and extracurricular offerings, wellness programs, special services, NJROTC, AVID, advanced placement courses, as well as Computer Programming, Graphic Design and Principles of Engineering. In an ongoing effort to prepare students for careers in current or emerging professions, Westview offers a variety of Career and Technical Education in Business (CTE) career courses for students to choose from, including Biomed Design, Finance, Sports Medicine, Photography and many more among 6 different career pathways. Westview is a learning community that is positive, with high expectations for all learners, including special education and English learners through strong instructional delivery. Westview administration annually creates a Theory of Action which guides the focus for the year in order to improve practice. For the 2021/2022 school year members of the Westview community will work to authentically connect with one another through dynamic, interactive exchange of experiences then students are empowered, valued, and safe to examine cultural, ethical and moral issues from diverse perspectives resulting in relevant and intentional student engagement.

High levels of student and parent involvement contribute to Westview's vision and success. Stakeholders support the vision through involvement in ASB leadership, the Student Senate, PTSA, the Foundation and student/parent participation on school and district decision-making bodies. Westview is supported by an extremely active parent community. Westview PTSA membership has consistently supported our students and staff not only in their volunteer efforts, but with financial resources in scholarships and teacher grants. Volunteer activities include assistance with 'Welcome Week', Advanced Placement preparation and proctoring, clothing and food drives, Adopt A Family program, student/staff recognition programs, graduation, Grad Nite, SAT/ACT preparation classes/mock testing and community wellness efforts. PTSA works collaboratively with Westview administration to make a positive impact in the community, and to enhance the culture and overall well-being of its students, staff and families,

2021-22 School Overview

Westview, with a student enrollment of approximately 2,330, provides students with an array of choices, both in academics and extracurriculars. More than 90% of our graduates enroll in a college. Westview is a community in which students feel safe, supported, included and valued as part of the school community. Our Associated School Body works hard to create and maintain a culture of inclusion and appreciation among the student body and staff. Our students exhibit high levels of enthusiasm toward Westview. The California Department of Education and The Western Association of Schools and Colleges (WASC) jointly accredit the school. WASC commended several key aspects of Westview, including its expertise in providing a learning community that is positive with high expectations for all learners, open access for all students to take Advanced Placement courses, as well as providing a wide variety of courses and electives from which to choose.

Mission Statement

Westview is a thriving learning community to which all members feel connected. At Westview, high academic and personal standards are established, accessed and achieved by all members through collaboration, meaningful activities, and ongoing, comprehensive evaluation. The culture of Westview is one of respectful communication and interdependence while still celebrating the uniqueness of each individual in which all students are expected to connect, engage, and explore their educational experience.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	637
Grade 10	589
Grade 11	573
Grade 12	596
Total Enrollment	2,395

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	32.4
Black or African American	2.1
Filipino	7.8
Hispanic or Latino	11.3
Native Hawaiian or Pacific Islander	0.4
Two or More Races	10.5
White	35.4
English Learners	2
Homeless	1.4
Socioeconomically Disadvantaged	11.9
Students with Disabilities	10.6

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	
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	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). 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.	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 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
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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		Blinds need repair
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	Roof need repairs, gutter replacement
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Water damage on stucco from bad gutters

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	565	NT	NT	NT	NT
Female	278	NT	NT	NT	NT
Male	286	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	186	NT	NT	NT	NT
Black or African American	13	NT	NT	NT	NT
Filipino	46	NT	NT	NT	NT
Hispanic or Latino	61	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	56	NT	NT	NT	NT
White	201	NT	NT	NT	NT
English Learners	12	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	14	NT	NT	NT	NT
Military	24	NT	NT	NT	NT
Socioeconomically Disadvantaged	65	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	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	565	NT	NT	NT	NT
Female	278	NT	NT	NT	NT
Male	286	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	186	NT	NT	NT	NT
Black or African American	13	NT	NT	NT	NT
Filipino	46	NT	NT	NT	NT
Hispanic or Latino	61	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	56	NT	NT	NT	NT
White	201	NT	NT	NT	NT
English Learners	12	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	14	NT	NT	NT	NT
Military	24	NT	NT	NT	NT
Socioeconomically Disadvantaged	65	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	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	577	442	76.60%	23.40%	67.20%
Female	286	207	72.40%	27.60%	70.00%
Male	290	234	80.70%	19.30%	65.00%
American Indian or Alaska Native	*	*			
Asian	188	164	87.20%	12.80%	83.50%
Black or African American	13	*	76.90%	23.10%	50.00%
Filipino	52	48	92.30%	7.70%	50.00%
Hispanic or Latino	62	47	75.80%	24.20%	42.60%

Native Hawaiian or Pacific Islander	*	*	66.70%	33.30%	100.00%
Two or More Races	54	34	63.00%	37.00%	58.80%
White	205	137	66.80%	33.20%	65.00%
English Learners	12	*	66.70%	33.30%	12.50%
Foster Youth	*	*			
Homeless	*	*	77.80%	22.20%	42.90%
Military	26	21	80.80%	19.20%	52.40%
Socioeconomically Disadvantaged	69	55	79.70%	20.30%	58.20%
Students Receiving Migrant Education Services	*	*			
Students with Disabilities	63	34	54.00%	46.00%	23.50%

*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	577	434	75.20%	0.20%	61.30%
Female	286	201	70.30%	0.30%	58.20%
Male	290	232	80.00%	0.30%	63.80%
American Indian or Alaska Native	*	*			
Asian	188	163	86.70%	0.50%	79.10%
Black or African American	13	*	76.90%	7.70%	40.00%
Filipino	52	46	88.50%	1.90%	50.00%
Hispanic or Latino	62	46	74.20%	1.60%	43.50%
Native Hawaiian or Pacific Islander	*	*	66.70%	33.40%	100.00%
Two or More Races	54	34	63.00%	1.90%	58.80%
White	205	133	64.90%	0.50%	51.10%
English Learners	12	*	58.30%	8.30%	14.30%
Foster Youth	*	*			
Homeless	*	*	55.60%	11.10%	60.00%
Military	26	23	88.50%	3.80%	52.20%
Socioeconomically Disadvantaged	69	51	73.90%	1.40%	56.90%
Students Receiving Migrant Education Services	*	*			
Students with Disabilities	63	33	52.40%	1.60%	12.10%

*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	567	NT	NT	NT	NT
Female	294	NT	NT		
Male	273	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	189	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	37	NT	NT	NT	NT
Hispanic or Latino	64	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	59	NT	NT	NT	NT
White	201	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	26	NT	NT	NT	NT
Military	20	NT	NT	NT	NT
Socioeconomically Disadvantaged	80	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	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

2020-21 Career Technical Education Programs

- STUDIO ART (U)
- 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)

2020-21 Career Technical Education Programs

- FIRST ROBOTICSB6.5
- 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

2020-21 Career Technical Education Programs

- AUTO TECH 6

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,082
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	39.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	31.4

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	97.34
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	77.44

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

Westview recognizes the importance of the partnership between home and school, and remains committed to supporting the "Parents As Partners" core value. Parents have been included in the improvement process and serve in an advisory capacity on committees. Many opportunities for parent involvement exist including participation through School Site Council, Westview Foundation, English Learner Advisory Committee, Booster Clubs, and PTSA.

In light of political and social events of the Spring, 2020, PUSD approved a resolution publicly affirming the District's commitment to fighting racism and correcting systemic inequity. This resolution has led to the practice of **Community Equity and Inclusion Forums**. Westview reaches out to the school community in an effort to listen and understand the diverse families in our educational community. Our Westview Equity team, comprised of various staff, attended Equity training through the SDCOE during the 20/21 school year. This team currently promotes the engagement of all stakeholders to continually examine and discuss potential inequities.

Further, parents have opportunities to be involved in an advisory/support role in the myriad extra-curricular opportunities that students have across the Westview campus. This includes, but is not limited to, our many athletic programs, Westview Gold marching band, Westview Theater, Westview choir, NJROTC, and robotics.

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	1.3	0.8	0.3	1.9	2.2	1.3	9.0	8.9	9.4
Graduation Rate	96.3	97.0	97.3	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	596	580	97.3

Female	313	305	97.4
Male	283	275	97.2
American Indian or Alaska Native	0	0	0.00
Asian	194	188	96.9
Black or African American	13	12	92.3
Filipino	42	42	100.0
Hispanic or Latino	67	66	98.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	59	56	94.9
White	219	214	97.7
English Learners	27	25	92.6
Foster Youth	0.0	0.0	0.0
Homeless	12	12	100.0
Socioeconomically Disadvantaged	137	131	95.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	69	61	88.4

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2419	2411	39	1.6
Female	1213	1211	18	1.5
Male	1204	1198	21	1.8
American Indian or Alaska Native	1	1	0	0.0
Asian	780	779	5	0.6
Black or African American	53	52	2	3.8
Filipino	188	187	4	2.1
Hispanic or Latino	281	280	9	3.2
Native Hawaiian or Pacific Islander	10	10	0	0.0
Two or More Races	259	257	4	1.6
White	847	845	15	1.8
English Learners	51	51	0	0.0
Foster Youth	0	0	0	0.0
Homeless	38	37	3	8.1
Socioeconomically Disadvantaged	304	302	11	3.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	265	263	23	8.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.87	0.08	1.43	0.18	3.47	0.20
Expulsions	0.08	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	0.71	1.02	2.45
Expulsions	0.08	0.05	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.08	0.00
Female	0.08	0.00
Male	0.08	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.13	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.12	0.00
English Learners	0.00	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

Westview places a strong emphasis on safety for students and staff. Our safety plan encompasses campus supervision, disaster planning, and intrusion crisis. Students and staff participate in no less than six disaster/emergency drills on an annual basis. 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. Westview has a comprehensive school site safety plan that details various approaches in maintaining the highest level of physical safety for students and staff.

One of the concerns raised is our students' ongoing social-emotional learning and mental health wellness. In an effort to help students reduce their stress and anxiety, and to help students deal with academic and social pressures, Westview has re-designed the counseling department structure in order to reduce the counselor to student ratio from 635 to 500. Westview has also added a licensed social worker and a second full-time school psychologist in order to address individual on campus mental health needs. Our Counseling department also includes a Student Services component. Student Services mission is to facilitate a partnership of students, parents, teachers, and staff that provides support and caring connections for all students. Our goal is to encourage healthy, productive and resilient character that will enable students to successfully assimilate into adulthood. Offerings include: Crisis Intervention, Student Support Groups, Daily support for all students, Tobacco Education & Cessation Classes, Conflict Mediation, Alcohol, Tobacco, and Drug Resources, Community Service Coordination and Peer Counseling. Lastly, PUSD implemented a "Mindful Moment", providing an opportunity for students to calm themselves and have a quiet moment to prepare for learning. In collaboration with PUSD's PureEdge partners in social emotional learning and PUSD's Mindful Moment, has created a set of exercises to help students de-stress. These exercises are made available to parents and students on Westview's Counseling web page.

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	24	24	3	31
Mathematics	30	11	3	37
Science	35	3	2	29
Social Science	27	13	11	31

2019-20 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	16	10	27
Mathematics	32	8	2	38
Science	34	2	2	29
Social Science	27	13	12	25

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	25	19	12	26
Mathematics	33	5	4	37
Science	35	1	2	26
Social Science	29	11	5	35

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	469.6

2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	2.2
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average 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	7,476.49	1,032.83	6,443.65	84302.36
District	N/A	N/A	7,997.43	\$84,123
Percent Difference - School Site and District	N/A	N/A	-21.5	0.2
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-26.9	-0.4

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	24.4
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	4
Social Science	16
Total AP Courses Offered	22

Professional Development

Research supports the positive effects professional development has on increasing student learning. Every week, teachers are provided an hour to work with their departments or curricular teams for staff development. In addition, all teaching staff is afforded the opportunity to participate in district and site sponsored professional development. These support a wide variety of professional development and 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, and multi-cultural training.

Building collective efficacy amongst all staff members is a prominent theme and continues to be a priority. Collective efficacy is something that we strive that all staff believe that they can make a difference by working together. As we continue to refine our "Theory of Action", our areas of focus are Social Emotional Well Being, relevant and meaningful technology resources as well as Equity and Inclusion. Westview understands if we authentically connect with one another through dynamic, interactive exchange of experiences then students are empowered, valued, and safe to examine cultural, ethical and moral issues from diverse perspectives resulting in relevant and intentional student engagement.

Westview utilizes the Leadership Cadre, comprised of department leaders across campus, to solicit input and feedback about developing professional growth day activities. PUSD also offers Teacher Learning Cooperatives. Teachers and administrators are actively involved in professional development activities at the school, district, state, and national level. The Poway Professional Assistance Program (PPAP) provides support for new 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	32	32	32

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 Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

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

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

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

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

2021-22 District Contact Information

District Name	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.