

# Adelante Continuation High School

## 2021 School Accountability Report Card



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

#### SARC Overview



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

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

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

#### California School Dashboard



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

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	Adelante Continuation High School
<b>Street</b>	350 Atlantic St.
<b>City, State, Zip</b>	Roseville, Ca. 95678
<b>Phone Number</b>	(916) 782-3155
<b>Principal</b>	Sybil Healy
<b>Email Address</b>	shealy@rjuhsd.us
<b>School Website</b>	<a href="https://adhs.rjuhsd.us">https://adhs.rjuhsd.us</a>
<b>County-District-School (CDS) Code</b>	31669283130309

## 2021-22 District Contact Information

<b>District Name</b>	Roseville Joint Union High School District
<b>Phone Number</b>	(916) 786-2051
<b>Superintendent</b>	John Becker
<b>Email Address</b>	jbecker@rjuhsd.us
<b>District Website Address</b>	www.rjuhsd.us

## 2021-22 School Overview

As a fully accredited continuation high school, Adelante offers the same core course graduation requirements as the traditional high schools within the Roseville Joint Union High School District. The difference between the comprehensive school site and Adelante lies in the number of credits necessary for graduation, with Adelante requiring 40 fewer elective credits than other sites. The majority of students come to Adelante from the six comprehensive high schools in the district, transferring to AdHS for a variety of reasons: credit deficiency, truancy, or simply due to having had difficulty adapting to the traditional high school setting. Our students range from ages 16-19 years old with 8-10% of students enrolled in an ELD course and 15% of students enrolled in a Special Education course. We recognize the importance of providing opportunities for students to improve their basic skills while working on completing core academic courses in a timely manner. While the total enrollment number at any given time may change throughout the school year, the actual number of students who are served at Adelante throughout the year may reach a number anywhere between 195 and 210 students. As such, it becomes our responsibility to have the flexibility to meet the academic needs of each individual student at the time of his/her transfer.

To assist with student transition to Adelante, AdHS embraces the tenets of Positive Behavioral Intervention Supports (PBIS), celebrating student success for academics, attendance, participation, and behavior. PRIDE serves as Adelante's guide in communicating behavioral expectations: Be Prepared, Resilient, Involved, Disciplined, and Empathetic. The site holds quarterly drawings for PRIDE pass winners, in addition to teachers and administrators providing daily student acknowledgements of a job well done. Our newest development with PRIDE passes comes in the form of a PRIDE Student Store; students may purchase snacks, school swag, and other rewards using their PRIDE passes. Staff wear PRIDE shirts each Monday and school colors on Friday. In an effort to create an involved school culture, annual celebrations include Spirit Week, quarterly quad celebrations hosted by Leadership Class, and the end of year PRIDE Celebration. Additionally, annual career events include the Financial Reality Fair each fall and the Career Fair each spring. Field trips to local community colleges and career institutes characterize Adelante's desire to get students into the community and to provide opportunities for students to see what may come after high school graduation. This focus is further highlighted by the addition of two Career & Technical Education (CTE) courses: Medical Assisting and Automotive Service Technician.

Parents may contact our office or their student's teacher at any time to get current information about their student's progress. Students and parents are also able to access grades, attendance, and homework assignments, which are available through Homelink, a web-based program. Additionally, Adelante mails home student progress reports and report cards in order to ensure that parents and guardians are informed of their student's progress. Our school website provides information about

## 2021-22 School Overview

testing dates, school-wide activities, School Site Council meeting minutes and dates, graduation information, staff information, and an interactive calendar.

Adelante High School provides an alternative-learning environment, dedicated to academic, personal, and emotional development.

Vision: Every student, Every day: Prepared. Motivated. Challenged.

Mission: Adelante empowers students to develop academic and interpersonal skills necessary for success as literate productive citizens.

Student Learning Outcomes are as follows:

Warrior PRIDE

PREPARED: Life and Career Skills

Developing thinking skills, content knowledge, social and emotional competencies to navigate complex work and life environments.

RESILIENT: Global Awareness

Remaining aware, maintaining control of a situation and thinking of new ways to tackle problems, understanding that life is full of challenges

INVOLVED: Engaged and Informed

Participating in school and community events. Accessing information accurately and effectively

DISCIPLINED: Focused Learning

Managing behaviors to increase productivity. Prioritizing, planning, managing and working to achieve the intended result

EMPATHETIC: Interpersonal Skills

Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	1
Grade 11	29
Grade 12	97
<b>Total Enrollment</b>	<b>127</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.6
Asian	2.4
Black or African American	6.3
Filipino	0.8
Hispanic or Latino	40.9
Native Hawaiian or Pacific Islander	0.8
Two or More Races	3.1
White	42.5
English Learners	8.7
Homeless	22
Socioeconomically Disadvantaged	72.4
Students with Disabilities	9.4

### A. Conditions of Learning

#### State Priority: Basic

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

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

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

## 2019-20 Teacher Preparation and Placement

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

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

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

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

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

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

## 2019-20 Class Assignments

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

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

Students have access to all required textbooks adopted by RJUHSD. The District adheres to required adoption processes. Most recent textbook adoptions include those for US History. During the 2021 - 2022 school year, Economics textbooks are under review/piloted as well as textbooks related to the Integrated Math series.

**Year and month in which the data were collected** December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	ELD/SPED: EDGE Reading, Writing, and Language Series (Hampton- Brown) © 2006 English 9: Literature & Language Arts, 3rd course (Holt) © 2003 English 10: Literature & Language Arts, 4th course (Holt) © 2003 English 11: Literature & Language Arts, 5th course (Holt) © 2003 English 12: Literature & Language Arts, 6th course (Holt) © 2010	Yes	0.0%

<b>Mathematics</b>	Integrated Math 1 (CCIM1): Integrated Math 1 (Carnegie) Integrated Math 2 (CCIM2): Integrated Math 2 (Carnegie) Integrated Math 3 (CCIM3): Integrated Math 3 (Carnegie)	Yes	0.0%
<b>Science</b>	Biology, 9th Edition, Thomas Learning/ 8/23/2011 ISBN: 0131375040	Yes	0.0%
<b>History-Social Science</b>	World Studies: World History the Modern World (Pearson) © 2007 US History: United States History Modern America (Prentice Hall) © 2008 Government: Magruder's American Government (Pearson) © 2010 Economics: Economics (Holt, Rinehart & Winston) © 2003	Yes	0.0%
<b>Foreign Language</b>			0.0%
<b>Health</b>	Glencoe Health, McGraw-Hill Education/ 4-28-2015 ISBN: 0078913248	Yes	0.0%
<b>Visual and Performing Arts</b>			0.0%
<b>Science Laboratory Equipment (grades 9-12)</b>			0.0%

## School Facility Conditions and Planned Improvements

The facility includes two computer labs, 10 standard academic classrooms, an art room, an Early HeadStart facility, automotive service shop, counseling center, a science lab, a full wood shop and a Student Union/cafeteria, making Adelante home to one of the most comprehensive continuation school facilities in the county. Half of the classrooms and office buildings were replaced at the beginning of the 2007-08 school year as part of a three phase renovation project for the school. One phase was completed. The school is maintained by a full-time evening custodian and the services of the District grounds/maintenance staff once each week. The district Director of Maintenance/Operations facilitates repair needs and oversees work order requests from the site and/or needed campus renovations funded through state Capital Improvement programs.

All facilities are maintained and repaired to ensure proper working order and a safe environment for all educational and instructional activities. Site Administration conducts safety "walk arounds" to ensure that all facilities receive inspection on a routine basis. As new construction or renovations are completed all appropriate upgrades are incorporated. Additional facility improvements include lock changes on campus doors to permit staff to lock the classroom door from the inside of the room rather than having to step outside and lock the door. This facility improvement aligns with campus safety efforts. The most recent facilities project was completed in the spring of 2021 with continued structural improvements through the 2021/22 school year regarding the automotive and PE/Art classrooms.

School safety is further facilitated through the implementation of Positive Behavioral Intervention Supports (PBIS), a program looking to address school culture and establish student behavior expectations, but also a program that assists in supporting campus beautification on the part of students. The school behavioral expectations of PRIDE encourage respect for the school campus, resulting in a school free of tagging and vandalism as well as free from most litter. Before, after and during school our students are supervised by the campus monitor, Youth Service Officer, teachers and school administration. Adelante requires that all visitors check in at the office for administrative approval to be on campus. This requirement is posted at all entrances to the school.

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

4/6/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			

## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Light fixture out in serving area. Work order made
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Early HeadStart playground updated to meet licensing requirements

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

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

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

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

#### Options

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

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

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



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

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

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	65	43	66.15	33.85	18.6
Female	18	12	66.67	33.33	25
Male	45	29	64.44	35.56	13.79
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	22	16	72.73	27.27	25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	34	19	55.88	44.12	10.53
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	15	68.18	31.82	13.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 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	65	42	64.62	35.38	7.14
Female	18	11	61.11	38.89	9.09
Male	45	29	64.44	35.56	3.45
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	22	14	63.64	36.36	7.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	34	20	58.82	41.18	10.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	15	68.18	31.82	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 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.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
-------------------	---------------------	------------------	-------------------	-----------------------	------------------------------------

\*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.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
-------------------	---------------------	------------------	-------------------	-----------------------	------------------------------------

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

### CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	7.69	N/A	46.88	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	91	39	42.86	57.14	7.69
Female	24	10	41.67		
Male	65	28	43.08		
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	33	14	42.42	57.58	7.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	42	17	40.48	59.52	5.88
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	13	33.33	66.67	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2020-21 Career Technical Education Programs

To address Career & Technical Education, Adelante High School houses a fully operating automotive services shop, wood shop, Medical Assisting, and Early HeadStart Learning Center. To support our students in pursuing post-graduation options outside of the traditional college setting, students attend field trips that address career and technical education opportunities. Examples of these opportunities include field trips to University Technical Institute (UTI), Citrus Heights Beauty College, The Art Institute, Culinary Arts Institute, Career and Technical Day at Sierra College, American River College, Consumes River College, and the Construction Trade Fair in Sacramento. Additionally, the school hosts an annual Financial Reality Fair each fall and a Career Fair each May in partnership with Leadership Roseville. The Clinical Medical Assisting CTE pathway offers students dual enrollment opportunities with Sierra College this school year. Additionally, students may enroll in a CTE pathway in partnership with Roseville Adult School, Automotive Service Technician courses. We have expanded this pathway by converting our PE facility to its former automotive days in order to provide students access to this course during the school day in 2021-2022. Creating and implementing Career Technical Education Programs remains an area of opportunity for Adelante. In the future, with the support of RJUHSD, we hope to provide students with a broader range of CTE options. For information about the District's Career Technical Advisory Committee, please contact Kim Wolfe, the school counselor at (916) 782-3155.

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	49
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	95
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## 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

Adelante High School welcomes parent involvement and looks to keep parents abreast of their student's academic progress, but also looks to keep parents abreast of areas of concern that we may observe as a staff. All parents and students have access to the web-based program Homelink which permits parents to check their student's attendance, missing assignments,

## 2021-22 Opportunities for Parental Involvement

grades, and transcript. Additionally, the school sends progress reports home four weeks into each grading period as well as sends report cards home at the close of each quarter. Adelante uses LCAP funds to send home hard copies of each of these reports in addition to sending home the electronic report in an effort to ensure that parents receive their student's academic progress.

Attendance calls are sent out daily, communicating to a parent whether their student showed absences from school for a period or for the day. Home visits conducted by our site Youth Service Officer and Wellness Team also occur when we are unable to locate families through traditional means and/or parents/guardians make a request for this additional support.

School staff make calls home to inform parents of tutoring opportunities available to students at lunch and after school as well as to inform parents about campus events like The Open House Mixer, Career Fair, and Parent-Grad Night. We advertise opportunities to be involved through the school website, mailers, flyers, Twitter, Aeries Communication, and Adelante's School Site Council. Our Site Council meets monthly to discuss and approve the School Plan for Student Achievement and review budget proposals related to identified school goals. Our newest Warrior staff member, Nancy Ramirez-Soto, serves as our Parent and Student Engagement Liaison and supports our Wellness team conduct home visits for a variety of reasons: attendance, access to medical and community resources, supply needs, mental health supports.

Lastly, we have parents complete annual surveys in order to assess the needs of our community, but also in order to provide Adelante staff with feedback with regards to communication with our families and students. These surveys are located on the school website and are passed out at campus events. Administration and Counseling design and host monthly Parent University sessions in response to this parental feedback. If interested in being part of planning committees for school events, or would like more information, please contact Principal Sybil Healy at 916-782-3155, ext. 1602.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>	32.9	51.2	41.9	6.8	8.5	10.0	9.0	8.9	9.4
<b>Graduation Rate</b>	48.8	41.5	54.8	89.9	90.1	88.1	84.5	84.2	83.6

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	124	68	54.8
<b>Female</b>	37	20	54.1
<b>Male</b>	85	48	56.5

American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	55	31	56.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	46	28	60.9
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	30	15	50.0
Socioeconomically Disadvantaged	96	50	52.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	20	8	40.0

### 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	230	224	178	79.5
Female	72	70	61	87.1
Male	154	150	115	76.7
American Indian or Alaska Native	3	2	2	100.0
Asian	6	6	6	100.0
Black or African American	13	13	10	76.9
Filipino	1	1	0	0.0
Hispanic or Latino	98	97	76	78.4
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	9	8	6	75.0
White	94	91	72	79.1
English Learners	17	17	14	82.4
Foster Youth	2	2	2	100.0
Homeless	32	30	28	93.3
Socioeconomically Disadvantaged	145	142	122	85.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	18	17	14	82.4



## C. Engagement

### State Priority: School Climate

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

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

### Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	24.75	1.30	3.23	0.69	3.47	0.20
<b>Expulsions</b>	0.50	0.00	0.07	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	23.91	2.69	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.30	0.00
Female	2.78	0.00
Male	0.65	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.04	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	6.25	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

## 2021-22 School Safety Plan

The Adelante Safe School Plan includes a comprehensive procedural manual for all teachers in the event of a school crisis or emergency. "Shelter in Place", "Lockdown", "Earthquake", and "Evacuation" drills are held each semester to ensure that students and staff are aware of emergency procedures. We conduct formal drills at a minimum of twice a year, receiving feedback from outside agencies and Adelante's Youth Service Officer (YSO). School administration, Campus Monitor, and the Youth Service Officer visit individual classrooms after drills to provide feedback regarding the students' and teachers' adherence to drill procedures. All school staff have responsibilities with direct lines of communication established to ensure consistent information.

The School Safety Plan contains detailed schematics of the school and all utility locations to assist emergency personnel responding to the school. Adelante receives an annual inspection by the city Fire Marshall with findings reported to all staff. The School Safety Committee under the direction of Assistant Principal, Sybil Healy, meets to review the safety plan, revise the plan based on new safety challenges, and to provide input to site administration and district administration as to what physical improvements need to be made to the school site to better meet safety challenges. We use Catapult, an organization that provides the school the ability to engage in real-time communication with staff and district personnel in the event of a challenge or crisis on campus, in order to keep our community updated during times of crisis. Each classroom and workspace possess first-aid backpacks and portable toilets. Lock Blocks adhere to each door in the building, permitting staff to react quickly to locking doors in the event of an emergency. Additionally, a window was installed in the YSO's office door, providing visibility to campus at all times. School cameras were added in 2019-2020 and are actively used to support campus safety.

School safety is further facilitated through the implementation of Positive Behavioral Intervention Supports (PBIS), a program looking to address school culture and establish student behavior expectations, but also a program that assists in supporting campus beautification on the part of students. The school behavioral expectations of PRIDE encourage respect for the school campus, resulting in a school free of tagging and vandalism as well as free from most litter. Before, after and during school our students are supervised by the campus monitor, Youth Service Officer, counselor, and school administration. Adelante requires that all visitors check in (using our Raptor ID program) at the office for administrative approval to be on campus. This

## 2021-22 School Safety Plan

requirement is posted at all entrances to the school.

As part of school safety Adelante tracks and pays close attention to the number of students receiving suspensions, particularly related to creating a hostile education environment or drug use. In response to suspension numbers, staff continues to push forward with implementation of Positive Behavioral Intervention Supports (PBIS) and training of administration, school counselor, and teachers in Restorative Practices. We report a decline in suspensions (especially during the pandemic). Furthermore, we engage in greater work this school year educating our students and our parents about the negative impacts of vaping culture, sending home statistics and updates electronically, hosting a parent education evening in September and January, and providing information to students and parents during conferences. In response to an increase in vaping incidents on campus and across the district, we received the TUPE grant to provide education to students and families about the impact of vaping on teens. The grant includes a staff member that will present information sessions to Adelante students via Advisory, and ELD classes. This summer students engaged in a "Live Vape Free" campaign that resulted in staff and student T-Shirts being worn on campus as well as a student created mural as a visual to "Live Vape Free".

## 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	12	12		
Mathematics	13	11		
Science	14	5		
Social Science	11	14		

## 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	13	12		
Mathematics	13	11		
Science	14	6		
Social Science	13	14		

## 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	18	7		
Mathematics	12	8		
Science	15	4		
Social Science	12	9		

## 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	127

## 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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0.8
Speech/Language/Hearing Specialist	0
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	\$20,785	\$1,374	\$19,412	\$88,065
District	N/A	N/A	\$9,289	\$90,281
Percent Difference - School Site and District	N/A	N/A	70.5	-2.5
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	78.7	-4.6

## 2020-21 Types of Services Funded

Site resources include the Local Control Funding Formula (LCFF) and the LCFF Supplemental Grant used to address the State Priorities for all students as outlined in the LEA's Local Control Accountability Plan (LCAP). Federal categorical programs include Title I Part A, Title II Parts A and D, Title III Part A, Title IV Part A, and Title V Part A. We also have students who qualify for McKinney-Vento Homeless services.

The LCFF Supplemental grant assists district schools with providing many forms of student support. The district's LCAP plan focuses on four main areas: English Learners, College Readiness for All, Interventions for Struggling Learners and District-wide Actions.

English Learners are provided support through teacher training, supplemental materials for their classes, additional staffing for English Language Development classes, and increased parent involvement through the use of translators and interpreters.

The Intervention for Struggling Learners strand provides academic and social/emotional interventions and supports for all students. Programs to help support struggling learners include extended afters school hours, additional transportation after hours, home visits, Social Work Interns, and School Based Therapy Interns.

In addition, Districtwide activities include ensuring students and teachers are supported with standards in math and literacy, using technology as an accelerator for learning, and implementing Positive Behavior Intervention and Supports (PBIS) districtwide to help support multi-tiered systems of support.

Site specific expenditures for LCAP include supporting literacy efforts with the purchase of NewsELA Pro, an online reading platform that tracks students' reading comprehension related to literacy standards and Edgenuity (credit recovery program). Additionally, monies support teacher professional development in the areas of English Learner topics, math, and social/emotional and mental health strands of learning. We support students earning CPR certification as a means to address our mission statement of providing transferable skills for students, permitting students to graduate with resume ready experiences. A large portion of these monies pays for student field trips to community colleges, University Technical Institute, Art Institute, and construction trade fairs. Lastly, LCAP funds are used to purchase 12 LiveSchool licenses for our PBIS program, providing each student with a bank account to track their PRIDE Passes.

## 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	\$54,823	\$54,687
Mid-Range Teacher Salary	\$81,501	\$92,222
Highest Teacher Salary	\$106,746	\$114,208
Average Principal Salary (Elementary)	\$0	\$143,647
Average Principal Salary (Middle)	\$0	\$145,785
Average Principal Salary (High)	\$158,243	\$162,322
Superintendent Salary	\$250,908	\$258,950
Percent of Budget for Teacher Salaries	36%	32%
Percent of Budget for Administrative Salaries	6%	5%

## 2020-21 Advanced Placement (AP) Courses

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

### Percent of Students in AP Courses

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

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

## Professional Development

The Roseville Joint Union High School District utilizes and implements adopted California State Standards in all content areas. District and site leadership provide regularly scheduled (three full days annually) professional development training focused on curriculum implementation, instructional strategies, and assessments aligned to the standards. Ongoing emphasis focuses on Essential Learning Outcomes for all courses and designing district common assessments in order to analyze results to determine best instructional practices and interventions to support learning.

The RJUHSD has recently taken on other professional development areas that addresses social emotional learning and wellness. Research continues to show providing students and staff positive, supportive and affirming learning environments increases student engagement and achievement. Especially so for students who have historically struggled in school. The RJUHSD is in the process of acquiring, developing and implementing two approaches that address school climate; Culturally Responsive Teaching and Restorative Practices. We believe by incorporating these two approaches we can do a better job of closing the achievement gap with key student groups.

Addressing content area professional development needs varies by content area. A common theme of accelerating student achievement through technology is prevalent in all content areas. The RJUHSD focus on digital equity ensures that every student will have a personal digital device for learning by the 2020-21 school year. In the meantime, every student will have access to a digital device during school hours on school campuses. Regular professional development opportunities abound throughout the school year. In addition to the three full-day district led events, our Content Teacher Leaders, Professional Learning Specialists, Content Coaches and Coordinators sponsor, support or lead training events after school, weekends and during the summer.

New staff gain initial awareness of district professional development priorities each year through the New Teacher Induction program led by Professional Learning Specialists. Content Teacher Leaders guide general staff professional development from each school site. Professional development includes but is not limited to; administrative and peer coaching, tracking and analyzing student learning results, targeted classroom instructional strategies that increase student engagement and applications of technology in the classroom. For the most part all teachers have developed and implemented Essential Learning Outcomes across the district. However, teachers continue to revamp and adjust their curriculum to address evolving state frameworks and curriculum guides.

Site specific professional development includes exposure to equity and Culturally Responsive Teaching, with a focus on supporting students engage in civil discourse and argumentation skills. Professional development trainings also include a refined focus on UDL practices, Developing Expert Learners, and Big Picture Learning. All of these efforts coalesce in the work that Adelante and RJUHSD have engaged in around Continuous School Improvement (CSI). Staff have attended targeted professional learning days focused on data analysis in order to create intentional school plans based on demographic, perception, and learning data trends. Additionally, this professional development focuses on providing staff with protocols and procedures to support data analysis so that best practices of schools responding to data may be internalized by all stakeholders.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	18

# Roseville Joint Union High School District

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

### Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

#### 2021-22 District Contact Information

<b>District Name</b>	Roseville Joint Union High School District
<b>Phone Number</b>	(916) 786-2051
<b>Superintendent</b>	John Becker
<b>Email Address</b>	jbecker@rjuhsd.us
<b>District Website Address</b>	www.rjuhsd.us



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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	2657	2394	90.10	9.90	71.14
<b>Female</b>	1304	1174	90.03	9.97	78.09
<b>Male</b>	1346	1215	90.27	9.73	64.39
<b>American Indian or Alaska Native</b>	31	28	90.32	9.68	57.14
<b>Asian</b>	294	275	93.54	6.46	80.36
<b>Black or African American</b>	89	79	88.76	11.24	53.16
<b>Filipino</b>	96	91	94.79	5.21	84.44
<b>Hispanic or Latino</b>	530	464	87.55	12.45	54.00
<b>Native Hawaiian or Pacific Islander</b>	15	14	93.33	6.67	35.71
<b>Two or More Races</b>	174	158	90.80	9.20	67.72
<b>White</b>	1428	1285	89.99	10.01	76.64
<b>English Learners</b>	72	55	76.39	23.61	7.27
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	22	16	72.73	27.27	50.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	289	235	81.31	18.69	46.58
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	170	130	76.47	23.53	16.15

## 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	2655	2391	90.06	9.94	42.43
Female	1303	1178	90.41	9.59	42.54
Male	1345	1207	89.74	10.26	42.29
American Indian or Alaska Native	31	28	90.32	9.68	21.43
Asian	294	275	93.54	6.46	62.64
Black or African American	88	78	88.64	11.36	29.49
Filipino	96	91	94.79	5.21	51.65
Hispanic or Latino	529	461	87.15	12.85	25.22
Native Hawaiian or Pacific Islander	15	14	93.33	6.67	21.43
Two or More Races	174	157	90.23	9.77	42.04
White	1428	1287	90.13		45.17
English Learners	72	53	73.61	26.39	9.43
Foster Youth	--	--	--	--	--
Homeless	22	16	72.73	27.27	37.50
Military	--	--	--	--	--
Socioeconomically Disadvantaged	289	234	80.97	19.03	19.83
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	170	131	77.06	22.94	9.23

## 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.