

Oakmont 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/

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

School Name	Oakmont High School
Street	1710 Cirby Way
City, State, Zip	Roseville, CA 95661
Phone Number	916-782-3781 ex. 2002
Principal	Isabel Govea
Email Address	igovea@rjuhsd.us
School Website	https://ohs.rjuhsd.us
County-District-School (CDS) Code	31669283135308

2021-22 District Contact Information

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

2021-22 School Overview

Oakmont High School opened its doors in 1966 and is the second of six high schools in the Roseville Joint Union High School District (RJUHS). OHS currently serves a diverse population of 1,600 students from within the Roseville and surrounding communities. Oakmont's commitment to excellence has been part of our tradition for over 50 years. Our Vision Statement, "Honoring our tradition of excellence with a commitment to the future," reflects both the importance of our history in this community and our recognition that the world we must prepare students for is constantly changing. Our Mission Statement emphasizes and defines the importance of success for our students: "The Oakmont community empowers and engages all students, preparing them for lifelong success as contributors in a global society." This emphasizes the importance of and our dedication to college and career readiness. Over the course of the past fifteen years, the Oakmont campus has been updated with additional technology capacity. In addition to serving 1,600 students, the school serves as a center of activity for this growing community. Oakmont High School's vision is one in which the staff, community, and students work together to encourage responsibility, integrity, respect, active engagement, and an enthusiasm for learning. The goal of Oakmont High School is to provide experiences where ALL students will learn at high levels. We strive to have all students well prepared for post-secondary options.

The Oakmont staff has dedicated itself to providing a world class education for students from all walks of life. Our teachers continue to assess and align their curriculum to academic standards, shifting from the California State Standards to the Common Core State Standards and Next Generation Science Standards. This change, while challenging, will continue to foster the desire to have all of our students, college and career ready. Through this transition to the Common Core, we will continue to push our students to complete all University of California (UC) / California State University (CSU) A-G requirements. We believe that this will place our students in the best position possible to succeed in post-secondary endeavors. Oakmont has several specialized programs designed to give students the opportunity to explore their interests prior to leaving high school. The Health Academy is a school within a school, designed to prepare students for a career in the medical field. The Health Academy offers real world experience along with a rigorous curriculum. In addition, we offer our students the opportunity to explore possible career options through both Career Technical Education (CTE) Works and CTE programs. Our programs range from CTE Works Health Careers to site based CTE Programs of Study, including Digital Media, Culinary Arts and Construction Technology.

In order to prepare students for a successful post-secondary experience, we offer our students both Advance Placement and International Baccalaureate (IB) pathways. All students are encouraged to participate in advanced courses as a means for

2021-22 School Overview

better preparing them for the rigor of college and career demands. Our IB diploma and certificate programs are designed to push students to take an active part in their education and ownership of their success. Our AP Program continues to increase the student percentage that earn a score of 3 or higher. The study skills they develop and the insights they gain from these courses of study are invaluable assets for their future lives, whether they choose college, career, or both. Oakmont's four period block schedule allows students more opportunities to explore their educational curiosities while allowing them the time needed to complete their UC/CSU requirements. The high level of rigor and the high expectations placed on our students can be demanding—which can, in turn, impact their academic performance. It is for this reason that we have established an embedded intervention (Intervention Period) into the school day as well as an academic support room after school (Fifth Period) for direct re-teaching of material or individualized guidance. In an effort to support, educate, and encourage post-secondary exploration, Oakmont has a full time College and Career Technician available to support our students' diverse educational needs. The College and Career Center, located in the school library, is open five days a week in order to support student questions and give an avenue for curiosity. Both local and out of state college and university representatives regularly visit the school to speak with students about various educational opportunities. Additionally, we have established relationships with military personnel for students interested in serving their country in the Armed Forces.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	356
Grade 10	429
Grade 11	519
Grade 12	536
Total Enrollment	1,840

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.7
Asian	10.8
Black or African American	2.4
Filipino	6.7
Hispanic or Latino	23.3
Native Hawaiian or Pacific Islander	0.8
Two or More Races	4.2
White	48.8
English Learners	3.6
Foster Youth	0.3
Homeless	2.4
Socioeconomically Disadvantaged	28.6
Students with Disabilities	9.3

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		12/2020	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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 AP English Literature: Perrine's Literature: Structure, Sound and Sense © 2006	Yes	0.0%
Mathematics	Integrated Math 1 (CCIM1): Integrated Math 1 (Carnegie) Integrated Math 2 (CCIM2): Integrated Math 2 (Carnegie) Integrated Math 3 (CCIM3): Integrated Math 3 (Carnegie) H Precalculus: Precalculus Enhanced With Graphing Utilities (Pearson Prentice Hall) © 2013 AP Statistics: Stats: Modeling the world (Pearson) © 2015 AP Calculus AB/BC: Calculus Early Transcendentals 8th ed (Wiley and Sons) © 2005 IB Math: IB Math SL, HL, and HL Options, Oxford University Press, © 2019	Yes	0.0%
Science	NGSS Biology: Biology (Holt) © 2004 NGSS Physics: Conceptual Physics (Prentice Hall) 2002 NGSS Chemistry: World of Chemistry (McDougal-Littell) © 2002 IB Biology: Biology (Oxford) © 2014 IB Physics: Physics (Oxford) © 2014 Physiology: Hole's Essentials of Human Anatomy and Physiology (11th edition) (McGraw-Hill) © 2007	Yes	0.0%
History-Social Science	World Studies: World History the Modern World (Pearson) © 2007 US History: United States History Modern America (Prentice Hall) © 2008	Yes	0.0%

	<p>Government: Magruder's American Government (Pearson) © 2019</p> <p>Economics: Economics: Principles and Practices (Glencoe) © 2008</p> <p>AP European History: Western Civilization Since 1300, 10th Edition (Cengage Learning) © 2018</p> <p>AP Human Geography: The Cultural Landscape: An Introduction to Human Geography, 11th Edition (Pearson) © 2014</p> <p>AP US History: The American Pageant, 14th Edition (Wadsworth) © 2009</p> <p>AP Government: American Government Institutions and Policies, 14th Edition (Cengage) © 2015</p> <p>AP Psychology: Psychology for AP, 2nd Edition (Myers) © 2014</p> <p>Law and Justice: Street Law: A Course in Practical Law (Glencoe) © 2005</p> <p>Psychology for the IB Diploma (Pearson) © 2010</p> <p>Social Psychology: Social Psychology, 8th Edition (Pearson) © 2013</p> <p>The World's Religions, 2nd Edition (Harper Collins) © 1991</p> <p>Theory of Knowledge: IB Theory of Knowledge Course Companion (Oxford Press) © 2013</p> <p>IB History of the Americas HL-1 and HL-2: IB History of the Americas (1880-1981) (Oxford Press) © 2015</p>		
Foreign Language	<p>French 1, 2, 3: Discovering French Bleu, Blanc, Rouge (Houghton Mifflin) Copyright 2004</p> <p>Spanish 1, 2, 3: Realidades 1, 2, 3 (Pearson) Copyright 2011</p> <p>Spanish 1, 2, 3: Sendas 1, 2 (Pearson Prentice Hall) Copyright 2005</p> <p>Noche de Oro 2014 TPRS Publishing</p> <p>Esperanza 2011 Fluency Matters</p> <p>La Calaca Alegre 2013 TPRS Publishing</p> <p>La Llorona de Mazatlan 2013 TPRS Publishing</p> <p>IB Book Copyright 2018</p>	Yes	0.0%
Health	<p>Glencoe Health (McGraw Hill Education) Copyright 2011</p>	Yes	0.0%
Visual and Performing Arts	<p>IB Dance: Learning about Dance (Hung, Kendall) Copyright 2010</p> <p>IB Film: Looking at Movies (Norton and Co) Copyright 2016</p> <p>IB Music: The Enjoyment of Music (Norton and Co) Copyright 2011</p> <p>Choir: Successful Warm-Ups, Books 1&2, Kjos Music Company 1995</p> <p>Choir: One-Minute Site Singing, Beg/Interm/Adv, Kjos Music Company, 2010</p>	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	<p>District doesn't adopt laboratory equipment. School has equipment and supplies provided by various science equipment vendors.</p>		0.0%

School Facility Conditions and Planned Improvements

The district governing board has adopted cleaning standards for custodial staff at all schools in the district. A summary of these standards are available at the district office for review. District maintenance staff ensures that the school is in good repair and that all work orders are completed in a timely manner. The work order process is used to ensure efficient services and that the highest priority is given to emergency repairs. The groundskeeper keeps the campus landscaping manicured and presentable, providing a positive learning environment that students and staff can take pride daily.

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Repairs were noted and work orders were made. PA1: step moulding coming off.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Repairs were noted and work orders were made. 204:missing outlet cover,210:missing outlet cover, FA3:motion sensor hanging, 502:missing outlet cover. Small gym:conduit to hoop switch is loose. PE2:light fixture cable is loose. IA3:missing outlet cover.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Repairs were noted and work orders were made. PE2/foyer boys RR:hole in wall near right urinal. M2 girls RR:handicap stall hand dryer not working.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Repairs were noted and work orders were made. P17:multiple ceiling tiles stained/broken/missing. P30 multiple ceiling tiles broken.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	514	445	86.58	13.42	74.38
Female	251	218	86.85	13.15	81.65
Male	260	225	86.54	13.46	67.11
American Indian or Alaska Native	--	--	--	--	--
Asian	67	62	92.54	7.46	85.48
Black or African American	12	9	75	25	--
Filipino	41	39	95.12	4.88	92.31
Hispanic or Latino	116	101	87.07	12.93	59.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	21	84	16	80.95
White	241	204	84.65	15.35	75
English Learners	14	7	50	50	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	48	36	75	25	69.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	30	69.77	30.23	20

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	514	456	88.72	11.28	42.42
Female	251	224	89.24	10.76	43.50
Male	260	229	88.08	11.92	41.48
American Indian or Alaska Native	--	--	--	--	--
Asian	67	62	92.54	7.46	66.13
Black or African American	12	11	91.67	8.33	36.36
Filipino	41	39	95.12	4.88	48.72
Hispanic or Latino	116	102	87.93	12.07	29.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	21	84.00	16.00	47.62
White	241	212	87.97	12.03	40.09
English Learners	14	9	64.29	35.71	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	48	38	79.17	20.83	18.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	29	67.44	32.56	3.57

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.

CAASP Student Groups	CAASP Total Enrollment	CAASP Number Tested	CAASP Percent Tested	CAASP Percent Not Tested	CAASP Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*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.

CAASP Student Groups	CAASP Total Enrollment	CAASP Number Tested	CAASP Percent Tested	CAASP Percent Not Tested	CAASP Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A	N/A
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*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	51.54	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	951	457	48.05	51.95	51.54
Female	497	229	46.08		
Male	449	225	50.11		
American Indian or Alaska Native	--	--	--	--	--
Asian	113	63	55.75	44.25	60.32
Black or African American	23	10	43.48	56.52	--
Filipino	72	41	56.94	43.06	68.29
Hispanic or Latino	235	102	43.40	56.60	35.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	49	22	44.90	55.10	45.45
White	441	211	47.85	52.15	54.98
English Learners	29	9	31.03	68.97	--
Foster Youth	--	--	--	--	--
Homeless	28	10	35.71	64.29	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	113	39	34.51	65.49	30.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	78	22	28.21	71.79	4.55

2020-21 Career Technical Education Programs

Career Technical Education in Roseville Joint Union High School district consists of Programs of Study at each of our five comprehensive school sites. Programs are managed through a collaboration between teacher, site and administration ensuring that programs meet the High Quality Indicators for a Program of Study. Courses in the programs are taught by CTE credentialed teachers and follow the CTE Model Curriculum Standards. Support for the programs in the district have come from CTEIG and site funds. Recently, this has been augmented with CTE Incentive Grant funds and K-12 Strong Workforce grants. Currently, CTEIG and Perkins funds provide over \$90,000 to each comprehensive school to build and maintain their CTE programs.

Oakmont High School offers CTE Pathways in: Food Service and Hospitality (Culinary), Construction Technology, Media, and Graphic Design. The Health Careers Pathway (not CTE) at Oakmont is partially funded through the California Partnership Academy Grant and evaluated for effectiveness through the grant renewal process. Some of the Health Academy teachers are currently in progress of receiving their CTE Credential and the HA pathway for CTE is going to be created.

Courses that are offered at Oakmont for the 2021-2022 school year that are part of a Program of Study include:

Graphic Design Pathway

- Graphic Design 1
- Graphic Design 2
- Graphic Design 3

Media Pathway

- Multimedia
- Advanced Media
- Media Management

Culinary Pathway

- Culinary 1
- Culinary 2
- Culinary 3

Construction Pathway

- Construction Tech 1
- Construction Tech 2
- Construction Tech 3

Courses that are offered at Oakmont to support the CTE Pathways include:

- Health Careers Academy

Courses in the CTE Pathways model the CTE curriculum standards and career ready practices based on industry sector recommendations. Many courses also meet high school graduation requirements and in some cases meet the UC A-G requirements. CTE courses/programs collect demographic data and must report progress with goal setting in order to comply with Carl Perkins funding and CTEIG funding. The Advisory Council (CTEAC) and Perkins grant funding application process all evaluate the effectiveness of the courses through student data and instructor progress reports. The site CTEAC consists of representatives from each site in the district as well as industry partners in the areas listed above. The District CTEAC consists of district level CTE staff, Assistant Principal overseeing CTE from each site, and a community liaison.

For information about the district's career technical programs please contact Director of CTE & Data Analysis, Shane Waggoner at the district office, (916) 786-2051 or swaggoner@rjuhsd.us.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	884
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	86.7
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	94.63
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	69.84

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

Oakmont has reached out to both parent and community members to partner in actively engaging them in the teaching and learning process. There are numerous parents and community members who work to support the positive school culture we are working hard to establish for our students. Parents interested in opportunities at the site can find contact information at:

2021-22 Opportunities for Parental Involvement

<http://rjuhsd.us/domain/728>. Each year, activities such as Back to School Nights, Senior Meetings, Special Education Transition Night, as well as AP and IB parent meetings present an opportunity for parent involvement in the teaching and learning process. Parents are also given access to Homelink in an effort to provide parents and families with up to date grade and curricular information. In addition, OHS parents/families have the opportunity to be involved in the Parent Project. The Parent Project program offers presentations on specific topics that will enhance the educational process for students and parents (i.e. teacher communication, developing successful study habits, and understanding transcripts). As part of our Continuous School Improvement process, parents participate in surveys that provides input about Oakmont.

The Oakmont Parent Club (OPC) promotes parental and community involvement through financial support above what is provided by the school. The OPC works with both academic and athletic programs on campus to fundraise for both athletic and academic supplies needed to provide excellent learning opportunities in the classroom and incredible athletics. Individual teachers are able to request financial assistance through OPC to assist with instructional materials, equipment, and supplies. Parents also volunteer to support the senior class by organizing, fundraising, and supervising the Sober Grad Night activity at the end of each school year. The event educates students on the importance of abstaining from alcohol use while also providing a safe environment for our students. In addition, each individual sport and or club is responsible for working together to create a fun and engaging program for students. Our sports booster clubs are completely formed and operated by parents with the purpose of supporting and fundraising for their team/program (i.e. Basketball, Football, Band, etc.). Each club/sport/program has many fundraising events that typically involve connections and partnerships with outside community resources (i.e. Chick-fil-A, Mr. Pickles, etc.). Our football, baseball, basketball, soccer, and water polo teams sell advertising banners that support and promote local businesses in exchange for monetary donations.

Parents, students, and staff are also actively involved in the OHS school community through their participation on the School Site Council. School Site Council members are elected to a one-year term of service but can run each year to continue service if they so choose. The IB parent club is also very involved in supporting and serving the OHS community. These parents work in conjunction with the IB Coordinator to raise funds to support students who have financial difficulties. The monies they raise are used to provide financial assistance for students and families in need. We have also established a strong connection to our non-English speaking families through the implementation of our English Language Advisory Committee (ELAC). These non-English speaking families work with certificated and classified staff to advise the Site Council and school staff of the special needs these students have and how we can better serve this population. Our Safety Teams includes parents as team members. As a staff, we work hard to develop and implement programs and activities that will engage our students while also drawing upon the support of our parents and the community. We run a welcoming/onboarding activity, Blue Crew, at the start of each year to welcome and support the students in the freshmen class as well as parents. Each spring, we welcome the incoming parents to our Eighth Grade Parent Night, at which time we share with them specifics about our school and how they can partner with us to make their experience at OHS an incredible one. Along with this night, we encourage both eighth grade students and parents to explore the elective programs offered, through an Elective Showcase Night. This event allows students and families to speak with elective teachers and gather information on individual elective programs prior to registering for their classes. These early connections allow time for the student, family, and OHS staff to get to know one another prior to entering OHS.

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	3.3	1.8	6.9	6.8	8.5	10.0	9.0	8.9	9.4
Graduation Rate	93.5	95.3	91.3	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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	506	462	91.3
Female	249	241	96.8
Male	256	220	85.9
American Indian or Alaska Native	--	--	--
Asian	61	59	96.7
Black or African American	20	17	85.0
Filipino	42	40	95.2
Hispanic or Latino	92	77	83.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	22	19	86.4
White	250	231	92.4
English Learners	25	18	72.0
Foster Youth	--	--	--
Homeless	26	20	76.9
Socioeconomically Disadvantaged	161	135	83.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	48	28	58.3

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1879	1863	20	1.1
Female	948	938	12	1.3
Male	923	917	8	0.9
American Indian or Alaska Native	13	13	0	0.0
Asian	200	199	2	1.0
Black or African American	48	48	2	4.2
Filipino	124	123	2	1.6
Hispanic or Latino	441	438	5	1.1
Native Hawaiian or Pacific Islander	17	16	1	6.3
Two or More Races	79	77	1	1.3
White	911	904	7	0.8
English Learners	79	79	2	2.5
Foster Youth	7	6	0	0.0
Homeless	59	57	0	0.0
Socioeconomically Disadvantaged	569	558	9	1.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	178	175	12	6.9

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	2.63	0.27	3.23	0.69	3.47	0.20
Expulsions	0.09	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	2.45	2.69	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.27	0.00
Female	0.00	0.00
Male	0.54	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	0.45	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.33	0.00
English Learners	1.27	0.00
Foster Youth	0.00	0.00
Homeless	1.69	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

Safety Committee reviews Safety Plan during the first 3 meetings of the school year, at these meetings the safety goals for the year are set and updates based on needs as determined by the site safety team. Once updates have been made and approved by the Site Safety Team, the plan goes to the School Site Council for approval. In February, the plan gets sent to the school board for approval. This year's safety plan review included updates to each safety Component: 1. People and Programs, 2. Campus and Facilities and 3. Policies and Procedures. The Site Safety team includes a parent, 2 teachers, activities director, nurse, Wellness coordinator, clerical personnel, school psychologist, SRO and administrator. This year's plan will also be reviewed by the Roseville Fire and Police Department.

Some key additions to this year's plan, is to complete the implementation process for Behavior Threat Assessment Management as approved by the district last year, re-establish positive student culture through our Viking expectations with the Climate and Culture team, and participate in a large scale emergency response drill in coordination with Roseville Police Department (RPD). Participate in Safe School environment evaluation with SIG and RPD to access safety updates needed to support a more secure and welcoming Oakmont campus.

Staff and students review safety protocols twice a year and monthly safety drills are conducted to ensure all stakeholders are prepared. All staff is connected to the Catapult EMS System to ensure proper communication during an emergency. Oakmont has a full time school resource office and nurse on campus.

2018-19 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	10	14	22
Mathematics	32	3	13	25
Science	31	3	7	18
Social Science	31	6	19	17

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	29	6	17	19
Mathematics	29	8	17	18
Science	31	5	7	18
Social Science	29	10	15	22

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	28	10	9	22
Mathematics	29	6	13	17
Science	28	5	8	13
Social Science	30	9	6	30

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	368

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
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.1

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	\$7,738	\$916	\$6,822	\$85,429
District	N/A	N/A	\$9,289	\$90,281
Percent Difference - School Site and District	N/A	N/A	-30.6	-5.5
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	-21.2	-7.6

2020-21 Types of Services Funded

State 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. In addition, school sites have the Expanded Learning Opportunity (ELO) Grant which will be used for expanded learning opportunities to support in person instruction as we return from the pandemic.

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 Districtwide 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 College Readiness for all strand helps students access college and career readiness courses and to create equity opportunities for all students. Some of the tools and programs that have been implemented include College Visits, PSAT for all 10th graders, and Credit/A-G Recovery.

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 after 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 the shift to NGSS Standards in science, using technology as an accelerator for learning, and implementing Positive Behavior Intervention and Supports (PBIS) districtwide to help support multi-tiered systems of support.

Oakmont High School uses funding to support our students in a variety of ways. Using supplemental LCAP funds, we have increased our staffing in our Fifth period, after school tutoring center. We have two teaching staff and our two Learning Support Specialists running this program. We also have a teacher running a Math Center. Both are after school hours as well and are designed to provide support to students in need with those curricular areas.

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	25.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	1
Foreign Language	0
Mathematics	4
Science	0
Social Science	13
Total AP Courses Offered	21

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.

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 for students who have historically struggled in school. RJUHSD instructional focus is UDL, Tier 1 Instruction, ELD and Co-Teaching as well as.

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 has ensures that every student has a personal digital device for learning. 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.

This year the staff at Oakmont will attend the following trainings:

- Advanced Placement (AP)
- Universal Design for Learning (UDL)
- Positive Behavior Intervention Systems (PBIS)
- California Activities Director Association (CADA)

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.

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	3	3	3

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

District Name	Roseville Joint Union High School District
Phone Number	(916) 786-2051
Superintendent	John Becker
Email Address	jbecker@rjuhsd.us
District Website Address	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
All Students	2657	2394	90.10	9.90	71.14
Female	1304	1174	90.03	9.97	78.09
Male	1346	1215	90.27	9.73	64.39
American Indian or Alaska Native	31	28	90.32	9.68	57.14
Asian	294	275	93.54	6.46	80.36
Black or African American	89	79	88.76	11.24	53.16
Filipino	96	91	94.79	5.21	84.44
Hispanic or Latino	530	464	87.55	12.45	54.00
Native Hawaiian or Pacific Islander	15	14	93.33	6.67	35.71
Two or More Races	174	158	90.80	9.20	67.72
White	1428	1285	89.99	10.01	76.64
English Learners	72	55	76.39	23.61	7.27
Foster Youth	--	--	--	--	--
Homeless	22	16	72.73	27.27	50.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	289	235	81.31	18.69	46.58
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	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.