

# Mt. Pleasant 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>	Mt. Pleasant High School
<b>Street</b>	1750 South White Rd.
<b>City, State, Zip</b>	San Jose, CA, 95127
<b>Phone Number</b>	408.937.2800
<b>Principal</b>	David E. Brown
<b>Email Address</b>	brownd@esuhsd.org
<b>School Website</b>	<a href="http://mtpleasant.esuhsd.org/">http://mtpleasant.esuhsd.org/</a>
<b>County-District-School (CDS) Code</b>	43694274334900

## 2021-22 District Contact Information

<b>District Name</b>	East Side Union High School District
<b>Phone Number</b>	(408) 347-5000
<b>Superintendent</b>	Glenn Vander Zee
<b>Email Address</b>	vanderzeeg@esuhsd.org
<b>District Website Address</b>	www.esuhsd.org

## 2021-22 School Overview

The Mission of Mt. Pleasant High School is to make a difference in the lives of our students by providing an academically challenging, supportive, and safe environment, and to prepare them for college and career. To meet this mission we operate on a two-semester system with a school day of seven 55-minute periods four days per week and a shortened day with 44 minute periods to allow for teacher and staff collaboration of 75 minutes on Mondays. This collaboration time allows the staff to address the goals listed in our School Plan for Student Achievement which are: 1) Increasing the percentage of students ready for college and career, 2) Increasing the percentage of students who graduate high school, 3) Decreasing the percentage of truant/absent students, 4) Decreasing the percentage of yearly suspensions, and 5) Improving the academic success of our English Learner population. We are very proud of the work done in our subject area departments to incorporate the Common Core Standards' instructional shifts in English, Math, and Literacy into all subject areas. In addition, our school is in its fourth year of implementation of Multi-Tiered Systems of Supports (MTSS) for our students. During the 2021-2022 school year, Tier 1 teams will be continuing conversations around interventions and supports that we can provide to all of our students.

We are one of eleven comprehensive high schools in the East Side Union High School District, with an enrollment of nearly 1,300 students. We offer a varied curricular program to address the needs of our diverse student population. These offerings include AP courses in all subject areas, Specialized Academic Instruction courses to serve the needs of our students receiving Special Education services, and Sheltered courses for our English Learner students. We also offer two Career Academies to prepare our students for college and career: Animation and Multimedia. Furthermore, to meet our school mission and address the varied needs of our student population, Mt. Pleasant High School provides interventions and supports to all our students through our partnerships with Goodwill ASSETs and Americorps City Year.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	363
Grade 10	313
Grade 11	341
Grade 12	308
Total Enrollment	1,325

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.5
Asian	15.7
Black or African American	1.8
Filipino	5.6
Hispanic or Latino	71.6
Native Hawaiian or Pacific Islander	1
Two or More Races	0.6
White	3.2
English Learners	23.2
Foster Youth	0.2
Homeless	1.7
Socioeconomically Disadvantaged	70
Students with Disabilities	17.4

## 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>

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	47.6	81.1	943.4	83.4	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	3.0	5.1	29.9	2.6	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.8	8.2	71.8	6.4	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.4	0.8	25.5	2.3	12115.8	4.4
<b>Unknown</b>	2.8	4.9	60.9	5.4	18854.3	6.9
<b>Total Teaching Positions</b>	58.7	100.0	1131.8	100.0	274759.1	100.0

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.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	2.0
<b>Misassignments</b>	2.8
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	4.8

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.4
<b>Total Out-of-Field Teachers</b>	0.4

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.9
<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)	15.7

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

Mt Pleasant High School utilizes textbooks and instructional materials approved and adopted through our IPC. These materials most directly support standards-based teaching aligned with common core teaching.

Year and month in which the data were collected

October 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>	English 1 – “The Language of Literature” Grade 9 McDougal Littell 2002 English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002 English 3 –MyPerspectives: American Literature//Pearson ERWC (English 4)-- Expository Reading and Writing Course Student Reader 2013 AP Composition and Language-- The Norton Reader AP Composition and Literature--The Intro to Literature	Yes	0%
<b>Mathematics</b>	CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016 CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016 CCSS Math 3 – "Big Ideas Integrated Mathematics III," Big Ideas Learning, LLC 2016 Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012 AP Calculus AB - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010 AP Calculus BC - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010 AP Statistics - The Practice of Statistics, 4th ed: Freeman; 2010 Mathematical Reasoning with Connections - MRWC materials provided by CSU	Yes	0%
<b>Science</b>	Physiology- Holes Essentials of Anatomy and Physiology, McGraw Hill, 2002 NGSS Biology - The Living Earth -- CK-12 eTextbook NGSS Chemistry in Earth's System – CK-12 eTextbook NGSS Physics of the Universe - CK-12 eTextbook AP Environmental Science - Miller, Living In The Environment (18th edition) Forensic Science - A Hands-on Introduction to Forensic Science 2014 Physical Science Essentials - CK-12 eTextbook Living Earth Essentials - CK-12 eTextbook	Yes	0%
<b>History-Social Science</b>	World History – “Modern World History” McDougal-Littell 2003 US History – “The American Vision” Glencoe/McGraw Hill 2006 American Government – "Government Alive! Power, Politics and You" TCI 2014	Yes	0%

	Economics – “Econ Alive! The Power to Choose” TCI 2015 AP World History - "The Earth and Its Peoples AP Edition" Cengage Learning 2018 AP US History - "America's History for the AP Course" Bedford 2014 AP Government - "Government in America" Pearson Learning 2014 AP Macro/Micro Economics - "Economics (AP)" McGraw Hill 2014 AP Human Geography - "The Cultural Landscape: An Introduction" Prentice Hall 2014 AP Psychology - "Psychology for AP" Worth 2015 World Geography - "Geography Alive!" TCI 2011		
<b>Foreign Language</b>	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
<b>Health</b>	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
<b>Visual and Performing Arts</b>	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	Science labs are adequately equipped	Yes	0%

## School Facility Conditions and Planned Improvements

### Overview

The District makes every effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

### Cleaning Process and Schedule

The district's Board of Trustees has adopted cleaning standards for all schools in the district. The Administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. When needed, the district's Facilities and Maintenance Staff support the site's custodial staff.

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floors systems.

### Age of School Buildings

Although the main school campus was constructed in 1964, all existing classrooms have been renovated and modernized in the last 10 years.

### Modernization Projects

Measure E funds and state matching funds have been used to renovate existing facilities. During the 2011-2012 school year, the modernization projects for our classroom buildings began with the 800 building and in February of 2012, the 800 building was completed. In addition, over the summer of 2012, the 600 and 700 buildings, 6 new classrooms, and a new multipurpose building were completed. During the 2012-2013 school year, the gym, 200/300 building, and the stadium field were completed. During the 2016-2017 school year, the renovation of our state-of-the-art pool was completed and in the summer of 2017 we began the remodeling of our library and four quads. This project was completed Fall 2018. Our campus' back gate and fencing is being updated in 2021.

The next area that will be renovated will be the kitchen and cafeteria. Measure Z, the last bond measure, will provide the funds. This project was reaffirmed by School Site Council in 2021.

## School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

October 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Door sign missing. Hallway lights out. Site to look into. Loose baseboard.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Room dirty-610; site to look into.
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Leaking shower valve, plumber repaired. Water spigot leaking.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Roof leak, being repaired.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Sprinkler valve room door broken.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

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

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

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

#### Options

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

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

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



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

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

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	329	225	68.39	31.61	61.43
<b>Female</b>	147	110	74.83	25.17	66.36
<b>Male</b>	182	115	63.19	36.81	56.64
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	57	49	85.96	14.04	71.43
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	18	14	77.78	22.22	85.71
<b>Hispanic or Latino</b>	235	148	62.98	37.02	54.11
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	11	9	81.82	18.18	--
<b>English Learners</b>	57	26	45.61	54.39	16
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	234	155	66.24	33.76	58.17
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	59	19	32.2	67.8	0

## 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	329	224	68.09	31.91	29.28
Female	147	107	72.79	27.21	29.91
Male	182	117	64.29	35.71	28.70
American Indian or Alaska Native	--	--	--	--	--
Asian	57	49	85.96	14.04	65.31
Black or African American	--	--	--	--	--
Filipino	18	15	83.33	16.67	28.57
Hispanic or Latino	235	146	62.13	37.87	15.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	9	81.82	18.18	--
English Learners	57	31	54.39	45.61	26.67
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	234	157	67.09	32.91	30.77
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	59	22	37.29	62.71	0.00

## 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.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A 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

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

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

<b>Students with Disabilities</b>	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
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	281	NT	NT	NT	NT
<b>Female</b>	143	NT	NT	NT	NT
<b>Male</b>	138	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	57	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	21	NT	NT	NT	NT
<b>Hispanic or Latino</b>	171	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	13	NT	NT	NT	NT
<b>English Learners</b>	57	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	194	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	52	NT	NT	NT	NT

## 2020-21 Career Technical Education Programs

Mt. Pleasant High School offers the following Career Technical Education Programs. These programs integrate core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

### Animation Magnet Program

- Animation 1
- Animation 2
- Animation 3
- Animation 4

### Multimedia Academy

- Multimedia 1
- Multimedia 2
- Multimedia 3
- Multimedia 4

Students enrolled in the Multimedia Academy are concurrently enrolled at Foothill Community College and can earn as many as 15 community college credits for the work done in their Multimedia classes.

### Silicon Valley Career Technical Education (SVCTE)

- Variety of morning and afternoon courses that prepare high school students for future careers and the workforce.

### Work Experience

We offer a section of Work Experience for our students who have a job after school or on weekends.

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	487
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	76.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	18.2

## 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	96.45
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	44.5

\* The data on the percent of graduates completing UC/CSU A-G course requirements was taken from the CDE public data site Data Quest.

## 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

Mt. Pleasant values and includes all stakeholders in all facets of the educational process. To encourage parent participation, Mt. Pleasant maintains a system of open two-way communication and employs a variety of ways to increase stakeholder communication. Not only is the School Accountability Report Card available on the district's website, but pertinent school information, including the results of the school evaluation process, school data, and school programs are also available to parents on the school's website. In addition, to ensure that updated school information reaches all members of our school community, Mt. Pleasant utilizes our web-based messaging system (phone calls, texts, and emails), the electronic bulletin board located in front of the school, and Schoolloop (our online homework hotline). These services provide parents with immediate access to their students' grades, attendance, test scores, school programs, and activities, as well as help to facilitate parent communication with staff members. Additionally, all verbal and written communication is done in both English and Spanish. As our Vietnamese speaking population has increased, we have increased the number of communications to parents in their own language.

Mt. Pleasant High School provides a variety of opportunities for interested parents to become involved in the school. Mt. Pleasant has an active School Site Council and ELAC (English Language Learners Advisory Committee) parent group.

To help support parents and to ensure that all parents receive the information they need to help their children with postsecondary decisions, Mt. Pleasant hosts parent workshops that focus on a variety of topics from understanding standards to A-G requirements. In addition, counselors annually schedule parent visits and workshops that include college information, financial aid, and graduation status. Our Parent and Community Involvement Specialist works closely with our parents to ensure they are connected with the school. In addition, the principal holds meetings with the parents to address their immediate concerns and questions.

If you are interested in participating in any of these programs or would like more information please call Ms. Andrea Gonzalez, Parent and Community Involvement Specialist, at (408) 937-2889 or contact her at [gonzaleza@esuhsd.org](mailto:gonzaleza@esuhsd.org)



## 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>	4.8	6.1	10.0	15.6	14.5	14.0	9.0	8.9	9.4
<b>Graduation Rate</b>	91.2	84.7	78.3	77.5	78.4	77.2	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>	299	234	78.3
<b>Female</b>	146	124	84.9
<b>Male</b>	153	110	71.9
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	58	57	98.3
<b>Black or African American</b>	11	8	72.7
<b>Filipino</b>	24	21	87.5
<b>Hispanic or Latino</b>	182	129	70.9
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	0	0	0.00
<b>White</b>	16	12	75.0
<b>English Learners</b>	82	56	68.3
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	19	10	52.6
<b>Socioeconomically Disadvantaged</b>	249	187	75.1
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	60	31	51.7

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1368	1351	167	12.4
Female	637	626	63	10.1
Male	731	725	104	14.3
American Indian or Alaska Native	6	6	1	16.7
Asian	213	209	12	5.7
Black or African American	28	27	7	25.9
Filipino	75	74	2	2.7
Hispanic or Latino	977	970	137	14.1
Native Hawaiian or Pacific Islander	13	13	2	15.4
Two or More Races	8	8	1	12.5
White	48	44	5	11.4
English Learners	328	322	55	17.1
Foster Youth	9	6	2	33.3
Homeless	32	30	6	20.0
Socioeconomically Disadvantaged	963	953	132	13.9
Students Receiving Migrant Education Services	19	19	2	10.5
Students with Disabilities	247	243	65	26.7

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	2.85	0.07	3.37	0.03	3.47	0.20
<b>Expulsions</b>	0.07	0.00	0.05	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>	2.07	2.87	2.45
<b>Expulsions</b>	0.00	0.03	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.07	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.14	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.10	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.10	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

Our school has comprehensive Emergency and Crisis Response Protocols that outline the systems that must be in place, and procedures that must be followed in the event of an emergency. These Protocols are a general guideline to assist school administrators, Emergency Services (first responders), and staff in the event of an incident at Mt. Pleasant High School. These procedures cover everything from an intruder on campus to a natural disaster. These protocols were created by the district to complement the District's Emergency Disaster Preparedness Plan and Manual, which provides more detail on procedures and preparedness. The guidelines contained within this plan can vary based on the nature of the incident, structural integrity, water and power supplies, and, most importantly, the safety of the staff, students, and school community. Finally, this plan contains a variety of other information including but not limited to:

- Exposure control for bloodborne pathogens
- Safety Drills and procedures
- Emergency communications
- Child abuse reporting
- Hate motivated crimes
- Medical emergencies
- Anonymous Tip Reporting

School Site Council also serves as our School Safety Committee and provides input and approve the yearly Safety Plan. This plan contains the yearly safety goals as determined by the students, staff, and parents. Our Safety Plan is reviewed by the District Safety Committee before it is presented to the East Side Union High School District Board of Trustees for adoption. The 2020-2021 Safety Plan was revised approved by our School Site Council on March 2, 2021. The three main goals 1) Establish and sustain a healthy school culture to keep students engaged in their learning environment, 2) Create a school-wide emergency preparedness plan, and 3) Improve students' ability to communicate effectively to peacefully resolve conflicts and come up with resolutions that do not include physical aggression.

Throughout the school year, safety alerts are shared with all staff as needed. As part of our Safety Plan, we review our drill procedures with staff and students. In addition, all required drills are scheduled and completed, and the results are communicated with all staff.

## 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	25	16	39	3
Mathematics	25	15	30	5
Science	27	12	17	12
Social Science	24	14	25	5

## 2019-20 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	14	34	7
Mathematics	28	11	21	14
Science	28	8	15	16
Social Science	26	11	12	16

## 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	26	16	35	8
Mathematics	27	13	22	13
Science	28	9	17	16
Social Science	27	12	8	19

## 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	331.3

## 2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.5
Social Worker	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	3.5

\* Due to the nation-wide shortage of Psychologists and Speech Pathologists, the East Side Union High School District has supplemented both Psychologist and Speech Pathologist staff with licensed contractors in these fields in order to fill student needs in these areas.

## 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	\$11,878	\$2,542	\$9,336	\$103,895
District	N/A	N/A	\$8,406	\$98,287
Percent Difference - School Site and District	N/A	N/A	10.5	5.5
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	10.0	11.9

## 2020-21 Types of Services Funded

Mt. Pleasant High School receives Title 1 funds to provide additional support services to our students. School Site Council reviews our educational program and determines the types of services necessary to address the needs of our English Learners, Foster, and Socio-economically disadvantaged students. For the 2020-2021 school year these funds were used to provide the following services:

- Staff development from teachers to support the academic needs of these specific populations.
- Opportunities for expanded collaboration to improve teacher practice.
- Socio-emotional support services during and after the school day.
- Continuation of Tier 1 Multi-Tiered Systems of Support
- Gang intervention services during and after the school day.
- Opportunities to recover credits after school and in the summer.
- Enrichment activities such as virtual college tours and guest speakers via Zoom.
- Credit recovery classes after school and during non-school days.
- Enrichment and credit recovery summer classes
- Summer 9th grade Bridge program for students at risk

## 2019-20 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$60,185	\$54,687
<b>Mid-Range Teacher Salary</b>	\$98,823	\$92,222
<b>Highest Teacher Salary</b>	\$121,954	\$114,208
<b>Average Principal Salary (Elementary)</b>	\$0	\$143,647
<b>Average Principal Salary (Middle)</b>	\$0	\$145,785
<b>Average Principal Salary (High)</b>	\$154,344	\$162,322
<b>Superintendent Salary</b>	\$293,091	\$258,950
<b>Percent of Budget for Teacher Salaries</b>	34%	32%
<b>Percent of Budget for Administrative Salaries</b>	3%	5%



## 2020-21 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	24.7
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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	1
English	4
Fine and Performing Arts	0
Foreign Language	5
Mathematics	4
Science	1
Social Science	2
<b>Total AP Courses Offered</b>	<b>17</b>

## Professional Development

Professional development opportunities for staff members are linked to the state's standards, district goals, the school's core values, and occur during the school year and summer break. Our school has a comprehensive plan for professional development that is data-driven and directly linked to teaching and learning. Not only do teachers and staff participate in staff development opportunities at the school, but they also take advantage of various professional development opportunities provided by our District's Instructional Division. In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of Education. New teachers are supported by our district's Instructional Coaches.

The school has created and successfully implemented a collaboration model for professional development by incorporating a 75 minutes collaboration period on Mondays. This collaboration period is used for school-wide and departmental meetings so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students. The focus for the 2018-2019 school year was providing teachers and staff with strategies to build relationships with students and create a positive school culture. The focus for the 2019-2020 school year was the alignment of school practices in order to create equitable communities across our school and district, the creation of Tier 1 interventions and supports, and the WASC Self-Study tasks and report. The focus for the 2020-2021 school year was on providing staff with tools to increase their abilities to deliver quality instruction and increase engagement in our Distance Learning environment. The focus for the 2021-2022 school year is on providing staff with tools to increase their abilities to analyze data and use that analysis to inform instruction.

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>	35	31	39

# East Side 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>	East Side Union High School District
<b>Phone Number</b>	(408) 347-5000
<b>Superintendent</b>	Glenn Vander Zee
<b>Email Address</b>	vanderzeeg@esuhsd.org
<b>District Website Address</b>	www.esuhsd.org

## 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>	5478	3079	56.21	43.79	70.24
<b>Female</b>	2618	1505	57.49	42.51	73.42
<b>Male</b>	2860	1574	55.03	44.97	67.22
<b>American Indian or Alaska Native</b>	13	4	--	69.23	--
<b>Asian</b>	2130	1530	71.83	28.17	82.51
<b>Black or African American</b>	113	43	38.05	61.95	64.29
<b>Filipino</b>	331	176	53.17	46.83	69.32
<b>Hispanic or Latino</b>	2317	1019	43.98	56.02	49.85
<b>Native Hawaiian or Pacific Islander</b>	43	14	32.56	67.44	78.57
<b>Two or More Races</b>	220	118	53.64	46.36	80.51
<b>White</b>	311	175	56.27	43.73	74.29
<b>English Learners</b>	805	320	39.75	60.25	18.85
<b>Foster Youth</b>	14	2	14.29	85.71	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	2642	1270	48.07	51.93	59.21
<b>Students Receiving Migrant Education Services</b>	32	15	46.88	53.12	53.33
<b>Students with Disabilities</b>	554	150	27.08	72.92	15.97

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	5478	2973	54.27	45.73	53.07
<b>Female</b>	2618	1445	55.19	44.81	50.62
<b>Male</b>	2860	1528	53.43	46.57	55.39
<b>American Indian or Alaska Native</b>	13	4	--	69.23	--
<b>Asian</b>	2130	1487	69.81	30.19	75.92
<b>Black or African American</b>	113	43	38.05	61.95	30.23
<b>Filipino</b>	331	167	50.45	49.55	48.80
<b>Hispanic or Latino</b>	2317	993	42.86	57.14	19.70
<b>Native Hawaiian or Pacific Islander</b>	43	15	34.88	65.12	20.00
<b>Two or More Races</b>	220	115	52.27	47.73	59.13
<b>White</b>	311	149	47.91		56.08
<b>English Learners</b>	805	314	39.01	60.99	19.68
<b>Foster Youth</b>	14	2	14.29	85.71	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	2642	1229	46.52	53.48	37.73
<b>Students Receiving Migrant Education Services</b>	32	13	40.63	59.37	15.38
<b>Students with Disabilities</b>	554	150	27.08	72.92	6.67

## 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.