

Watsonville 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	Watsonville High School
Street	250 E. Beach Street
City, State, Zip	Watsonville, CA 95076
Phone Number	(831) 728-6390
Principal	Dr. Clara Fernandez
Email Address	clara_fernandez@pvusd.net
School Website	https://whs-pajaro-ca.schoolloop.com/
County-District-School (CDS) Code	44-69799-4437901

2021-22 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Dr. Michelle Rodriguez, Superintendent
Email Address	Michelle_Rodriguez@pvusd.net
District Website Address	www.pvusd.net

2021-22 School Overview

The WHS community continues to be a vibrant and resilient place where families are at the center of our focus. As in years past, this agricultural community consists of hard working families who supply much of the produce for the region and beyond. According to the City of Watsonville, "If the Pajaro Valley were a county, it would rank 5th in agricultural production in California." As a result, a majority of family income is derived from the agricultural sector. Within this context, 95.56% of our students identify as Hispanic/Latino, 88.8% of our students are considered socioeconomically disadvantaged and 29.4% are considered English Language Learners. Many students are still the first generation in their family to graduate from high school yet, with each passing year, the number of students who have parents who are high school graduates continues to increase.

Each year the total population of WHS continues to grow and maintain its status as the largest school in the PVUSD district. Last year, in the 2019-20 school year, we had a record number of late registration students causing an increase in the number of teachers who volunteered to teach a 6th prep and maxing out the capacity in most content area courses at the freshman level. While this can be seen as an over burden on our systems, it also reflects the increasing belief by the community in our school as while our student enrollment is increasing, all other sites are experiencing declining enrollment. This speaks to the integrity of our school and the systems put in place to support students as a whole.

Mission statement: The Watsonville High School community is committed to offering rigorous academic and vocational opportunities for multiple career and college pathways beyond graduation. We are ultimately committed to supporting learners in reaching their highest potential by preparing students to pursue successful features and to make positive contributions to the community and the global society. Furthermore, safety for all of the students at Watsonville High School is at the core of all of our actions. We are uncompromising in our commitment to the health and safety of our students and staff.

Watsonville High School enjoys the support of the State of California via seven small learning grants which give students the opportunity to learn and experience different aspects of seven career sectors. Our academies -Business, Agriculture and Technology (BATA); Environmental Sciences and Natural Resources (ESNR); Health Careers; ECHO/Leadership; Mosaic for the Arts; and Video. These academies also make our large campus more personal and help to promote good relationships among students and between students and their teachers. Our ninth graders are also clustered into a small learning community that focuses on skill development and adjustment to high school for success using strategies from our AVID program. In addition to our small learning communities, WHS offers a full complement of Advanced Placement courses for all subject areas and a superior counseling department for students to achieve their post-high school dreams.

2021-22 School Overview

Our School Site Council (SSC), English Language Advisory Committee (ELAC), and booster groups actively support our school and our families are always welcome and encouraged to be part of our school by joining any of the available parent groups or meetings.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	615
Grade 10	644
Grade 11	589
Grade 12	471
Total Enrollment	2,319

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
American Indian or Alaska Native	0.2
Asian	0.5
Black or African American	0.3
Filipino	0.2
Hispanic or Latino	95.5
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.1
White	3
English Learners	25.6
Foster Youth	0.3
Homeless	14.8
Socioeconomically Disadvantaged	90.5
Students with Disabilities	16.6

A. Conditions of Learning

State Priority: Basic

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	66.2	68.3	675.7	75.6	228366.1	83.1
Intern Credential Holders Properly Assigned	1.0	1.0	12.0	1.3	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	17.2	17.7	129.3	14.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.1	3.3	16.3	1.8	12115.8	4.4
Unknown	9.4	9.7	59.8	6.7	18854.3	6.9
Total Teaching Positions	96.9	100.0	893.3	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
Permits and Waivers	4.9
Misassignments	12.2
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	17.2

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

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	2.9
Local Assignment Options	0.1
Total Out-of-Field Teachers	3.1

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.5

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

Computers

All students have been provided a Chromebook and if necessary, a hotspot.

We have three computer labs, and a computer lab in the library. Students each have a Chromebook checked out to them for school and home use (and a hotspot, if needed). Computers in the classrooms are used for teacher presentations of curriculum and the preparation of lesson plans to student presentations and research or writing. A significant amount of research materials can be accessed via the Chromebooks as well as the increased number of readings necessary for the Common Core State Standards. All computers include Microsoft Office, Internet Explorer, and Acrobat Reader, as well as specialized applications for specific school programs. At times computer labs must be used to utilize programs which are not available via the Chrome system. The library is open from 7:30 a.m. to 4:30 p.m. Fifteen classrooms have SMART Boards with the remaining classrooms outfitted with 70" LED TVs. Every classroom is equipped with a projection system and a document camera as well as an amplification system.

Textbooks

We choose our textbooks from lists that have been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the current school year and whether those textbooks covered the California Content Standards. This year PVUSD adopted and purchased math textbooks. Other course texts have not been purchased for eight years except where course content has changed (such as AP courses) or in areas with textbook shortages. It is anticipated that ELA textbooks will be purchased by the district next spring. PVUSD does ensure that every student has a textbook for every core class and all but a small fraction of the elective courses.

Library

Our school's library is staffed by one library/media technician. Our program ensures equity and freedom of access to information and ideas via the Internet; nonfiction print materials; and current, interesting, high-quality literature. Students can visit the library daily during school hours, as well as before and after school. With School Improvement Grant purchases our library improved both the physical and electronic library. In addition, furniture and shelving have been redesigned and/or replaced to convert the Library into a "learning commons" to attract more students to the space for reading and working both individually and in small groups. The Library is filled with students every lunch hour and heavily used after school.

Curriculum

The curriculum we use and the tests we give are based on content standards as well as the integrated skills of the Common Core State Standards (CCSS). PVUSD has adopted the international math program for secondary schools. The most recent adoption of textbooks was for mathematics in summer 2016. PVUSD is currently reviewing materials to begin the adoption process for ELA. We expect our teachers to be firmly focused on both the content and the skill they derive from both sets of standards. You can find the CCSS and content standards for each subject at each grade level on the web site of the California Department of Education (CDE).

Science Labs

Facts about our science labs, called for by the Williams legislation, are available from the following link. What you will find is whether we had sufficient lab equipment and materials for our science lab courses during the 2018-2019 school year. Annually we add to our lab equipment in a continued effort to bring additional and more rigorous lab experiences to every level of science on campus. The physical lab spaces are in need of significant upgrades which are planned via the latest PVUSD bond.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Language of Literature Grade 9, McDougal Littell; Language of Literature Grade 10, McDougal Littell; Language of Literature Grade 11, McDougal Littell;	Yes	0%

	<p>Language of Literature Grade 12, McDougal Littell; British Literature, Houghton Mifflin; Language Composition, R.R. Donnelly & Sons; Literature 9th Edition, Kennedy-Gioia; National Geographic - Inside for Newcomers, Hampton Brown; National Geographic - "Inside USA" A,B,C,D,E, Hampton Brown; National Geographic - "Edge" A,B,C, Hampton Brown;</p> <p>9th: To Kill a Mockingbird; Of Mice and Men; Romeo and Juliet; selected books from The Odyssey; selected readings from Heroes, Gods, and Monsters of the Greek Myths; Lord of the Flies; selections from The Iliad</p> <p>10th: Night, Animal Farm, Antigone, Things Fall Apart, Kite Runner or A Thousand Splendid Suns, Metamorphosis.</p> <p>11th: The Crucible, Great Gatsby, Huckleberry Finn, The Things they Carried, Raisin in the Sun, Old Man and the Sea.</p> <p>12th: Beowulf, Frankenstein, 1984, A Doll's House, Brave New World</p> <p>AP Language: 50 Essays: A Portable Anthology (textbook)</p> <p>AP Literature: Beloved, Grendel, Beowulf, Slaughterhouse Five, The Scarlet Letter, Hamlet, A Doll's House</p>		
Mathematics	<p>Integrated 1, College Preporatory Math/2016; Integrated 2, College Preporatory Math/2017; Integrated 3, College Preporatory Math 2018; Precalculus with Trigonometry, Key Curriculum/2018; Calculus Concepts & Applications (AP), Key Curriculum/2013; Calculus: Early Transcendentals (AP), Cengage/2016; Calculus of a Single Variable (AP)/2013, Thompson, Brooks & Cole</p>	Yes	0%
Science	<p>HMH Living Earth/2021; Chemistry, Pearson; ; Marine Biology, McGraw Hill/2007; Biotechnology for the New Millennium, Holt/2007; Physics 6th Edition Pearson/Prentice Hall/2006</p>	Yes	0%
History-Social Science	<p>History Alive! World Connections/2019; Psychology Text, Glencoe; US History Through the Lens Cengage/2019; Principals of American Democracy, McGraw Hill/2018; Principals of Economics/2018, McGraw Hill; The Cultural Landscape: An Intro to Human Geography, Pearson/2013; United States Government & Politics (AP)/2018, Principals of Macroeconomics (AP), WW Norton & Company/2018</p>	Yes	0%
Foreign Language	<p>Realidades Level 1, Pearson/2014; Realidades Level 2, Pearson/2014; Realidades Level 3, Pearson/2014;</p>	Yes	0%

	D'accord Level 1, Vista/2014; D'accord Level 2, Vista/2014; D'accord Level 3, Vista/2014; Abriendo Puertas (AP), McDougal Littell/2014 Galeria de arte y vida (AP), Glencoe/1997		
Health	Inclusive Sex Education, Cutter/2020;	Yes	0%
Visual and Performing Arts	Basic Drama Projects, Perfection Learning	Yes	0%
Science Laboratory Equipment (grades 9-12)		Yes	0%

School Facility Conditions and Planned Improvements

The oldest buildings in the Pajaro Valley Unified School District were built in the mid 1900's. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more.

The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC. <http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairstandards.aspx>

Year and month of the most recent FIT report

9/16/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Room 301: No GFI at lab benches. Storage room needs to be cleaned out. No gas at lab benches. Water leaks. Heater for 300 wing malfunctioning.
Interior: Interior Surfaces		X		Gim Main Floor: Deep marks in floor from bleachers. Roof leaking and damaging floor in corner of gym. Room 301: No GFI at lab benches. Storage room needs to be cleaned out. No gas at lab benches. Water leaks. Heater for 300 wing malfunctioning.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Room 301: No GFI at lab benches. Storage room needs to be cleaned out. No gas at lab benches. Water leaks. Heater for 300 wing malfunctioning. Room 310: No GFI. CC#1, CC#3, CC #5 Room 314: GFI
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room 301: No GFI at lab benches. Storage room needs to be cleaned out. No gas at lab benches. Water leaks. Heater for 300 wing malfunctioning.

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X		Kitchen: Items on high shelves could fall during an earthquake.
Structural: Structural Damage, Roofs			X Administration Office: Stained ceiling tiles. Bad corrosion on exterior staircase outside admin. Loose treads. Slipping hazard. Career Center: Stained ceiling tiles. Gim Main Floor: Deep marks in floor from bleachers. Roof leaking and damaging floor in corner of gym. Girl's Locker Room: Signs of roof leaks. Room 604: Dryrot in overhang.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X		Gravel area near AG building: Low spot fills with dirty water when animal pens are washed out.

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	555	NT	NT	NT	NT
Female	283	NT	NT	NT	NT
Male	272	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	525	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	22	NT	NT	NT	NT
English Learners	106	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	128	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	247	NT	NT	NT	NT
Students Receiving Migrant Education Services	43	NT	NT	NT	NT
Students with Disabilities	86	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	555	NT	NT	NT	NT
Female	283	NT	NT	NT	NT
Male	272	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	525	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	22	NT	NT	NT	NT
English Learners	106	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	128	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	247	NT	NT	NT	NT
Students Receiving Migrant Education Services	43	NT	NT	NT	NT
Students with Disabilities	86	NT	NT	NT	NT

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

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

NWEA-MAP Growth Student Groups	NWEA-MAP Growth Total Enrollment	NWEA-MAP Growth Number Tested	NWEA-MAP Growth Percent Tested	NWEA-MAP Growth Percent Not Tested	NWEA-MAP Growth Percent At or Above Grade Level
All Students	551	331	60	40	50
Female	279	191	68	32	52
Male	271	140	52	48	48
American Indian or Alaska Native	1	0	0	100	0

Asian	3	2	67	33	50
Black or African American	na	na	na	na	na
Filipino	3	3	100	0	100
Hispanic or Latino	526	314	60	40	50
Native Hawaiian or Pacific Islander	na	na	na	na	na
Two or More Races	1	1	100	0	100
White	17	11	65	35	55
English Learners	106	52	49	51	2
Foster Youth	1	1	100	0	0
Homeless	64	32	50	50	28
Socioeconomically Disadvantaged	106	59	56	44	41
Students Receiving Migrant Education Services	70	47	67	33	34
Students with Disabilities	86	35	41	59	6

*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.

NWEA-MAP Growth Student Groups	NWEA-MAP Growth Total Enrollment	NWEA-MAP Growth Number Tested	NWEA-MAP Growth Percent Tested	NWEA-MAP Growth Percent Not Tested	NWEA-MAP Growth Percent At or Above Grade Level
All Students	551	317	58	42	40
Female	279	179	64	36	40
Male	271	137	51	49	42
American Indian or Alaska Native	1	0	0	100	0
Asian	3	1	33	67	0
Black or African American	na	na	na	na	na
Filipino	3	3	100	0	100
Hispanic or Latino	526	302	57	43	40
Native Hawaiian or Pacific Islander	na	na	na	na	na
Two or More Races	1	1	100	0	0
White	17	10	59	41	40
English Learners	106	49	46	54	8
Foster Youth	1	1	100	0	0
Homeless	64	29	45	55	41
Socioeconomically Disadvantaged	106	50	47	53	38
Students Receiving Migrant Education Services	70	41	59	41	41
Students with Disabilities	86	43	50	50	2

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

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	7.10	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	447	NT	NT	NT	NT
Female	241	NT	NT	NT	NT
Male	206	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	433	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	52	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	114	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	187	NT	NT	NT	NT
Students Receiving Migrant Education Services	17	NT	NT	NT	NT
Students with Disabilities	72	NT	NT	NT	NT

2020-21 Career Technical Education Programs

Watsonville High School offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses are open to all students and our school hosts six California Partnership Academies. Many pathways are available and they include:

- MOSAIC ACADEMY

Visual/Commercial Art Pathway Courses -- Intro to Visual & Commercial Art, Visual & Commercial Art 1, Visual & Commercial Art 2

- VIDEO ACADEMY

Film/Video Production Pathway Courses -- Intro to Film & Video Production, Video Production 1, Video Production 2, Digital Media Arts Internship

- ESNR ACADEMY

Environmental Resources Pathway Courses -- Intro to Environmental Resources, Environmental Resources 1, Environmental Resources 2

- HEALTH ACADEMY

Patient Care Pathway Courses -- Health Careers, Patient Care 1, Patient Care 2

- ECHO ACADEMY

Education Pathway Courses -- Intro to Education, Education 1, Education 2

- BATA ACADEMY

Agricultural Business Pathway Courses -- Intro to Agricultural Business, Agricultural Business Communications, Agricultural Business Gov/Econ

- BUILDING & CONSTRUCTION TRADES PATHWAY

Courses -- Intro to Building & Construction Trades, Building & Construction Trades 1, Building & Construction Trades 2

- AGRICULTURAL MECHANICS PATHWAY

Courses -- Ag Mechanics 1, Ag Mechanics 2, Ag Mechanics 3

- SUSTAINABLE AGRICULTURE PATHWAY

Courses -- Ag Biology, Ag Chemistry, Sustainable Agriculture

- ENVIRONMENTAL HORTICULTURE PATHWAY

Course -- Environmental Horticulture

- FLORAL DESIGN

Courses -- The Art & History of Floral Design, Advanced Floral Design

- PUBLIC SAFETY PATHWAY

Courses -- Criminal Justice 1

- SYSTEMS DIAGNOSTICS, SERVICE & REPAIR PATHWAY

Courses -- Automotive Service 1, Automotive Service 2

- BIOTECHNOLOGY PATHWAY

Courses -- The Technology of Biology, Applied Chemistry & Biotechnology, The Science & Ethics of Biotechnology

- SYSTEMS PROGRAMMING PATHWAY

Courses -- Intro to Computer Information Systems, Programming 1, Programming 2

- EMERGENCY RESPONSE PATHWAY

Courses -- Fire Technology

Our counselors and teachers help students determine their post-high school plans and career goals via interest assessments, career research, and through our college planning tool, Naviance.

PVUSD promotes work-based learning, school-based learning, and connecting to the world of work. The PVUSD Advisory Board brings community members and industry partners together to advise on the trends in industry and to support internships for our students.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,521
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	65
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	99.27
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0.52

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

Parents give input to our single plan for program quality and compliance via SSC and ELAC, which support our academic and extracurricular programs. A committee of community members work with our senior class to plan the sober grad night

2021-22 Opportunities for Parental Involvement

celebration. WHS continues to break the previous year's record of attendance for this event. We are "rejuvenating" our booster club which has been sustained by enthusiastic alumni and increased parent participation.

We are proud of the continued increase in parent education and participation on our campus. We are constantly looking for ways to involve our families and have become well-versed in making use of the available communication technology available, such as SchoolMessenger where we are able to send school notifications via phone, text, and email-all under one platform. More recently, we've also learned to use Remind which allows us even more to reach and engage families even more and to share resources that help our school community stay in real live communication. Finally, we also use Synergy where teachers and administrators are able to email stakeholders. Watsonville High School also hosts a newly, combined, monthly SSC/ELAC meeting in which parents and community members attend. Watsonville High School also recently created a new and improved newsletter format and are still improving a revamped school website.

For more information on how parents and community members can volunteer at Watsonville High School, please contact our Community Liaison, Ms. Veronica Magana, at (831) 728-6390 ext. 6479.

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	4.6	9.0	9.9	6.9	8.4	10.1	9.0	8.9	9.4
Graduation Rate	92.7	83.4	86.1	89.5	84.7	86.1	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	476	410	86.1
Female	259	230	88.8
Male	217	180	82.9
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	457	397	86.9

Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	13	7	53.8
English Learners	119	89	74.8
Foster Youth	0.0	0.0	0.0
Homeless	93	69	74.2
Socioeconomically Disadvantaged	461	396	85.9
Students Receiving Migrant Education Services	53	44	83.0
Students with Disabilities	81	48	59.3

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2388	2336	422	18.1
Female	1175	1157	166	14.3
Male	1212	1178	255	21.6
American Indian or Alaska Native	6	6	2	33.3
Asian	15	13	1	7.7
Black or African American	6	6	3	50.0
Filipino	5	5	0	0.0
Hispanic or Latino	2276	2230	395	17.7
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	3	3	1	33.3
White	72	68	17	25.0
English Learners	610	593	150	25.3
Foster Youth	8	7	4	57.1
Homeless	361	357	85	23.8
Socioeconomically Disadvantaged	2162	2124	401	18.9
Students Receiving Migrant Education Services	205	202	35	17.3
Students with Disabilities	406	394	113	28.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.43	0.00	4.65	0.02	3.47	0.20
Expulsions	0.00	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
Suspensions	3.50	3.68	2.45
Expulsions	0.08	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

Our Safe School Plan has two components: people and programs, and the physical environment. Our administration, SSC, and district assistant superintendent review the plan annually. Staff provides supervision before and after school. We also conduct quarterly fire, earthquake, intruder/lockdown, and shelter-in-place drills. We have an annual review of our safety plan by a consultant for Pajaro Valley Prevention and Student Assistance and a retired police captain from Watsonville Police Department. Every spring the safety report is reviewed and updated as necessary to address changing needs observed.

We begin the school year by meeting with students to share our behavioral expectations concerning safety on campus. Five campus security officers, along with administrators, teachers, and general staff support and promote a safe learning environment for the school community. We monitor school grounds before, during and after school. We also monitor our campus with a security camera system. Visitors coming onto campus must check in with the office, sign in, and obtain a visitor's pass.

Required safety drill per education code occur each year. The safety plan is revised annually and is put on display for the public once a year. This plan is shared with the School Site Council/ELAC parent groups for approval and is presented to the public. The school safety plan was last reviewed, updated and discussed with the school faculty in February 2020. Safety policy and drills are reviewed two times at a faculty meeting within the first quarter of the school year. The key elements in the safety plan include:

Safety practices and policies & procedures; Site-level multi-hazard emergency plan; Recovery; Phone numbers and rosters; Hazard checklists; Board policies and regulations for student safety.

In order to prepare for emergencies, we create an emergency box that includes:

2021-22 School Safety Plan

maps; assignments and locations; responsibilities for all staff; rehearsal of protocol with key staff members such as the nurse, security, and custodians is completed each semester; and student rosters and contact info for emergency contacts and reunification.

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	13	43	21
Mathematics	32	6	16	45
Science	28	11	28	24
Social Science	29	7	23	27

2019-20 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	18	18	45
Mathematics	30	10	24	42
Science	30	9	20	27
Social Science	27	12	31	18

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	15	28	34
Mathematics	31	9	15	48
Science	32	3	15	30
Social Science	29	11	25	29

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)	7
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	2
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	5.1

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	\$14,296.18	\$2,889.97	\$6,547.88	\$68,631.00
District	N/A	N/A	\$4,858.33	\$67,516
Percent Difference - School Site and District	N/A	N/A	29.6	1.6
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-25.3	-22.9

2020-21 Types of Services Funded

Watsonville High School (WHS) receives funding from the State of California to support core educational needs of our students. These needs include, but are not limited to classroom supplies, classroom furniture, materials and supplies, technology, and teacher professional development. Local voters approved Measure L in November of 2012 to repair and improve our PVUSD schools including WHS. Completed Measure L projects include: a recently upgraded and remodeled cafeteria.

WHS also receives Title 1, Part A: Supplemental and Enrichment Education Services; Local Control Funding Formula (LCFF); and Perkins. These funds are directly used to supplement and/or enhance student learning ranging from providing supplemental materials and/or additional services to advance the learning for all of students. Our Perkins' funding goes directly into supporting and enhancing our CTE pathways. Site discretionary funds support the general program.

We have received California Partnership Academy Grants of \$73,400 each for our seven academies. Each academy has discretion over the use of these funds in alignment with grant requirements. The majority of the funds are spent on obtaining additional equipment targeted toward the academy's career focus and to support field trips to widen the work and world perspectives of our students.

To support the implementation of 1:1 Chromebooks, a classified staff member has been tasked with management and maintenance of the Chromebook inventory also two teachers have been released a period each to support teachers in greater and more advanced use of the technology.

To support our students Title I funds are used to support a full time community liaison who helps us connect with parents, support our SSC/ELAC meetings, and engage the community.

The school has also been a recipient of a CTEIG grant, over the last two years the grant has been used to make capital and equipment upgrades in the Metal Shop, Agriculture Shop, and Auto Shop. An animal barn was completed this year which exhausted the CTEIG.

The school also receives a Perkins grant that has been used to support our auto-shop's adoption of a break certification program and our agricultural departments strengthening of the FFA. The school also has an Ag Incentive Grant that has been used to make equipment upgrades for the greenhouses.

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	\$46,666	\$52,562
Mid-Range Teacher Salary	\$64,722	\$83,575
Highest Teacher Salary	\$90,640	\$104,166
Average Principal Salary (Elementary)	\$101,669	\$131,875
Average Principal Salary (Middle)	\$107,221	\$137,852
Average Principal Salary (High)	\$117,462	\$150,626
Superintendent Salary	\$222,832	\$260,243
Percent of Budget for Teacher Salaries	26%	34%
Percent of Budget for Administrative Salaries	5%	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	12.6
--	------

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	5
Fine and Performing Arts	0
Foreign Language	3
Mathematics	2
Science	1
Social Science	7
Total AP Courses Offered	18

Professional Development

Our school and district are committed to continuous improvement through regular teacher collaboration. All new teachers that are new to our site may participate in a new teacher orientation focused on the district's standards' and site specific learning/teaching goals. All teachers have opportunities to participate in conferences and workshops related to the subjects they teach throughout the year. During monthly faculty meetings, we routinely incorporate professional development. Additionally, we schedule department specific monthly meetings throughout the year to enable staff within each department to focus on their curriculum. We infuse professional development during our SBC days and during monthly leadership meetings for our department chairs and cabinet members. Teachers are also versed in the area Positive Behavioral Interventions and Supports (PBIS). The PBIS leadership team attends a national conference in each year. Ultimately, our professional development is aligned to our identified WASC areas of growth and/or sustainment; school goals and planning instruction based on data, as we continue to improve our teaching practices and sustain and deepen our capacity as educators.

For the 2020-21 school year, the primary focus is on best practices for teaching in a distance learning environment.

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	4	4	4

Pajaro Valley Unified 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 Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

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

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

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

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

2021-22 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Dr. Michelle Rodriguez, Superintendent
Email Address	Michelle_Rodriguez@pvusd.net
District Website Address	www.pvusd.net

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	9146	2	0.02	99.98	--
Female	4428	0	0.00	100.00	--
Male	4716	2	0.04	99.96	--
American Indian or Alaska Native	14	0	--	100.00	--
Asian	60	0	0.00	100.00	--
Black or African American	25	0	0.00	100.00	--
Filipino	51	0	0.00	100.00	--
Hispanic or Latino	7769	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	96	0	0.00	100.00	--
White	1128	2	0.18	99.82	--
English Learners	3397	0	0.00	100.00	--
Foster Youth	26	0	0.00	100.00	--
Homeless	2806	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	4579	0	0.00	100.00	--
Students Receiving Migrant Education Services	657	0	0.00	100.00	--
Students with Disabilities	1421	2	0.14	99.86	--

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	9146	2	0.02	99.98	--
Female	4428	0	0.00	100.00	--
Male	4716	2	0.04	99.96	--
American Indian or Alaska Native	14	0	--	100.00	--
Asian	60	0	0.00	100.00	--
Black or African American	25	0	0.00	100.00	--
Filipino	51	0	0.00	100.00	--
Hispanic or Latino	7769	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	96	0	0.00	100.00	--
White	1128	2	0.18		--
English Learners	3397	0	0.00	100.00	--
Foster Youth	26	0	0.00	100.00	--
Homeless	2806	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	4579	0	0.00	100.00	--
Students Receiving Migrant Education Services	657	0	0.00	100.00	--
Students with Disabilities	1421	2	0.14	99.86	--