

Perris 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	Perris High School
Street	175 East Nuevo Road
City, State, Zip	Perris, CA 92571
Phone Number	(951) 657-2171
Principal	Juan Santos
Email Address	juan.santos@puhsd.org
School Website	https://www.phs.puhsd.org
County-District-School (CDS) Code	33-67207-3335973

2021-22 District Contact Information

District Name	Perris Union High School District
Phone Number	(951) 943-6369
Superintendent	Grant Bennett
Email Address	grant.bennett@puhsd.org
District Website Address	www.puhsd.org

2021-22 School Overview

Principal's Message

Thank you for taking the time to review Perris High School's School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

The school motto at Perris High is "Never Give Up." We encourage our students to constantly challenge themselves and grow from those challenges. As Perris Panthers, we take PRIDE (Perseverance, Relationships, Integrity, Determination and Empathy) in everything we do. Our ongoing focus is to ensure our students are college/career ready when they walk out our doors as graduates. We offer a variety of instructional programs with an emphasis on academics as well as career technical education. Perris High School believes that all students should have the choice of where to go and what to do with their lives. It is our responsibility to provide them with the academic, social, and emotional support necessary to enable them to be good decision-makers that have a positive impact on the world around them.

Perris High School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by a dedicated professional staff based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. We have made a commitment to provide the best educational program possible for Perris High School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, students will be challenged to reach their full potential.

Juan Santos, Principal

PHS Mission Statement:

Perris High School's professional educators will provide a broad-based curriculum that affords our students opportunities to acquire the skills needed to understand and contribute to an interdependent and rapidly-changing world.

PUHSD Mission Statement:

The mission of Perris Union High School District is to create high-quality relevant learning opportunities for all in a safe and caring environment. We will develop a high quality, caring staff who will be dedicated to learning, and connect students to their education and potential goals. We will care for all students while developing a growth mindset through collaboration, creativity, communication, and critical thinking.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	618
Grade 10	564
Grade 11	536
Grade 12	499
Total Enrollment	2,217

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.9
Male	53.1
American Indian or Alaska Native	0.1
Asian	0.4
Black or African American	5.2
Filipino	0.3
Hispanic or Latino	90.8
Two or More Races	1
White	2.2
English Learners	31.1
Foster Youth	0.9
Homeless	10
Socioeconomically Disadvantaged	95.9
Students with Disabilities	14.4

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

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

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

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

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

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

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

2019-20 Class Assignments

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

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

All textbooks used in the core curriculum at Perris High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On September 15, 2021, the Perris Union High School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 5:11-12 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2020-21 school year, Perris Union High School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Year and month in which the data were collected

September 15, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Lang Arts 7- California Collections (Houghton Mifflin Harcourt, 2016) Lang Arts 8- California Collections (Houghton Mifflin Harcourt, 2016) English I/Advanced English I--Literature: Pearson My Perspective 1 & 2 (Pearson, 2017) English II/Advanced English II--Literature: Pearson My Perspective 1 & 2 (Pearson, 2017) English III--Literature: The American Experience (Pearson, 2010) English IV--Literature: The British Tradition (Pearson, 2010) CSU Expository Reading & Writing--Expository Reading & Writing Course 2nd Ed (Ca St Univ, 2013) AP English Language & Composition--Language of Composition 2nd Ed (Bedford, 2013) AP English Literature & Composition--Norton Introduction to Literature (Norton, 2013) College Freshman Comp--Writing Matters (McGraw-Hill, 2011) College Critical Thinking & Writing--Creating America 4th Ed. (Pearson, 2005) Edge A: Student Editon and myNGconnect (National Geographic Learning, 2014) Edge B: Student Edition and myNGconnect Edge C: Student Edition and myNGconnect Edge 2014 Fundamentals: Student Edition and myNGconnect	Yes	0

Mathematics	<p>Math - 5 enVisionmath 2.0 Math 2016 Common Core Student Edition (Pearson, 2016)</p> <p>Math - 6 enVisionmath 2.0 Math 2016 Common Core Student Edition (Pearson, 2016)</p> <p>Math - 7 enVisionmath 2.0 Math 2016 Common Core Student Edition (Pearson, 2016)</p> <p>Math - 8 enVisionmath 2.0 Math 2016 Common Core Student Edition (Pearson, 2016)</p> <p>Geometry California Common Core (Pearson, 2016)</p> <p>Algebra 1 California Common Core (Pearson, 2016)</p> <p>Algebra 2 California Common Core (Pearson, 2016)</p> <p>AP Calculus AB/BC--Calculus (Houghton Mifflin, 1998)</p> <p>AP Statistics--The Practice of Statistics 5th (Freeman, 2015)</p> <p>Consumer Math--Mathematics w/Business Applications (Glencoe, 2007)</p> <p>Technology Math--Mathematics w/Business Applications (Glencoe, 2007)</p> <p>Math Analysis--Precalculus 5th Ed. (Houghton Mifflin, 2001)</p> <p>Trigonometry--Precalculus 5th Ed. (Houghton Mifflin, 2001)</p> <p>Pre Calculus--Precalculus 5th Ed. (Houghton Mifflin, 2001)</p> <p>Math Pathways/Algebra Readiness--Algebra Readiness Volumes 1, 2, 3, 4 (Holt, 2008)</p>	<p>Yes</p>	<p>0</p>
Science	<p>Life Science--Biology (McDougal Littell, 2008)</p> <p>Holt, Rinehart and Winston,Holt California Science: Earth,Life, and Physical Science (2007)</p> <p>Pearson, Science Insights: Exploring Living Things (2006)</p> <p>Pearson Prentice Hall, Biology, The Web of Life (2006)</p> <p>Pearson Prentice Hall, Conceptual Physics (2006)</p> <p>Pearson Prentice Hall, Earth Science (2006)</p> <p>AP Biology--Campbell Biology (10th AP Ed) (Pearson, 2014)</p> <p>AP Chemistry--Zumdahl Chemistry (9th AP Ed) (Cengage, 2014)</p> <p>Physics & Physics Honors--Physics (Holt, 2007)</p> <p>AP Physics--Physics for Scientists & Engineers w/Modern Phycis (Pearson, 2008)</p>	<p>Yes</p>	<p>0</p>
History-Social Science	<p>World Geography--Geography Alive!: Regions & People (Teacher's Curriculum Institute, 2011)</p> <p>Glencoe/McGraw-Hill, Geography: The World and its People (1999)</p> <p>Glencoe/McGraw-Hill, Health (2005)</p> <p>Glencoe/McGraw-Hill, United States Government: Democracy in Action (2006)</p> <p>Glencoe/McGraw-Hill, World History: Modern Times (2006)</p> <p>Holt, Rinehart and Winston,Holt California Social Studies:United States History, Independence to 1914 (2006)</p> <p>Holt, Rinehart and Winston,Holt California Social Studies: World History, Ancient Civilizations (2006)</p> <p>McDougal Littell, The Americans Reconstruction to the 21st Century (2006)</p> <p>Pearson Prentice Hall, Economics: Principles in Action (2005)</p> <p>AP Geography--Human Geography People, Place & Culture (Wiley, 2009)</p>	<p>Yes</p>	<p>0</p>

	<p>AP European History--Western Heritage Since 1300 11th Ed. (Pearson, 2016)</p> <p>AP World History--Earth and its Peoples 6th Ed. (Cengage, 2014)</p> <p>AP Government--Government in America 16th Ed. (Pearson, 2016)</p>		
Foreign Language	<p>T'es Branche 1, 2 & 3 (2018)</p> <p>Vista Higher Learning, Descubre 1 (2016)</p> <p>Vista Higher Learning, Descubre 2 (2016)</p> <p>Vista Higher Learning, Descubre 3 (2016)</p> <p>Vista Higher Learning, Imagina (2016)</p> <p>Vista Higher Learning, Teras (2016)</p> <p>American Sign Language 1--Learning American Sign Language (Pearson)</p> <p>Signing Naturally Level 1 Units 1-6 (Dawn Sign Press, 2008)</p> <p>Signing Naturally Level 1 Units 7-12 (Dawn Sign Press, 2008)</p> <p>American Sign Language 3--American Sign Language (Units 1-9) (Gallaudet Univ Press, 1991) American Sign Language (Units 10-18) (Gallaudet Univ Press, 1991)</p> <p>American Sign Language (Units 19-27) (Gallaudet Univ Press, 1991)</p> <p>Signing Naturally Level 2 (Dawn Sign Press, 1992)</p> <p>American Sign Language 4--American Sign Language (Units 1-9) (Gallaudet Univ Press, 1991) American Sign Language (Units 10-18) (Gallaudet Univ Press, 1991)</p> <p>American Sign Language (Units 19-27) (Gallaudet Univ Press, 1991)</p> <p>Signing Naturally Level 3 (Dawn Sign Press, 2001)</p> <p>McDougal Littell, Auf Deutsch! 1 (2001)</p> <p>McDougal Littell, Auf Deutsch! 2 (2001)</p> <p>McDougal Littell, Auf Deutsch! 3 (2001)</p>	Yes	0
Health	Glencoe, Health (2005)	Yes	0
Visual and Performing Arts	<p>Glencoe, The Stage and the Schol, 9th Ed. (2005)</p> <p>Random House, A Practical Handbook for the Actor (1986)</p> <p>Penguin, The Stanislavski System (1984)</p> <p>Barron's, The Complete Potter (2003)</p>	Yes	0
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Perris High School's original facilities were built in 1962; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Ongoing facilities maintenance includes plumbing, electrical and HVAC repairs.

Painting - Campus wide

Asphalt repair and resurfacing project

LED Lighting upgrades throughout exterior of campus

Every morning before school begins, the custodian and plant manager inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Three day custodians and six evening custodians are assigned to Perris High School. The day custodians are responsible for:

- Cafeteria setup/cleanup
- Groundskeeping
- Lunch area setup/cleanup
- Restroom cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Common use area cleaning
- Office area cleaning
- Restroom cleaning

The plant manager communicates with custodial staff daily concerning maintenance and school safety issues.

Deferred Maintenance

Perris High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems.

Facilities construction / improvement projects

Facilities Inspection

The district's maintenance department inspects Perris High School on an annual basis in accordance with Education Code §17592.72(c)(1). Perris High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on 10/29/2020. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the school inspection.

Year and month of the most recent FIT report

10/29/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Girls RR- Broken latch on stall Classroom 9201- Broken wallplate Classroom 8203- 2 light bulbs out (low impact) Classroom 7202- 4 light bulbs out (low impact) Classroom 7102- 1 Light bulb out (low impact)

School Facility Conditions and Planned Improvements

				Classroom 1202- Floor outlet missing cover
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Girls RR- 2 faucets off
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	530	256	48.3	51.7	48.75
Female	237	129	54.43	45.57	53.28
Male	293	127	43.34	56.66	44.07
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	23	7	30.43	69.57	--
Filipino	--	--	--	--	--
Hispanic or Latino	487	237	48.67	51.33	49.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	152	60	39.47	60.53	12.28
Foster Youth	--	--	--	--	--
Homeless	86	44	51.16	48.84	50
Military	0	0	0	0	0
Socioeconomically Disadvantaged	500	245	49	51	49.34
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	75	27	36	64	11.54

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	530	187	35.28	64.72	20.79
Female	237	94	39.66	60.34	17.58
Male	293	93	31.74	68.26	24.14
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	23	4	17.39	82.61	--
Filipino	--	--	--	--	--
Hispanic or Latino	487	176	36.14	63.86	20.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	152	48	31.58	68.42	2.33
Foster Youth	--	--	--	--	--
Homeless	86	32	37.21	62.79	13.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	500	178	35.60	64.40	20.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	75	22	29.33	70.67	5.00

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.

*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.

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	422	NT	NT	NT	NT
Female	228	NT	NT	NT	NT
Male	194	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	23	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	382	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	12	NT	NT	NT	NT
English Learners	110	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	76	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	406	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	NT	NT	NT	NT

2020-21 Career Technical Education Programs

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to Perris High School's technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Perris High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Career Technical Education
- Workability
- Career Pathways

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects
- Classroom observation projects
- Career Assessment Inventories

Career Technical Education Programs (CTE) are offered in partnership with Riverside County Office of Education. A variety of career technical education courses are available to help prepare high school students for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

During the 2018-19 school year Perris High School offered the following Career Technical Education programs as elective courses:

- Agriculture Science
- TV/Video
- Computer Information Technology
- Culinary Arts Level I and II
- Engineering Level I and II
- Auto Mechanics Level I and II
- Medical Assisting

Students of Perris High School have access to a wide variety of CTE courses off campus through the RCOE-CTE partnership.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,285
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	74.1
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	97.25
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	12.86

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

Perris High School believes parental involvement is crucial to high school student success. As a school, we strive to offer a wide range of opportunities for parents to support the school and their student(s). Should the need arise, parents are welcome to "shadow" their students in any class. To do so, reach out to administration or counseling in order to provide teachers with the required 24-hours notice. School-to-home communication is essential; therefore, Perris High informs parents on upcoming events and school activities through emails, newsletters, parent conferences, progress reports, school marquee, school website, and Blackboard (automated telephone message delivery system). Flyers and letters may be used for special announcements and important updates. The school's digital marquee displays current announcements and upcoming event dates. The school website and social media pages (Facebook, Twitter, Instagram) are updated frequently and are a great resource for general information, staff contact information, schedules, activities, and programs. Parents may access their child's grades, attendance, and assignment information through the Infinite Campus website or phone app. All school-to-home communications should be in both English and Spanish.

Perris High School has a Family Engagement Center (FEC). The Family Engagement Center is open Monday through Friday during school hours and also after school when needed. The Family Engagement Center is designed to benefit parents, students, and teachers by bridging the student-parent-community gap. In the Family Engagement Center, parents have access

2021-22 Opportunities for Parental Involvement

to computers and various resource materials. The Family Engagement Center offers training and workshops in areas such as college and career readiness, gang awareness, Infinite Campus support, and mind-body wellness.

Perris High School offers the following opportunities to get involved:

Involvement Opportunities: Parent Shadow days, volunteers, athletic program support, CAFE Project to Inspire, WASC, and Coffee / Dessert with Administration

Committee Opportunities: English Learner Advisory Council (ELAC), School Site Council (SSC), and African-American Parent Advisory Council (AAPAC)

School Activity Opportunities: athletic events, Back to School Night, Open House, parent education nights, student performances, and FFA Events

Workshop Topics: Mental Health, Computer Literacy, Attendance, FAFSA completion, Anti-Bullying, Nutrition, Citizenship, Literacy, and ESL

Parents seeking more information or who may be interested in participating in any of the activities listed below may contact the Perris High administration or the Principal's Secretary at (951) 657-2171.

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	6.3	5.0	7.3	5.8	5.2	6.3	9.0	8.9	9.4
Graduation Rate	90.3	90.1	86.1	91.7	91.7	90.6	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	440	379	86.1
Female	235	217	92.3
Male	205	162	79.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	25	21	84.0
Filipino	0	0	0.00

Hispanic or Latino	399	345	86.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	11	9	81.8
English Learners	154	116	75.3
Foster Youth	--	--	--
Homeless	80	66	82.5
Socioeconomically Disadvantaged	439	379	86.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	70	44	62.9

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2427	2282	787	34.5
Female	1132	1070	316	29.5
Male	1295	1212	471	38.9
American Indian or Alaska Native	2	2	0	0.0
Asian	9	9	3	33.3
Black or African American	130	116	50	43.1
Filipino	7	6	1	16.7
Hispanic or Latino	2196	2075	708	34.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	28	24	8	33.3
White	54	49	17	34.7
English Learners	764	718	273	38.0
Foster Youth	31	26	16	61.5
Homeless	245	228	102	44.7
Socioeconomically Disadvantaged	2292	2175	748	34.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	342	326	119	36.5

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	5.90	0.00	5.95	0.02	3.47	0.20
Expulsions	0.08	0.00	0.09	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	6.17	4.43	2.45
Expulsions	0.42	0.20	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

A Comprehensive School Site Safety Plan was developed in collaboration with local agencies (e.g. Riverside County Sheriff Dept., Cal Fire, AMR, etc.) and the district office to fulfill Senate Bill 187 requirements. Components of this plan include emergency response drills, crisis response, child abuse, sexual harassment, controlled substances, bullying, etc. The information ranges from policy and reporting to responses and notifications. The school's most recent safety plan was reviewed and updated by numerous staff from March 2020 through May 2020. The safety plan was then presented to the School Site Council and various district leaders. After gaining support from the School Site Council, Perris High School's 2020-2021 Site Safety Plan was approved by the Board at the end of the 2020-2021 school year. The next review and revisions will take place between March 2022 and May 2022.

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	27	33	37	39
Mathematics	31	16	17	49
Science	31	8	5	30
Social Science	31	8	10	36

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	26	40	36	35
Mathematics	30	14	28	45
Science	30	9	7	30
Social Science	29	11	16	31

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	33	46	30
Mathematics	31	14	8	62
Science	29	12	7	28
Social Science	27	15	16	30

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	369.5

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)	6
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15274	4661	10613	97108
District	N/A	N/A	10009	\$97,835
Percent Difference - School Site and District	N/A	N/A	5.9	-0.7
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	22.8	5.2

2020-21 Types of Services Funded

Available funding for programs and services that support student access & success include:

- 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Program
- Agriculture Incentive Grant
- Career Technical Education Incentive Grant (CTEIG)
- Local Control Funding Formula (LCFF)
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Perkins

Programs and services available to students:

- Advancement via Individual Determination (AVID)
- Before & After School tutoring
- Class size reduction (CSR) for English Language Learners
- Co-Curricular and Extra curricular activities for students that increase school climate and connectedness
- Career Technical Education Programs: Agriculture, Health Services, Arts, Media, & Entertainment, Hospitality, Tourism, & Recreation, Automotive
- Credit Recovery
- Dual Enrollment
- Student Leadership: LINK Crew and PLUS Programs
- Summer School

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	\$60,606	\$54,687
Mid-Range Teacher Salary	\$92,144	\$92,222
Highest Teacher Salary	\$114,721	\$114,208
Average Principal Salary (Elementary)	\$0	\$143,647
Average Principal Salary (Middle)	\$149,067	\$145,785
Average Principal Salary (High)	\$154,467	\$162,322
Superintendent Salary	\$261,493	\$258,950
Percent of Budget for Teacher Salaries	33%	32%
Percent of Budget for Administrative Salaries	6%	5%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	17.0
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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	2
Foreign Language	4
Mathematics	2
Science	1
Social Science	10
Total AP Courses Offered	24

Professional Development

Decisions concerning the selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Perris High School supports ongoing professional growth, especially with distance learning, throughout the year on late start days and on Fridays. Teachers meet in both grade level and department level teams to lesson plan, conduct data analysis, and identify areas of need. The teaching staff is provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2020-21 school year, Perris High School's teachers attended the following events hosted by the Perris Union High School District:

- * District lead professional development sessions
- * Content-specific training on Teacher Clarity
 - Expository Reading and Writing
 - Write Path Training
 - Advanced Professional Learning Communities
 - Academic Vocabulary Training
 - Planning for Student Success Training
 - WICOR Instructional Strategies (W-Writing I-Inquiry, C-Collaboration, O-Organization, R-Reading)

2020-2021 pieces of training included:

Monthly content specific AVID and WICOR instructional strategies
 Professional Learning Communities
 Social Science Frameworks for HS Educators
 Digital Citizenship training
 Riverside County of Education Equity Conference
 Principled Relationships
 Proactive Discipline for Reactive Students: Implementing Restorative Discipline and PBIS strategies in the classroom
 AVID Site Team Conference

The PUHSD instructional coaches and teacher leaders responded to the distance learning professional development needs by designing professional development sessions like this:

Best EL workshop EVER!
 Introduction Culturally Relevant
 Digital Card Sorts
 Direct Instruction & Student Engagement on Virtual Mode
 Engagement - What's Working, What's Not - Math and/or Science edition
 First Date with Canvas Studio
 Grading with Transparency
 IABs as a Formative Assessment
 Jamboard Conversations - We are all in the same boat, bring your oars.
 Let's Create an EdPuzzle!
 Real Talk: Recognizing Race and Culture in the Classroom
 Standards-based grading - Communicating to students and parents/How to get started
 Time-Saving Strategies using Canvas Tools
 Using Google Forms to Guide Your Class
 Video Editing Bootcamp

Perris High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided with targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff is encouraged to attend professional workshops and conferences. Classified support staff receives job-related training from department supervisors and district representatives.

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			

Perris Union High School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

2021-22 District Contact Information

District Name	Perris Union High School District
Phone Number	(951) 943-6369
Superintendent	Grant Bennett
Email Address	grant.bennett@puhsd.org
District Website Address	www.puhsd.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
All Students	3061	1777	58.05	41.95	50.09
Female	1482	943	63.63	36.37	54.11
Male	1579	834	52.82	47.18	45.56
American Indian or Alaska Native	--	--	--	--	--
Asian	41	33	80.49	19.51	75.00
Black or African American	171	85	49.71	50.29	41.46
Filipino	57	46	80.70	19.30	89.13
Hispanic or Latino	2262	1279	56.54	43.46	44.72
Native Hawaiian or Pacific Islander	14	6	42.86	57.14	--
Two or More Races	132	84	63.64	36.36	68.67
White	378	240	63.49	36.51	61.67
English Learners	694	337	48.56	51.44	8.92
Foster Youth	33	13	39.39	60.61	25.00
Homeless	582	298	51.20	48.80	36.43
Military	36	25	69.44	30.56	80.00
Socioeconomically Disadvantaged	2479	1400	56.47	43.53	44.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	484	206	42.56	57.44	10.89

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	3060	1713	55.98	44.02	22.13
Female	1481	910	61.44	38.56	20.51
Male	1579	803	50.85	49.15	23.98
American Indian or Alaska Native	--	--	--	--	--
Asian	41	30	73.17	26.83	51.72
Black or African American	171	84	49.12	50.88	13.41
Filipino	57	45	78.95	21.05	67.44
Hispanic or Latino	2261	1235	54.62	45.38	17.36
Native Hawaiian or Pacific Islander	14	5	35.71	64.29	--
Two or More Races	132	79	59.85	40.15	35.06
White	378	231	61.11		33.62
English Learners	694	346	49.86	50.14	2.65
Foster Youth	33	9	27.27	72.73	--
Homeless	582	322	55.33	44.67	11.39
Military	36	22	61.11	38.89	50.00
Socioeconomically Disadvantaged	2479	1362	54.94	45.06	18.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	484	192	39.67	60.33	3.17

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.