Katella 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	Katella High School
Street	2200 East Wagner Avenue
City, State, Zip	Anaheim, CA 92806-4933
Phone Number	(714) 999-3621
Principal	Dr. Roxanna Hernandez
Email Address	hernandez_r@auhsd.us
School Website	https://katella.auhsd.us
County-District-School (CDS) Code	30664313033057

2021-22 District Contact Information

District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
Email Address	webmaster@auhsd.us
District Website Address	https://www.auhsd.us

2021-22 School Overview

School Vision and Mission Statement:
We Are Katella: Embracing, Evolving, Empowering for a Limitless Tomorrow
The Anaheim Union High School District, a partnership of students, parents, staff, and community, will provide each student with a high-quality educational program in a safe, motivating learning environment that promotes: high academic achievement based on a strong foundation of knowledge and skills, development of habits and attitudes for a lifetime of learning, exploration and preparation in a broad range of career and interest areas, and commitment to responsible citizenship

Educational Highlights:
Katella High School supports students in becoming college and career-ready. Over the last three years, we have increased our CTE offerings and better organized our systems to support students in CTE Pathway completion. These additional course offerings necessitate students to make choices between CTE coursework, AP classes, and HP classes.   With the variety of course opportunities, we did see a decrease in AP enrollment. As students transitioned online, the counseling team had fewer face-to-face opportunities to provide intentional guidance lessons designed to encourage AP coursework for college preparation.

Additionally, Katella High School offers a variety of on-campus Career Technical Education (CTE) pathways and Regional Occupational Program (ROP) courses, whereby students may graduate with career distinction. The industry sectors include Design, Visual and Media Arts, Production and Managerial Arts, Residential and Commercial Construction, Child Development, Software Systems and Development, Patient Care, Food Service and Hospitality, Systems Diagnostics, Services and Repair, and Public Safety. Dual Enrollment is also available on campus, during school hours and after school, in partnership with Fullerton College, students obtain transferable college credit. In 2021-2022 a cohort of freshmen started a 4-year DE program scheduled into the school day.

Our AIME Program is organized around three tiers, offering businesses several options for providing work-based learning for our students and are offered as a virtual, hybrid, or in-person experiences.

2021-22 School Overview

The Pledge Center offers our students guidance from representatives from community colleges, four-year and private technical schools; information and guidance about the admissions process and financial aid; one-on-one FAFSA and college application support; scholarship information, internship opportunities, college visits, career speakers, field trips to colleges; over 90% of seniors completed college applications.

Katella High School also received The California Green Ribbon Schools (CA-GRS) recognition, a State Seal of Civic Engagement, and an Award of Excellence as a California Democracy School.

Demographic Information:
Katella High School, located in Anaheim, California, currently serves approximately 2,720 students, of which 84% are socio-economically disadvantaged, 20.9% are English Learners, and 11.9% are Students with Disabilities. The demographic profile also indicates the following regarding student subgroups: 88.9% Hispanic, 4.42% White, 3.09% Asian, 1.58% African-American, 1.15% Filipino, and approximately 1% other ethnicities. There are 117 teachers, 6 counselors, 1 social worker, a social worker intern, 2 full-time Family Center staff, 2 full-time psychologists, 2 speech-language pathologists, 4 administrators, 81 classified employees, 15 food service staff and 3 resident substitutes. Additionally, we have partnerships with outside agencies which help support our students.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	687
Grade 10	702
Grade 11	687
Grade 12	644
Total Enrollment	2,720

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
Asian	2.6
Black or African American	1.6
Filipino	0.9
Hispanic or Latino	90.4
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.3
White	3.9
English Learners	18.9
Foster Youth	0.4
Homeless	5.3
Socioeconomically Disadvantaged	91
Students with Disabilities	13

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)	73.4	72.1	897.9	74.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0.7	0.7	3.0	0.2	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.2	7.1	49.9	4.1	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	29.5	2.5	12115.8	4.4
Unknown	20.5	20.1	226.0	18.7	18854.3	6.9
Total Teaching Positions	101.9	100.0	1206.4	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	0.0
Misassignments	7.2
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	7.2

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	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

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)	13.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.7

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

All content subject areas utilize standards-aligned, State and District adopted textbooks and instructional materials. Teachers have input into the textbook selection process at the district level through an established curriculum cycle. Teachers are given in-depth training on the instructional materials and the ancillary materials that accompany the basic textbook material. Ancillary materials support both the language needs and the learning needs of students.

This information was collected in September 2018.

Year and month in which the data were collected	September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English language arts textbooks, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student.	Yes	0
Mathematics	Mathematics textbooks, by Houghton Mifflin Harcourt for 7-8 grades and Mc Graw Hill for 9-12 grades were adopted in 2020-21. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course. There is one textbook available per student.	Yes	0
Science	Science textbooks, California HMH Science Dimensions was adopted in 2018-19 for 7 & 8 grades. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2021-22, Pearson Environmental Science AP Edition. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2018-19 and 2019-20. 7th grade-Cengage Learning-World History: Medieval and Early Modern Times, CA Student Edition 8th grade- McGraw-Hill- United States History and Geography- Growth and Conflict 10th grade- McGraw-Hill-World History, Culture, and Geography: The Modern World, CA Student Edition 11th grade- McGraw-Hill- United States History and Geography- Conflict and Change 12th grade- McGraw-Hill- Principles of American Democracy. Savvas- California Economics Principles in Action There is one textbook available per student.	Yes	0
Foreign Language	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks, Houghton Mifflin Harcourt-Avancemos and Houghton Mifflin Harcourt-Bien Dit, in 2016-17. Additionally, supplemental books continue to be adopted each year. There is one textbook available per student.	Yes	0
Health	Health textbooks, McGraw Hill-Teen Health for 7-8 grades, and Goodheart Wilcox-Comprehensive Health for High School were adopted in 2016-17. There is one textbook available per student.	Yes	0
Visual and Performing Arts	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0

| Science Laboratory Equipment (grades 9-12) | All science labs at Katella High School have the following equipment: tables with chemical-resistant tops, stools at lab tables, white boards/chalk boards for demonstrations, one complete set of glassware per classroom, linear measuring devices (meter sticks, 12"/6" rulers, etc.), course appropriate charts, hot plates, triple-beam and/or top-loading balances, thermometers, overhead projector, LCD projector, ELMO projector, VCR/DVD player, and laserdisc player. Most labs have additional equipment appropriate for the courses being taught in the room. | Yes | 0 |

School Facility Conditions and Planned Improvements

Katella High School opened in 1966. The 39.1 acre site includes 60 regular classrooms and 32 portable classrooms. There are 26 labs, which are designed for specific programs (i.e. computer lab, science lab, choral music room, etc.). The site also includes an auditorium, a cafeteria, a media center, two gyms and a pool facility, and a variety of sports fields.

Maintenance and Repair: Site and District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority.

Cleaning Process and Schedule: The District's Board of Trustees has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily. Deep cleaning, including waxing of floors and painting, takes place during times when students are not in classes. Students, parents and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

A large modernization and construction project was completed in March of 2009, which included several new classrooms, and converting the media center into four classrooms and one computer lab.

The most recent site inspection was completed on October 15, 2021.

Year and month of the most recent FIT report	October, 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
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	669	490	73.24	26.76	47.84
Female	303	231	76.24	23.76	57.33
Male	366	259	70.77	29.23	38.91
American Indian or Alaska Native	0	0	0	0	0
Asian	14	13	92.86	7.14	38.46
Black or African American	12	9	75	25	--
Filipino	--	--	--	--	--
Hispanic or Latino	606	443	73.1	26.9	47.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	24	16	66.67	33.33	53.33
English Learners	126	76	60.32	39.68	4.48
Foster Youth	--	--	--	--	--
Homeless	98	68	69.39	30.61	41.94
Military	--	--	--	--	--
Socioeconomically Disadvantaged	604	444	73.51	26.49	45.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	83	50	60.24	39.76	4.76

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	669	427	63.83	36.17	13.14
Female	303	214	70.63	29.37	15.23
Male	366	213	58.20	41.80	10.99
American Indian or Alaska Native	0	0	0	0	0
Asian	14	14	100.00	0.00	35.71
Black or African American	12	6	50.00	50.00	--
Filipino	--	--	--	--	--
Hispanic or Latino	606	384	63.37	36.63	11.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	24	14	58.33	41.67	27.27
English Learners	126	62	49.21	50.79	1.92
Foster Youth	--	--	--	--	--
Homeless	98	50	51.02	48.98	18.18
Military	--	--	--	--	--
Socioeconomically Disadvantaged	604	387	64.07	35.93	11.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	83	46	55.42	44.58	2.63

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.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
All Students	N/A	N/A	N/A	N/A	N/A

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

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

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

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

*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	9.81	N/A	28.33	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	1038	806	77.65	22.35	9.81
Female	502	400	79.68	20.32	8.82
Male	536	406	75.75	24.25	10.79
American Indian or Alaska Native	0	0	0	0	0
Asian	34	29	85.29	14.71	31.03
Black or African American	11	9	81.82	18.18	--
Filipino	--	--	--	--	--
Hispanic or Latino	932	719	77.15	22.85	8.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	45	37	82.22	17.78	13.89
English Learners	167	113	67.66	32.34	0.00
Foster Youth	--	--	--	--	--
Homeless	142	104	73.24	26.76	8.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	689	574	83.31	16.69	8.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	124	86	69.35	30.65	1.28

2020-21 Career Technical Education Programs

Katella High School has eight career pathways that represent several industries that suit the needs, interests, and demands of its diverse student body. During the 2017-18 school year, courses were offered in the following career industries: Arts, Media & Entertainment; Building Trades & Construction; Education, Child Development, and Family Services; Business & Finance; Hospitality, Tourism, and Recreation; Information and Communication Technologies; Public Services; and Transportation.

Our CTE pathway courses are designed using the CTE Model Curriculum Standards, ensuring that students are developing the key skills needed to succeed in both school and the workplace. All of our teachers are trained to provide the best possible instruction for all students, including those in CTE pathways, with a focus on universal design for learning, ensuring that all students can access the curriculum. Our district measures the success of our CTE programs by evaluating the graduation rate, A-G completion rate, post-secondary enrollment, and when possible the career placement of students. This data guides which CTE pathways are offered, as well as the alignment between curriculum and the needs of each industry sector. CTE teachers attend regional advisory boards for each industry sector to stay up to date on the latest trends, skills desired of employers, employment outlook, and post-secondary programs related to the industry sector. These advisory boards are provided by Vital Link, a local non-profit organization that connects businesses with school districts, ensuring that the knowledge gained at the advisory boards represents the surrounding region.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,561
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	87.4
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	99.63
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	57.8

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

Katella High School has several clubs that support student activities, academics, and athletics. Parents are participants in the School Site Council, English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Superintendent Parent Advisory Committee (SPAC), as well as in the Parent Leadership Academy (PLA). The school is making a concerted effort to align parent organizations in hopes of creating a stronger and more cohesive support system from our community.

Additionally, many activities and opportunities are offered at Katella High School to promote parent involvement and participation in their student's education. Some of these activities include 9th Grade Parent Orientation, Coffee with the Principal, Parent Learning Walks, Back-to-School Night, Open House, Parent Leadership Academy, PLA Book Club and Parent Monthly meetings with our School Social Worker. Monthly parent workshops are topical and include a social-emotional component. These opportunities provide information, resources, and strategies for parents to help their students throughout high school. The monthly parent workshops are presented in English with Spanish translation. The counseling department holds parent nights at each grade level and has begun to hold mandatory parent meetings for at-risk students.

The Family Center staff acts as a liaison between the school, community, and the family by scheduling appointments and facilitating communication between staff and Spanish-speaking parents. The Family Center also provides school and community resource information. Katella has a full-time Family and Community Engagement Specialist (FACES) who works with families to find resources for parents and students, particularly our highest-need students. The FACES also attends district-level meetings, participates in parent committees, and coordinates parent workshops. Finally, Katella High School also counts with the support of a full-time Community Liaison. The Community Liaison also assists with the Aeries data system, connecting parents with resources in the community as well as supporting the FACES during meetings & any other parent involvement events. The Family Center staff work to educate parents in the use of and information available in the Aeries program.

Katella High School strives to move parent participation from awareness to active involvement in the decision-making process. Parents are encouraged to actively participate in on-campus and off-campus activities for our students. The administration and

2021-22 Opportunities for Parental Involvement

Family Center staff, plan and coordinate all parent involvement opportunities to make sure they support the vision, mission, and goals of our school.

Katella High School offers a Parent Leadership Academy, where volunteer parents teach an 8-week course to fellow parents to learn how to support their student's academic achievement needs. The Aeries Communication system, known as ParentSquare, makes it possible for teachers, administrators, and staff to more frequently and completely communicate with parents regarding their student's progress in school, school events, meetings, and opportunities to become involved with the school through membership in Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC), School Site Council (SSC), booster clubs, and other activities mentioned above. The school publishes and communicates all school information to the community in English and in Spanish to ensure maximum distribution and comprehension. Additionally, Aeries Student Information System, ParentSquare(our family communication system) and eKadence (our learning management system) training workshops are offered throughout the school year. The new parent workshops, Ready, Set, Go, also serve to build the parents' capacity so they can better support their students and have a positive impact in their students' academic journey.

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	2.6	1.6	1.1	5.1	3.2	2.9	9.0	8.9	9.4
Graduation Rate	92.6	97.2	96.2	87.8	92.3	90.9	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	631	607	96.2
Female	313	306	97.8
Male	318	301	94.7
American Indian or Alaska Native	0	0	0.00
Asian	23	23	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	561	538	95.9

Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	34	33	97.1
English Learners	175	157	89.7
Foster Youth	--	--	--
Homeless	75	70	93.3
Socioeconomically Disadvantaged	589	566	96.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	83	74	89.2

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2781	2769	383	13.8
Female	1342	1337	147	11.0
Male	1439	1432	236	16.5
American Indian or Alaska Native	0	0	0	0.0
Asian	73	73	3	4.1
Black or African American	45	45	6	13.3
Filipino	25	25	1	4.0
Hispanic or Latino	2513	2503	358	14.3
Native Hawaiian or Pacific Islander	7	7	0	0.0
Two or More Races	8	8	1	12.5
White	110	108	14	13.0
English Learners	533	529	134	25.3
Foster Youth	19	18	5	27.8
Homeless	149	149	39	26.2
Socioeconomically Disadvantaged	2564	2556	369	14.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	366	366	99	27.0

<table>
<tr><td colspan="3">## C. Engagement</td><td colspan="6">## State Priority: School Climate</td></tr>
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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	0.94	0.00	3.13	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	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	0.99	1.86	2.45
Expulsions	0.03	0.00	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

School Safety Plans are reviewed, discussed, and updated on an annual basis. The School Safety Plan was reviewed March 2021. Input is gathered from staff, students, and community resource groups along with the School Site Council in order to determine any needed changes. The Katella High School Safety Plan is implemented by staff members. No less than four safety/evacuation drills are conducted throughout the school year. Students, teachers, and other faculty members are required to participate in these drills.

2018-19 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	44	7	63
Mathematics	27	26	7	56
Science	31	10	7	49
Social Science	26	23	15	45

2019-20 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	43	14	61
Mathematics	31	25	10	58
Science	34	12	7	51
Social Science	27	24	3	53

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	34	27	10	61
Mathematics	34	15	9	59
Science	37	5	5	55
Social Science	31	9	18	40

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	544

2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
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	$13,060	$3,832	$9,228	$94,689
District	N/A	N/A	$10,336	$97,540
Percent Difference - School Site and District	N/A	N/A	-11.3	-3.0
State			$8,444	$92,222
Percent Difference - School Site and State	N/A	N/A	8.9	2.6

2020-21 Types of Services Funded

Title I, Local Control Funding Formula (LCFF), ROP, and Perkins funds have all been used to supplement and support core programs and to provide the following:

Professional development for staff members that support school and district initiatives to increase student achievement
One math teacher to teach Integrated Math 1, the beginning level of the integrated math program
Before and after school tutoring
Credit recovery courses
One 9th grade English teacher to assist in bringing students up to grade-level performance
One AVID teacher to assist with the students who strive to meet college entrance requirements
Support materials, including computer software, hardware, and peripherals
Field trips and enrichment activities
Puente and AVID support activities and materials
Family Center staff, services, and parent outreach activities
Instructional assistants, community liaison, and an interpreter
Drug use prevention programs
AVID, Puente, Bridges, conferences
Leadership training
Opportunities for parents to attend parenting classes, conferences, and local college visits
Multi-tier system of Supports implementation support; system analysis, data screening, and provision, and intervention resource provision

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	$52,748	$54,687
Mid-Range Teacher Salary	$95,987	$92,222
Highest Teacher Salary	$113,485	$114,208
Average Principal Salary (Elementary)	$143,647	$143,647
Average Principal Salary (Middle)	$143,647	$145,785
Average Principal Salary (High)	$156,132	$162,322
Superintendent Salary	$267,196	$258,950
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	4%	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	15.8

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	2
Foreign Language	4
Mathematics	3
Science	3
Social Science	10
Total AP Courses Offered	27

Professional Development

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their content knowledge and instructional skills. This is in addition to four professional development days and weekly late-start meetings, which are scheduled each year for professional learning activities. New teachers are also required to participate in a teacher induction program. The District and school continue to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize students' assessment results in order to target instruction to better meet the individual needs of students. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All District staff members are supported in their efforts to deliver highly effective lessons. Teachers and administrators are given many opportunities to examine current instructional programs and strategies and realign with state curriculum performance and content standards. Research-based instructional strategies are reviewed and implemented.

Over the last three years there has been professional development directed at the social-emotional needs of our students and staff. Many of our Katella staff have participated in Mindfulness training and have implemented mindfulness practices into their classrooms, starting off each day with a mindful activity or mindful breathing exercise. Katella implemented a Social-Emotional Focus Focus Group in 2019 focusing on the social-emotional well-being of our students and staff. This focus group has carried out PD's on mindfulness as well as providing students and staff a "Weekly Wellness Tips From a Teacher" digital poster and video during the 2020-2021 virtual year. This benefited students and staff with the encouragement and motivation to keep going and achieving in the virtual environment. A Mindfulness infographic page has been added to the Katella Student Planner.

In September of 2019, the staff received professional development and an introduction to Thrively. Thrively is an online educational tool that provides a personalized learning platform that uncovers students' strengths and interests, helping them discover their purpose, builds skills, and creates personal impact. All Katella students took the Thrively Strength Assessment that measured and relayed each student's strengths and interests. Teachers then have access to their class's strengths profile and are able to use that to develop lessons focused on their class's strengths and interests making instructions more personal and relevant. Weekly Thrively lessons were performed during advisement time in 2019 that focused on the 5th "C", Character/Compassion. Due to the pandemic, half of Katella's population will be introduced to Thrively and will be taking the Strength's Assessment this Fall. Professional development in the 5 C's continued but with more focus on intentional implementation, as well as a means to monitor and measure student progress. In January of 2019 staff PD studied the 5 C's indicators and how they could be used to measure student achievement in the 5 C's. Another tool, Teach FX, was introduced as a tangible measure of student talk time (communication) and collaboration. PD during the 2020-2021 virtual school year focused on educational tech tools to help increase student engagement and student support in a virtual environment.

SWD Professional Development: Teacher-led PD was presented to the SDC and RSP co-teaching pairs both this school year and last. The purpose of the meeting was to distinguish between various SPED programs for SWD, common eligibility criteria, distinguish between accommodations and modifications, examples of modifications, and suggestions on how to use planning time. Co-teaching pairs were paid 10 hours for co-planning time over the summer. Department chairs have reported that there have been better relationships and communication between co-teachers and the hope is that this will lead to higher grades for our co-taught students.

In addition to what the district provides, Katella High School has weekly professional development opportunities on Tuesday's late start days. The time is utilized by departments, specialized programs, and cross-curricular articulation. All educational staff is involved in a variety of workshops and conferences.

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	6

Anaheim 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	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
Email Address	webmaster@auhsd.us
District Website Address	https://www.auhsd.us

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	14162	11693	82.57	17.43	49.54
Female	6805	5827	85.63	14.37	54.90
Male	7356	5866	79.74	20.26	44.20
American Indian or Alaska Native	26	24	92.31	7.69	29.17
Asian	1936	1831	94.58	5.42	83.17
Black or African American	283	220	77.74	22.26	45.79
Filipino	526	487	92.59	7.41	76.45
Hispanic or Latino	9759	7855	80.49	19.51	38.56
Native Hawaiian or Pacific Islander	63	48	76.19	23.81	50.00
Two or More Races	357	281	78.71	21.29	61.96
White	1212	947	78.14	21.86	58.06
English Learners	2903	2121	73.06	26.94	5.28
Foster Youth	92	59	64.13	35.87	18.97
Homeless	1916	1424	74.32	25.68	33.63
Military	38	30	78.95	21.05	66.67
Socioeconomically Disadvantaged	11255	9181	81.57	18.43	43.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1812	1120	61.81	38.19	10.47

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	14161	11490	81.14	18.86	29.66
Female	6805	5734	84.26	15.74	29.61
Male	7355	5756	78.26	21.74	29.72
American Indian or Alaska Native	26	24	92.31	7.69	25.00
Asian	1936	1820	94.01	5.99	75.30
Black or African American	284	223	78.52	21.48	21.72
Filipino	526	478	90.87	9.13	54.76
Hispanic or Latino	9757	7676	78.67	21.33	16.38
Native Hawaiian or Pacific Islander	63	44	69.84	30.16	20.45
Two or More Races	357	271	75.91	24.09	42.22
White	1212	954	78.71		34.04
English Learners	2902	2048	70.57	29.43	3.29
Foster Youth	92	64	69.57	30.43	9.84
Homeless	1914	1376	71.89	28.11	15.56
Military	38	28	73.68	26.32	46.43
Socioeconomically Disadvantaged	11254	9003	80.00	20.00	22.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1812	1090	60.15	39.85	4.82

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.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

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

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

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

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

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

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