

Richland 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	Richland High School
Street	615 North Lemon Street
City, State, Zip	Orange, CA 92867
Phone Number	(714) 997-6167
Principal	Lisa Ogan
Email Address	logan@orangeusd.org
School Website	https://www.orangeusd.org/richland-continuation-high-school
County-District-School (CDS) Code	30-66621-3035748

2021-22 District Contact Information

District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
Email Address	ghansen@orangeusd.org
District Website Address	www.orangeusd.org

2021-22 School Overview

Richland High School is the only continuation high school for the Orange Unified School District. The district school enrollment is approximately 27,000 students while the enrollment at Richland High School is approximately 220. Throughout the year, RHS services approximately 550 students. In the 1960's Richland High School was located in an industrial facility which now houses the maintenance department for the school district. The school opened at its current location in 1962 and opened as a continuation high school in 1968. The school itself is located in a suburban industrial/residential area of Orange, serving students from the communities of Anaheim, Garden Grove, Orange, Santa Ana and Villa Park. As of January 2021, RHS will serve students in grades 11 and 12.

The school community mirrors the district's widely diverse socio-economic population, as evidenced by the communities we serve. Although all students may come on referral from any of the four traditional high schools, most students come from our closest sister high schools, Orange High School, Villa Park High School and El Modena High School. The ethnic distribution of the school is as follows: African American 3.7%, Asian 1.8%, Hispanic 79.8%, Two or more Races 1.4%, Pacific Islander .5%, and White 12.8%.

Statistics show that, in terms of education level of our student's parents, 36% of the parents have not graduated from high school, 27% are high school graduates, 18% have had some college, 9% are college graduates, and 6% have attended graduate school. The gender distribution is 67% male and 33% female. Based on reported data, 31.2% of the Richland student population are English Language Learners. Our special education population for all students in grades 11 and 12 is approximately 12%. Students enrolled in special education are placed at Richland with input from the IEP team. Special education students are mainstreamed and provided with the least restrictive learning environment. These statistics at this time reflect the current number of students enrolled and given the design of the program, statistics will be updated as needed based on active student enrollment. Students with a 504 plan are accommodated and supported based on needs and on-going communication with stakeholders to support student learning. To date, 2.3% of the student population are Foster Youth, 1.8% of students are homeless, and 80% of the student body identified as Socio-Economically Disadvantaged.

Richland High School is staffed with a principal, an academic counselor, two days a week school psychologist, 16 certificated teachers (3 Career Technical Education teachers, 1 assigned to Special Education). Additionally, the school is staffed with several classified support staff positions and an Orange Police Department Community Resource Officer. The district supplies one Library Media Specialist, one part-time food service position, and a one day a week for half of the day nurse. Richland High School is viewed by the community and the district as a source of pride and respect. For the past several years, the school has worked closely with the local Rotary International to enhance the educational opportunities of our students. Students have participated in leadership conferences, as well as other service tasks. In turn, Rotary provides scholarship opportunities for students wishing to further their education. The district office is equally supportive of our programs. This year, the district is looking towards building out its Career and Technical Education Program with a focus on the Arts, Media and Film program and maintaining its strong partnership with Santiago Community College and our Dual Enrollment Course offering and our SCC College Rep support at RHS

Following the district-wide traditional calendar, Richland High School offers a traditional bell schedule with every student enrolled in 7 periods, with one period serving as an Advisement Class. Each period is 52 minutes in length. The school day also includes a 10 minute break and a 30 minute lunch. Students are all allowed the access and opportunity to explore pathways and careers via CTE. There are a total of 10 CTE classes held on campus, depending on the time of year. All CTE classes are held on our campus. Students are also informed of CTE classes offered at the traditional high school campuses. Any off site CTE classes that students participate in are provided as an 8th period course.

Vision:
Richland is dedicated to providing a disciplined and nurturing environment to teach students to be Personally and Socially Responsible, a Skilled Communicator, and Academically Prepared for the 21st Century.

2021-22 School Overview

Mission:

Our Mission is for the staff, students and parents to work in collaboration for the purpose of helping students graduate from Richland or return to their traditional high schools to graduate with enhanced credits.

Richland High School emphasizes a credit recovery campus that prepares students for access to college and career opportunities. This includes engaging students in a wide variety of learning experiences. The campus includes a technology enhanced learning center with two Mac Labs, several PC classrooms. A Paxton Patterson STEM Lab, 21st century graphic design, photo and video production classroom. a college and career center, library media services, and 1:1 chromebooks for the iDevice program. In addition to credit recovery classes, Richland High School challenges its students to participate in A-G courses, Dual Enrollment classes, AP courses and online learning. Richland offers the following specialized programs:

- * STEM Program
- * Arts, Media & Entertainment Pathways
- * Information, Communication & Technology Pathways
- * College courses offered on site by a college instructor

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	105
Grade 12	147
Total Enrollment	252

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	37.3
Male	62.7
Asian	0.8
Black or African American	2.4
Filipino	0.4
Hispanic or Latino	82.9
Native Hawaiian or Pacific Islander	1.6
White	11.5
English Learners	38.5
Foster Youth	3.6
Homeless	2
Socioeconomically Disadvantaged	71.8
Students with Disabilities	15.5

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)	16
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	16

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	0

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 K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 15-21-22 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials, and science lab equipment (9-12) was approved on September 30, 2021.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson myPerspectives ELA/ELD ©2017; The Bedford Reader, 12th Edition ©2014; Language & Composition: The Art of Voice, AP Edition ©2014; Literature: An Introduction to Reading and Writing, 22e ©2012; Pearson iLit ©2017. All selected are standards-based materials adopted by the local governing board.	Yes	0%
Mathematics	Pearson Integrated Mathematics I, II & III ©2014; Trigonometry ©2009; Financial Algebra: Advanced Algebra with Financial Applications 1st Edition ©2014; Pearson PreCalculus 6th Edition ©2018; Pearson Calculus: Graphical, Numerical, Algebraic 5th Edition ©2016; The Practice of Statistics ©2015. All selected are standards-based materials adopted by the local governing board.	Yes	0%
Science	Holt Earth Science ©2006; Glencoe Life Science ©2002; Savvas California Miller & Levine Experience Biology: The Living Earth ©2021; Pearson Campbell's AP Biology, 11th Edition ©2018; AP* Chemistry: The Central Science ©2015; Savvas California Experience Chemistry ©2021; Pearson Physics with Mastering Physics ©2014; Pearson College Physics: A Strategic Approach AP® Edition ©2015; Human Anatomy & Physiology, 10th Edition ©2016; Hole's Essential of Human Anatomy & Physiology, 12th Edition ©2015; Cengage Living in the Environment, 15th Edition ©2007. All selected are standards-based materials adopted by the local governing board.	Yes	0%
History-Social Science	World History: Modern World ©2019 Savvas; Western Civilization, Since 1300 Updated AP Edition ©2016; Ways of the World, 3rd Edition ©2016; Cengage U.S. History America Through the Lens 1877 to the Present ©2019; American History: Connecting with the Past 15th Edition ©2015; Pearson Macgruder's American Government, CA Edition	Yes	0%

	©2019; McGraw Hill AP American Democracy ©2019; Pearson Economics: Principles in Action, CA Edition ©2019; Principles of Economics AP*, 8th Edition ©2018; Thinking About Psychology, 3rd Edition ©2013; Myer's Psychology for AP, 1st Edition ©2011; Oxford University Press IB Theory of Knowledge ©2013. All selected are standards-based materials adopted by the local governing board.		
Foreign Language	Abriendo paso: Temas y lecturas ©2014; Reflexiones de la literatura hispánica AP® Edition ©2014; Galeria I and II, Vista Higher Learning ©2020	Yes	0%
Health	APEX Extended Health ©2016. Materials are standards-based materials adopted by the local governing board.	Yes	0%
Science Laboratory Equipment (grades 9-12)	Sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9 - 12, inclusive, is available to pupils.	Yes	0%

School Facility Conditions and Planned Improvements

There is a Quarterly Facilities Report that is completed by the Principal and Head Custodian. On a regular basis, the Principal, Head Custodian and Campus Security walk the grounds to ensure the safety and security of the school grounds and facility. Communication (including work orders) is made regularly with the district regarding needs to promote student safety, cleanliness and adequacy of resources to support student success.

Overall good ratings throughout the school with minor exterior repairs required and painting needed in the front office. Work orders have been created/addressed for all items noted as fair/poor and in need of repair with our custodial staff and/or the district maintenance department.

Year and month of the most recent FIT report

9/29/2021

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		11: Room has intermitant light issues 13: Electrical panel behind podium is pulled away from the wall 9: Electrical cord in pathway, chemicals under sink P2: Electrical cords in path of travel P7: Power strip in middle of pathway
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			3: Chemicals under sink 9: Electrical cord in pathway, chemicals under sink

School Facility Conditions and Planned Improvements				
Structural: Structural Damage, Roofs	X			Counseling: Breezeway roof has a lot of wood rot Office: Rain gutters need cleaning
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	136	108	79.41	20.59	14.02
Female	51	42	82.35	17.65	17.07
Male	85	66	77.65	22.35	12.12
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	111	88	79.28	20.72	14.94
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	16	84.21	15.79	6.25
English Learners	44	35	79.55	20.45	2.86
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	92	74	80.43	19.57	13.7
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	10	66.67	33.33	--

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	136	99	72.79	27.21	1.01
Female	51	36	70.59	29.41	0.00
Male	85	63	74.12	25.88	1.59
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	111	81	72.97	27.03	1.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	15	78.95	21.05	0.00
English Learners	44	33	75.00	25.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	92	67	72.83	27.17	1.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	8	53.33	46.67	--

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

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

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	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	--	N/A	34.95	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	269	2	0.74	99.26	--
Female	102	0	0.00	100.00	--
Male	167	2	1.20	98.80	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	230	2	0.87	99.13	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	28	0	0.00	100.00	--
English Learners	89	2	2.25	97.75	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	188	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	0	0.00	100.00	--

2020-21 Career Technical Education Programs

The Career Technical Education (CTE) Program at Richland High School is offered on site and students have the opportunity to take courses off site as well. The CTE classes are offered as elective credits for a high school diploma. All students take CTE classes. The following are classes offered at Richland High School:

Tech Certification with Microsoft Office Software (MOS)
Principles of Business
Graphic Design I and II
Video Production I and II
Digital Photography I and II
Media Design
Yearbook
STEM-Science, Technology, Engineering & Math

Student can also take additional CTE courses and programs at all four traditional high schools after school hours.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	270
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	42.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	40

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	99.61
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents are involved in every phase of student progress and decision-making. The school promotes parents and guardians use of the AERIES "Parent Portal" a web-based tool to access student records of attendance and grades. All parents meet with the principal or counselor in small groups or on a one by one basis prior to the student enrolling through the Student/Parent Orientation Meeting. Additional parent meetings are added to increase the amount of information and access shared with parents regarding alternative learner settings in a continuation high school campus. Additional Parent Workshop meetings are held to help increase parent involvement and awareness of supporting student learning and success. In addition, parents are invited to be part of our School Site Council and the English Learner Advisory Committee. Richland High School has Back to School Family Night in the Fall and Open House in the Spring, where parents and students can visit their child's classrooms and meet their teachers. During the spring, parents and families are invited to an annual Spring Arts Exhibition that promotes the Visual and Performing Arts programs on our site. Additional student-centered events and activities have emerged this year as a result of raising student awareness in a 21st century environment. These activities are posted on the school website, through social media and are updated regularly.

When not in pandemic times, Richland hosts "Coffee with the Principal", on a quarterly basis. Professionals are brought in to talk to parents about mental health, drug/alcohol awareness, mindset, data, and other pressing teen parenting issues.

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	14.3	13.3	12.4	4.1	5.2	3.5	9.0	8.9	9.4
Graduation Rate	69.7	69.5	78.8	94.5	93.2	95.5	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	170	134	78.8
Female	67	52	77.6
Male	103	82	79.6
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	143	116	81.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.00
White	20	11	55.0
English Learners	62	52	83.9
Foster Youth	11	9	81.8
Homeless	17	14	82.4
Socioeconomically Disadvantaged	150	122	81.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	39	32	82.1

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	338	328	284	86.6
Female	129	123	106	86.2
Male	209	205	178	86.8
American Indian or Alaska Native	1	0	0	0.0
Asian	2	2	1	50.0
Black or African American	7	7	5	71.4
Filipino	1	1	1	100.0
Hispanic or Latino	275	270	233	86.3
Native Hawaiian or Pacific Islander	4	4	4	100.0
Two or More Races	0	0	0	0.0
White	43	39	36	92.3
English Learners	122	119	100	84.0
Foster Youth	16	13	13	100.0
Homeless	12	12	10	83.3
Socioeconomically Disadvantaged	243	236	208	88.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	60	58	51	87.9

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	23.61	0.00	2.56	0.19	3.47	0.20
Expulsions	0.00	0.00	0.01	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	19.03	2.03	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	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

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have it reviewed, and if necessary, update their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of School and Community Service. The School and Community Service provides development assistance for the school plan and maintains a file of individual school plans available for inspection by the public. The last safety plan was reviewed by the School Site Council and English Learner Advisory Committee in March of 2021. The mission of Richland High School is to provide a student-centered and nurturing environment for students to improve specifically in the areas of credits, attendance and punctuality, building positive classroom behavior, study skills, character development and academic development. The ultimate goal is for staff, students, and parents to work together to help students return to the traditional high school for graduation or graduate at Richland High School with a plan for post-high school options of college and/or career readiness.

Safe Schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. Richland High School promotes educationally and psychologically healthy environments for all children and youth. Richland High School recognizes there are comprehensive, broad factors directly related to a safe school environment, such as the school facility, school programs, staff, parents and the community. Richland High School further recognizes that safe school practices make major contributions to academic and school improvement efforts. Although keeping children safe requires a community-wide effort, schools are an important piece of the undertaking. Richland High School's efforts to broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan are described below. 1) Positive pupil interpersonal relations are fostered by teaching social-personal skills, encouraging pupils to feel comfortable asking others to get help when needed and teaching pupils alternative, socially appropriate replacement responses to violence, including, but not limited to problem solving and anger control skills. When appropriate, staff members shall work with the community to assist parents/students with issues, prevention and intervention. The school uses a variety of methods to communicate to pupils, parents and the greater community that all children are valued and respected. 2) Procedures, programs and strategies used to help eliminate problems of bias or unfair treatment of pupils by staff and by peers because of ethnic group, gender, race, national origin, social class, religion, disability, sexual orientation, physical appearance, color, ancestry, parental status or other relevant characteristics. The school provides a way for each pupil to safely report and be protected after reporting troubling behaviors that the pupil thinks may lead to dangerous situations, such as potential school violence. 3) Richland High School's administrators, teachers, families, pupils, support staff, and community members recognize and make appropriate use of the early warning signs related to violence, substance abuse and other at-risk concerns. 4) Plan(s) and method(s) are available to identify isolated and troubled pupils, helping foster positive relationships between school staff and pupils. These plan(s) and method(s) will promote meaningful parental and community involvement.

Leadership at Richland High School through Department Chairs is focused on becoming a shared process. A proactive role is assumed in all phases of the school operation. Currently, the Administration, School Counselor, Campus Security, staff and support personnel are committed to maintaining Richland High School's excellence in the areas of academic and social behavior. The principal sets a positive tone for the school, guides the staff and works closely with them on curriculum and school safety issues. The school site's organizational structure is open and flexible contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning. The school continuously reviews and discusses needs as identified by the team. Professional Development and training are provided to staff regarding the legal mandates, rules and laws that impact the safety and security of all members of the school community. Richland High School teachers provide a varied learning environment in their classrooms to promote and raise awareness to socio-emotional learning. Six staff members have attended SEL training through AVID for the last four years. There is a high level of cohesiveness among the staff members at Richland High School. Cooperation and support between teachers and the administration is evident. Efforts are made by the administration and staff to show concern for all pupils. All pupils are expected to behave in a manner that promotes safety and order. Pupils are encouraged to bring problems to the principal, counselor, teachers and other staff members. The everyday goal is for the staff to be proactive rather than reactive in all situations of concern. The academic and behavior efforts of pupils are recognized and rewarded. Cultural diversity is celebrated throughout the year through ASB and other avenues such as the library to promote a growth mindset and celebrate diversity and appreciation.

A comprehensive disaster plan is in effect and fire, lockdown, and/or earthquake drills are conducted each semester. All schools in the district are linked through an emergency radio contact system, and district radio drills are held periodically to be prepared in case of an actual disaster. In compliance with SB187, the safety committee has prepared a Safe School's Plan, which is (on file) in the school office and is available for perusal upon request. Providing a safe environment for our students is a major goal at Richland High School.

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	15	19		
Mathematics	18	5	1	
Science	7	12		
Social Science	14	11	1	

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	13	16	1	
Mathematics	10	7		
Science	4	12		
Social Science	17	7	3	1

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	13	19	5	
Mathematics	11	8		
Science	18	6	1	
Social Science	12	17	3	

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	252

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)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.6

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	\$12759.88	\$23.12	\$12736.76	\$80260.23
District	N/A	N/A	\$6616.90	\$87,379
Percent Difference - School Site and District	N/A	N/A	63.2	-8.5
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	40.5	-5.3

2020-21 Types of Services Funded

Richland utilizes the opportunities for local control funding via LCFF. Through the district, Richland High School provides students the opportunity to participate in credit recovery and original credit opportunities. Students are allowed to participate in Career Technical Education classes during the school day. Depending on the goal of our students, the counseling office and administration work in conjunction with the families to extend additional after school college classes through Santiago Canyon College. Students who participate in this program are given the opportunity to dually earn college credits while enrolled at Richland High School, along with receiving high school credits. Students are also allowed an opportunity to participate in Power Reading classes that allow students to earn 5 elective credits outside their regularly scheduled day.

Students with Disabilities are provided with services aligned to meet student needs based on his/her IEP. Inclusive learning opportunities for students with an IEP include Co-teaching and participation in CTE classes during the school day. Para-professionals support students with an IEP in core subject areas, as needed and determined by the IEP.

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	\$53,446	\$50,897
Mid-Range Teacher Salary	\$83,885	\$78,461
Highest Teacher Salary	\$109,082	\$104,322
Average Principal Salary (Elementary)	\$130,156	\$131,863
Average Principal Salary (Middle)	\$137,808	\$137,086
Average Principal Salary (High)	\$165,215	\$151,143
Superintendent Salary	\$256,476	\$297,037
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	2.4
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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

Professional Development

Three full staff development days are allocated to certificated staff for training related to district and/or site initiatives. Teachers will be given professional development with the focus on collaborative inquiry and 21st century skills to target all students including but not limited to English Language learners and the socioeconomically disadvantaged. All training themes and topics are aligned to WASC goals set forth until 2021. All teachers participate in Professional Development, Collaborative Learning Time (PLCs) and Independent Learning Time with a focus on Instructional Technology and Assessment. We are also focusing on English teachers and writing through the use of Thinking Maps and GLAD strategies to promote student learning and achievement. A major area of focus is blending in the current use of technology into the daily lessons and activities that are completed and implementing the state and district adopted materials that align with local, common formative assessments designed every quarter.

Professional Development focus was determined by SBAC and EL Reclassification Criteria. Additional data such as College and Career interests and survey data are used to inform professional development.

Funds have been allocated to teachers to attend offsite workshops and conferences as well as the use of district personnel on site.

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	15	15	15

Orange Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

2021-22 District Contact Information

District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
Email Address	ghansen@orangeusd.org
District Website Address	www.orangeusd.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	11928	2026	16.99	83.01	54.10
Female	5816	1016	17.47	82.53	58.84
Male	6112	1010	16.52	83.48	49.36
American Indian or Alaska Native	20	7	--	65.00	--
Asian	1093	216	19.76	80.24	83.33
Black or African American	143	26	18.18	81.82	30.77
Filipino	186	44	23.66	76.34	70.45
Hispanic or Latino	7162	1097	15.32	84.68	43.09
Native Hawaiian or Pacific Islander	27	4	14.81	85.19	--
Two or More Races	509	75	14.73	85.27	65.33
White	2788	557	19.98	80.02	62.48
English Learners	2223	204	9.18	90.82	14.29
Foster Youth	73	12	16.44	83.56	41.67
Homeless	254	22	8.66	91.34	18.18
Military	28	5	17.86	82.14	--
Socioeconomically Disadvantaged	5836	872	14.94	85.06	41.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1594	271	17.00	83.00	12.18

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	11928	2009	16.84	83.16	31.30
Female	5816	1000	17.19	82.81	30.99
Male	6112	1009	16.51	83.49	31.61
American Indian or Alaska Native	20	8	--	60.00	--
Asian	1093	214	19.58	80.42	71.03
Black or African American	143	26	18.18	81.82	15.38
Filipino	186	42	22.58	77.42	47.62
Hispanic or Latino	7162	1083	15.12	84.88	17.70
Native Hawaiian or Pacific Islander	27	4	14.81	85.19	--
Two or More Races	509	74	14.54	85.46	55.41
White	2788	558	20.01		38.67
English Learners	2223	202	9.09	90.91	3.54
Foster Youth	73	13	17.81	82.19	15.38
Homeless	254	24	9.45	90.55	0.00
Military	28	5	17.86	82.14	--
Socioeconomically Disadvantaged	5836	864	14.80	85.20	16.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1594	268	16.81	83.19	5.97

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.