

Red Bluff 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	Red Bluff High School
Street	1260 Union Street
City, State, Zip	Red Bluff, CA 96080
Phone Number	530-529-8710
Principal	Rich Hassay
Email Address	rhassay@rbhsd.org
School Website	www.rbhsd.org
County-District-School (CDS) Code	52716395237201

2021-22 District Contact Information

District Name	Red Bluff Joint Union High School District
Phone Number	530-529-8700
Superintendent	Todd Brose
Email Address	tbrose@rbhsd.org
District Website Address	http://www.rbhsd.org/

2021-22 School Overview

I invite you to explore Red Bluff High School's annual School Accountability Report Card (SARC), which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities and staff. Understanding our educational program, student achievement and curriculum development can assist both our school and the community in ongoing program improvement. Red Bluff High School is focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high, obtainable expectations for all students.

Red Bluff High School is quite proud of its rigorous academic curriculum, strong career technical education programs, excellent athletic programs and extensive extracurricular activities that actively engage all students and provide a well-rounded educational experience. Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens.

If you would like to know more about our school and programs, please contact our office at (530) 529-8710 to schedule an appointment or tour.

Rich Hassay
Principal

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	447
Grade 10	428
Grade 11	378
Grade 12	353
Total Enrollment	1,606

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	50.9
American Indian or Alaska Native	2.4
Asian	0.9
Black or African American	0.9
Filipino	0.1
Hispanic or Latino	34.7
Native Hawaiian or Pacific Islander	0.1
Two or More Races	3.6
White	57.2
English Learners	4.9
Foster Youth	1.1
Homeless	6.2
Socioeconomically Disadvantaged	66.4
Students with Disabilities	14.1

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)	59.5	81.3	63.5	78.2	228366.1	83.1
Intern Credential Holders Properly Assigned	1.5	2.1	1.5	1.9	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.8	3.9	2.8	3.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.8	3.8	6.8	8.4	12115.8	4.4
Unknown	6.4	8.8	6.4	7.9	18854.3	6.9
Total Teaching Positions	73.2	100.0	81.2	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	1.0
Misassignments	1.8
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	2.8

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	2.8
Total Out-of-Field Teachers	2.8

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)	2.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.2

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

Red Bluff High School attempts to take advantage of adopting the latest materials for use in the classrooms. All instructional materials are carefully selected to align with the State of California Frameworks and requirements. The focus and emphasis of instruction and counseling is to encourage students to graduate from Red Bluff High School. The selection of instructional materials involves the School Site Council, parents, teachers, community members and students. The board of trustees plays an integral role in ensuring Red Bluff High School secures the highest quality instructional materials available for students and teachers. All core academic textbooks go through a rigorous adoption process. Departments review proposed textbooks and present their proposals to the SSC; then they make their recommendation to the board of trustees. Trustees review the textbooks and will then discuss and adopt the textbooks at an open session of a regular board meeting. Every student, including English learners, has access to their own textbooks and instructional materials to use in class and to take home. In response to the COVID-19 pandemic, every student attending Red Bluff High School has been issued a Chromebook to provide access and facilitate the learning process for this school year. Additionally, students without internet access have been issued a hotspot to accommodate their connection to the internet and Google Classroom.

Year and month in which the data were collected

1/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	CA Collections; Houghton, Mifflin, Harcourt Adoption Year 2018 Literature & Language Arts, Third Course; Holt, Rinehart and Winston Adoption Year 2007 The Bedford Reader; Kennedy, Kennedy and Aaron; Bedford/St. Martin's Adoption Year 2007 AP English: The Language of Composition: Reading, Writing, Rhetoric; by Shea, Scanlon and Dissin Aufses Adoption Year 2013 SRA REACH System, McGraw-Hill Adoption Year 2002 SRA Direct Instruction Corrective Reading Decoding, McGraw-Hill Adoption Year 2002 Literature & Language Arts, Holt Adoption Year 2007	Yes	0%
Mathematics	Pacemaker Practical Mathematics for Consumers, Third Edition; Pearson Education Adoption Year 2004 Mathematics: Applications & Concepts, Course 2; Glencoe/McGraw-Hill Adoption Year 2004 Pacemaker Basic Mathematics,	Yes	0%

	<p>Third Edition; Pearson Education Adoption Year 2000</p> <p>Mathematics 4, Preliminary Edition; CPM Educational Program Adoption Year 1999</p> <p>Mathematics 3, Second Edition; CPM Educational Program Adoption Year 2000</p> <p>Understanding Basic Statistics, Houghton Mifflin Adoption Year 2001</p> <p>Algebra 1, Glencoe/McGraw-Hill Adoption Year 2005</p> <p>Geometry, Glencoe/McGraw-Hill Adoption Year 2005</p> <p>Algebra 2/FDWK Series, McDougal Littell Adoption Year 2007</p> <p>Math Analysis: Precalculus 7th Edition, Pearson/Prentice Hall Adoption Year 2007</p> <p>AP Calculus, 3rd Edition; Pearson/Prentice Hall Adoption Year 2007</p> <p>Math Analysis: Precalculus/FDWK Series, Prentice Hall Adoption Year 2007</p> <p>Calculus/FDWK Series Adoption Year 2007</p> <p>Integrated 1 CPM Educational Program Adoption Year 2015</p> <p>Integrated 2 CPM Educational Program Adoption Year 2015</p>		
Science	<p>Environmental Science; Pearson Adoption Year 2018</p> <p>Biology AP Edition 12th Ed. McGraw-Hill Education Adoption year 2016</p> <p>Essentials of Human Anatomy and Physiology 11th Ed. Elaine N. Marieb Pearson Education Adoption year 2015</p> <p>College Physics 10th Ed. Serway & Vuille, Cengage Learning Adoption year 2015</p> <p>Chemistry 9th Ed.</p>	Yes	0%

	<p>Zumdahl & Zumdahl, Cengage Learning Adoption year 2014</p> <p>Environmental Science Withgott, Pearson Adoption year 2011</p> <p>Earth Science Glencoe Adoption year 2008</p> <p>Chemistry; by Wilbraham, Staley, Matta and Waterman; Prentice Hall Adoption year 2007</p> <p>Biology, by Campbell, Reece, Mitchell; Addison Wesley Longman, Inc. Adoption year 2001</p> <p>Modern Biology; Holt, Rinehart and Winston Adoption year 1994</p> <p>Physics: Principles and Problems, Merrill Adoption year 1995</p> <p>Modern Chemistry; Holt, Rinehart and Winston Adoption year 1999</p> <p>Pacemaker Biology, Third Edition; Pearson AGS Globe Adoption year 2006</p> <p>Pacemaker General Science, Third Edition; Pearson AGS Globe Adoption year 2006</p>		
<p>History-Social Science</p>	<p>Pacemaker World History, Third Edition; Pearson Education Adoption year 2002</p> <p>World History: World History: The Modern World, Prentice Hall Adoption year 2007</p> <p>World History: Connections to Today, the Modern Era; Prentice Hall Adoption year 2003</p> <p>U.S. History: The Americans: Reconstruction to the 21st Century, Rand McNally Adoption year 2003</p> <p>U.S. Government: American Government, California Edition; Prentice Hall Adoption year 2007</p> <p>Magruder's American Government, Prentice Hall Adoption year 2003</p>	<p>Yes</p>	<p>0%</p>

	Economics: Economics: Principles in Action, California Edition; Prentice Hall Adoption year 2007		
	AP World History: The Earth and Its Peoples: A Global History, Wadsworth/Cengage Learning Adoption year 2011		
Foreign Language	Realidades 1 Prentice Hall Adoption year 2008		0%
	Realidades 2 Prentice Hall Adoption year 2008		
	Realidades 3 Prentice Hall Adoption year 2008		
	Spanish Speakers 2 Sendas Literarias 1 Adoption Year 2008		
	Abienda Paso series Adoption year 2008		

School Facility Conditions and Planned Improvements

The maintenance and safety of the school facility is of the utmost concern. Surveillance cameras are located strategically around the campus and monitored on a daily basis. Red Bluff High School has a maintenance and operations staff of 18 and one Director of Maintenance and Operations. The campus and classrooms are cleaned on a daily basis. Janitorial staff cleans all classrooms during non-school hours. Red Bluff High School provides a safe, clean learning and working environment. To maintain a safe and healthy environment, the maintenance staff receives training in general maintenance procedures, handling hazardous materials, safety procedures, equipment safety checks and work safety. This plan can be found at the district office as part of our Comprehensive School Improvement Plan. Designated individuals within the district perform periodic inspections; annual inspections are done by outside agencies. Safety, cleanliness and maintenance of facilities are high priorities at Red Bluff High School. Long-term maintenance needs are regularly planned.

Year and month of the most recent FIT report

10/18/21

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:	X			

School Facility Conditions and Planned Improvements

Restrooms, Sinks/ Fountains				
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	341	313	91.79	8.21	36.1
Female	178	166	93.26	6.74	34.94
Male	163	147	90.18	9.82	37.41
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	108	98	90.74	9.26	26.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	11	91.67	8.33	36.36
White	209	192	91.87	8.13	40.63
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	40	36	90	10	38.89
Military	0	0	0	0	0
Socioeconomically Disadvantaged	217	196	90.32	9.68	34.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	35	77.78	22.22	14.29

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	342	317	92.69	7.31	25.55
Female	178	168	94.38	5.62	22.02
Male	164	149	90.85	9.15	29.53
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	108	100	92.59	7.41	20.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	10	83.33	16.67	--
White	210	195	92.86	7.14	28.21
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	40	32	80.00	20.00	43.75
Military	0	0	0	0	0
Socioeconomically Disadvantaged	217	197	90.78	9.22	22.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	35	77.78	22.22	2.86

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

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

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A

*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.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A

*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	22.73	N/A	20.78	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	646	617	95.51	4.49	22.73
Female	329	319	96.96	3.04	20.13
Male	317	298	94.01	5.99	25.50
American Indian or Alaska Native	12	11	91.67	8.33	9.09
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	201	192	95.52	4.48	14.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	21	87.50	12.50	19.05
White	395	380	96.20	3.80	27.97
English Learners	16	16	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	86	78	90.70	9.30	23.08
Military	0	0	0	0	0
Socioeconomically Disadvantaged	397	376	94.71	5.29	21.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	78	67	85.90	14.10	4.48

2020-21 Career Technical Education Programs

Our mission for building a high-quality Career Technical Education (CTE) Program is to provide all students with an opportunity to have a hands on experience learning technical skills as well as providing students with career development skills. This mission will assist our students to successfully transition into post-secondary training/education and the labor force. We recognize the importance of CTE to be woven into the fabric of our overall educational system.

Our CTE programs reflect a collaboration of industry, school administration, community colleges, CSU, parents, and staff. Our CTE Advisory Committee reflects this collaboration and strongly supports the guiding principles of our commitment to provide all students CTE in their identified career pathway.

Red Bluff High School is committed to CTE and has incorporated specific goals within the LCAP to improve, support, and sustain a successful CTE Career Pathway Program: 1. Implement CTE career pathway program with the support of state grant money. 2. Maintain CTE course offerings with priority given to dual enrolled and a-g courses. 3. Provide CTE classes to Salisbury. 4. Align Professional Learning Communities with specific pathways

All freshmen students receive curriculum and instruction in career exploration in their Exploring Computer Science class. Through career assessments, freshmen discover career pathways that best correlates with their interests. Special attention is placed on enrolling students of special populations into career technical courses. Teachers and counselors encourage students to enroll into non-traditional occupations. Ninety seven percent of our students with disabilities are enrolled in at least one CTE course.

2020-21 Career Technical Education Programs

Our campus encompasses 45 acres and is reflective of a community college where students have an opportunity to experience real-world industrial environments. Our mission is to continue to expand and strengthen career technical education for all students. Red Bluff High School offers approximately 60 sections of CTE programs with an enrollment of 1,600 students.

Ag Leadership
Ag Biology
Ag Natural Resources
Ag Mechanics I
Ag Mechanics II
Ag Mechanics III
Ag Mechanics IV
Animal Science
Ag Vet Technician
Ag Earth Science
Ag Biology
Ag Soil Chemistry
Ag system Management
Floral Design
Advanced Floral Design
Broadcast Technologies I
Broadcast Technologies II
Art I
Art II
Art III
Computer Graphics
Intro to Communications
Yearbook
Dance I
Dance II
Dance III
Theater Arts I
Theater Arts II
Introduction to Business
Personal Finance/Business Finance
Child Development
Child Care Occupations
Introduction To Medical Careers
Patient Care Health Occupation
Patient Care Therapeutic Services
Firefighting I
Firefighting II
EMT
Computer Aided Drafting
Environmental Science
NASA Astrobiology Internship Yr I
NASA Astrobiology Internship Yr 2
Exploring Computer Science
Cisco A+ Certification
Robotics & Engineering
Computer Science Principles (CSP)
Computer Science A
Introduction to Manufacturing
Machine Forming Technologies
CNC Machining
Introduction to Building & Constr.Trades
Residential & Comm. Construction
Construction Technology
Automotive Services I

2020-21 Career Technical Education Programs

Automotive Services II (DE)
Automotive Technician

WorkAbility I: Every student with a disability in the RBJUHS District receives career counseling, work-based and school-based learning opportunities, job shadowing, and employability skills training. Juniors and seniors of this population may have the opportunity to receive 80 hours of paid work experience. A large majority of these students also attend CTE programs within the District.

Shasta Community College: Career technical teachers meet annually with Shasta College career technical teachers to review existing dual enrollment agreements. Currently, ten of our CTE pathways have dual enrolled classes through Shasta College. The number of dual enrolled classes across the various pathways are sixteen.

Workforce Innovation and Opportunity Act (WIOA); DBA Job Training Center of Tehama County (JTC): Red Bluff Joint Union High School District has maintained a long-standing relationship with JTC. In the past our District has served on the WIOA Youth Advisory Committee as well as writing letters of support for multiple grants that provided training for young adults. JTC regularly shares appropriate local job announcements with our CTE Office in the effort to provide local and current employment and labor market information to interested students. A JTC representative has been an ongoing business partner on the CTE Advisory Board and has worked with staff to recruit businesses for our annual student Job and Career Fair. We plan to continue a strong partnership with JTC in providing career programs and opportunities for our students.

Red Bluff Joint Union High School District refers WIOA eligible students (especially at-risk populations) to JTC after high school for assistance with CTE postsecondary training, supportive services, and career coaching.

Prime Representative of Career Technical Education: Mitzi LoPiccolo, CTE Director

It is essential that CTE teachers have the opportunity to collaborate with our stakeholders, including Job Training Center (WIOA), business and industry partners, students, parents, and staff in order to effectively plan, implement and evaluate our CTE programs. Our CTE Advisory Committee is the oversight committee for all CTE programs.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,165
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	43
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	16

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	94.27
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	26.26

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

During a typical school year, the following paragraphs represent the different opportunities that parents and community members have to engage in the school. However, during the current year, many of these engagement opportunities have been via Zoom and other forms of communication. Beginning in March 2021, we have resumed in-person engagement opportunities for our community in accordance with State and local health guidelines. As we continue to monitor the current conditions, we are optimistic that we will be able to resume all of our parental involvement opportunities for the 2021-2022 school year.

It is the philosophy of Red Bluff High School to develop and maintain strong ties to the community and to students and their families. Many of the faculty members serve on county and city boards and committees, as well as community service organizations. It is through this close connection with the community that open lines of communication are maintained, and school programs supported. The community has developed a sense of ownership and responsibility in the education of our students. Parents are encouraged to attend all school functions and special events. Several student/parent nights are provided throughout the school year by our counseling and academic departments. These nights focus on curriculum, assessment, postsecondary educational opportunities, financial aid, eighth grade student/parent information, student and parent orientation, athletic banquets, Future Farmers of America (FFA) banquets/family nights, Back-to-School Night, etc. These events provide an excellent opportunity for parents and the community to be involved with faculty and staff.

To provide effective communication with families, Red Bluff High School utilizes multiple means to help parents be aware of current information and events. Notices are placed on the school's electronic readerboard, school website (www.rbhsd.org), school Facebook and Instagram pages, and Daily Bulletin. The school also utilizes an automated caller to dial all parents regarding special events and notifications. Red Bluff Joint Union High School District (RBJUHS) website is continually updated with current information regarding curriculum assessment, extracurricular activities, career pathways, and programs that support student learning. The counseling department has a link on the website, which provides updated information on guidance services with email links to staff and counselors. With Parent Portal, parents are able to log in to a secured link and check their student's daily attendance, current grades, and teachers' homework and daily assignments. Parents are able to access teachers' voicemail during the school day. All teachers are accessible by email, and an email directory is listed on the school's website.

2021-22 Opportunities for Parental Involvement

Red Bluff High School provides parents with opportunities to be involved and informed with their student's education. The following are various groups that help foster parental engagement.

- The School Site Council (SSC) is a vital group consisting of parents, students, business partners and faculty/staff that develop the School Plan for Student Achievement (SPSA). The SSC has become an excellent mode of communication throughout the county.
- Several parent meetings with the Superintendent have been held throughout the year. Dinner, childcare and translation services are provided for parents in order to participate in these interactive meetings to discuss and gather input on the various components of our district LCAP.
- The District English Learner Advisory Committee (DELAC) is another supportive group of staff and parents who advise the principal and staff on programs and services for English Language Learners and the SSC on the development of the SPSA. DELAC collaborates with teachers and counselors in providing Latino students with the greatest learning environment and opportunities. The DELAC committee has provided a Parent Academy in an effort to inform, include and value parental involvement of ELLs. The Parent Academy meets every two weeks and provides ELL parents with literacy components that will help them navigate our school system and be better equipped to support their students
- Parent Partnership Team was created to help parents, staff and community collaborate on improving parent involvement and creating a family-friendly environment. Our Parent Partnership Team helps with increasing parent participation.
- Parent Orientation and the Welcome Breakfast helps recruit parent volunteers. The Parent Partnership Team is currently in progress of developing a Parent Resource Center where parents will have a place on campus to have access to the Internet to use their Parent Portal and obtain knowledge of school resources and opportunities for their students.

For more information on how to become involved, contact Counselor and Parent Partnership Coordinator, Darbie Andrews at (530) 529-8716 or dandrews@rbhsd.org

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	0.6	0.8	2.1	3.6	2.0	5.3	9.0	8.9	9.4
Graduation Rate	93.8	94.7	91.8	87.1	90.1	85.5	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	329	302	91.8
Female	163	153	93.9
Male	166	149	89.8
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	103	94	91.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	13	13	100.0
White	198	183	92.4
English Learners	22	17	77.3
Foster Youth	--	--	--
Homeless	40	33	82.5
Socioeconomically Disadvantaged	237	214	90.3
Students Receiving Migrant Education Services	0	0	0.00
Students with Disabilities	52	36	69.2

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1722	1676	548	32.7
Female	841	821	254	30.9
Male	878	852	294	34.5
American Indian or Alaska Native	47	42	20	47.6
Asian	16	16	1	6.3
Black or African American	16	16	5	31.3
Filipino	1	1	1	100.0
Hispanic or Latino	592	580	206	35.5
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	65	65	20	30.8
White	982	954	294	30.8
English Learners	91	87	38	43.7
Foster Youth	29	26	12	46.2
Homeless	147	136	70	51.5
Socioeconomically Disadvantaged	1175	1139	441	38.7
Students Receiving Migrant Education Services	4	4	3	75.0
Students with Disabilities	250	242	106	43.8

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.95	4.30	4.92	4.30	3.47	0.20
Expulsions	0.18	0.23	0.17	0.21	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	2.99	3.46	2.45
Expulsions	0.29	0.27	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.30	0.23
Female	1.78	0.12
Male	6.72	0.34
American Indian or Alaska Native	6.38	0.00
Asian	0.00	0.00
Black or African American	6.25	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.07	0.17
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.54	0.00
White	3.97	0.31
English Learners	6.59	0.00
Foster Youth	10.34	0.00
Homeless	2.72	0.00
Socioeconomically Disadvantaged	4.77	0.17
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.40	0.00

2021-22 School Safety Plan

Our School Safety Committee is composed of District staff, students, School Resource Officer (SRO), and campus supervisors. This committee meets quarterly and reports to the Superintendent. All faculty and staff share the responsibility of guaranteeing the safety of our students and for maintaining an environment free of drugs and violence. Faculty, three campus supervisors and the administrative team supervise the grounds and parking areas—before school, during breaks and lunch, and after school—to help provide a safe campus for all students. All school activities are well attended, and supervised by administration and faculty. Identified problem areas receive increased supervision to assure school safety. There is also a full time SRO from the Red Bluff Police Department on site. Additionally, the plan is designed to affect school culture beyond the physical safety of the students and staff, and to include the emotional and social safety of everyone.

We have extensive surveillance camera coverage and have implemented the Catapult mobile application for better communication in the event of an emergency. Red Bluff Joint Union High School District has developed a safety plan that is reviewed annually. Fire and intruder drills are held on a regular basis and school provided transportation safety is an ongoing program.

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	26	18	39	5
Mathematics	23	17	38	4
Science	26	11	21	6
Social Science	27	7	30	3

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	24	22	43	2
Mathematics	24	14	41	4
Science	24	15	28	1
Social Science	27	9	27	8

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	18	64	30	6
Mathematics	16	65	19	7
Science	18	40	17	5
Social Science	19	40	26	6

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	411.8

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)	3.9
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.3

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	\$10,441	\$3,613	\$6,828	\$68,768
District	N/A	N/A	\$6,261	\$77,358
Percent Difference - School Site and District	N/A	N/A	8.7	-11.8
State			\$8,444	\$83,672
Percent Difference - School Site and State	N/A	N/A	-21.2	-19.6

2020-21 Types of Services Funded

Title I
 Achieve 3000
 Acellus Learning Platform
 Edgenuity
 Tech Staff Development
 Title II—Teacher & Principal Training & Recruiting
 Title IV—Student Support
 Career Pathways
 Special Education
 Perkins-Career Technical Programs
 Workability I
 Drug/Alcohol Intervention/ Prevention Counseling
 Empower Tehama Counseling
 Achieve Program
 K12 Strong Workforce
 Ag Incentive Grant
 Learning Communities for School Success
 Learning Loss
 Lottery Instructional Material

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	\$43,413	\$50,546
Mid-Range Teacher Salary	\$72,722	\$81,807
Highest Teacher Salary	\$96,308	\$103,463
Average Principal Salary (Elementary)	\$0	\$0
Average Principal Salary (Middle)	\$0	\$169,216
Average Principal Salary (High)	\$138,709	\$140,004
Superintendent Salary	\$153,831	\$182,878
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	6%	6%

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	11.2
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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	7
Fine and Performing Arts	0
Foreign Language	1
Mathematics	3
Science	6
Social Science	4
Total AP Courses Offered	21

Professional Development

A district wide comprehensive Staff Development Plan is reviewed each year. Input is solicited from departments, individual staff, and the SSC. Special attention is given to school wide goals, helping students attain State Standards, and our Expected Schoolwide Learning Results (ESLRs). Aligned with District and departmental goals, particular emphasis has been placed on implementing common core curriculum. All departments have been given time to collaborate and develop action plans, based on methods supporting assessment programs through their specific curriculum. Staff has been involved in numerous presentations and activities dealing with multicultural and at-risk populations. Many of RBJUHSD's most impressive in-service trainings have been presented by our own faculty.

All staff participates in weekly Professional Development on Wednesdays with extensive training focused on student achievement. Particular emphasis has been placed on areas of Program Improvement outlined in the LEA Goal Plan. The district is utilizing 3 development teams to drive the district. Those include: Leadership, Academic, and Behavioral. In those groups staff is asking: What are research-based best practices and strategies that have been successful in helping students achieve at high levels? How can we implement these practices into our school culture? What commitments will we make to one another in order to support our teaching? What data will we monitor to support our teaching? What support systems will we have in place to implement the Common Core? What can we do better for social and emotional learning of our students?

Social emotional learning has become a focus of the district. Administration and staff utilize some Wednesday afternoons to focus on the effects of early childhood trauma and how to improve practices to support students in this population. Data indicates that our student population continues to have increased numbers of students who require additional emotional support to be successful on a daily basis.

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	9	9	9

Red Bluff Joint 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	Red Bluff Joint Union High School District
Phone Number	530-529-8700
Superintendent	Todd Brose
Email Address	tbrose@rbhsd.org
District Website Address	http://www.rbhsd.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	449	383	85.30	14.70	32.98
Female	228	196	85.96	14.04	33.16
Male	221	187	84.62	15.38	32.80
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	142	119	83.80	16.20	24.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	13	65.00	35.00	38.46
White	269	235	87.36	12.64	36.60
English Learners	14	11	78.57	21.43	0.00
Foster Youth	--	--	--	--	--
Homeless	70	52	74.29	25.71	30.77
Military	0	0	0	0	0
Socioeconomically Disadvantaged	307	251	81.76	18.24	30.40
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	54	41	75.93	24.07	14.63

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	449	387	86.19	13.81	20.93
Female	228	199	87.28	12.72	18.59
Male	221	188	85.07	14.93	23.40
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	142	121	85.21	14.79	16.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	12	60.00	40.00	25.00
White	269	239	88.85		23.01
English Learners	14	11	78.57	21.43	0.00
Foster Youth	--	--	--	--	--
Homeless	70	48	68.57	31.43	29.17
Military	0	0	0	0	0
Socioeconomically Disadvantaged	307	253	82.41	17.59	17.79
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	54	41	75.93	24.07	2.44

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

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

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
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*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.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A

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