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Heritage High

2020—2021 School Accountability Report Card

Reported Using Data from the 2020—2021 School Year

California Department of Education

Address:

101 American Ave.
Brentwood, CA , 94513-4604

Principal:

Carrie Wells, Principal

Phone:

(925) 634-0037

Grade Span:

9-12

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, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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) <https://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.

About This School

Carrie Wells, Principal

Principal, Heritage High

About Our School

Contact

Heritage High
101 American Ave.
Brentwood, CA 94513-4604

Phone: [\(925\) 634-0037](tel:9256340037)

Email: wellsc@luhsd.net

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name

Liberty Union High

Phone Number

(925) 634-2166

Superintendent

Volta, Eric

Email Address

voltae@luhsd.net

Website

www.libertyuhsd.k12.ca.us

School Contact Information (School Year 2021—2022)

School Name

Heritage High

Street

101 American Ave.

City, State, Zip

Brentwood, CA , 94513-4604

Phone Number

(925) 634-0037

Principal

Carrie Wells, Principal

Email Addresswellsc@luhsd.net**Website**<http://luhsd.net/heritage>**County-District-School (CDS) Code**

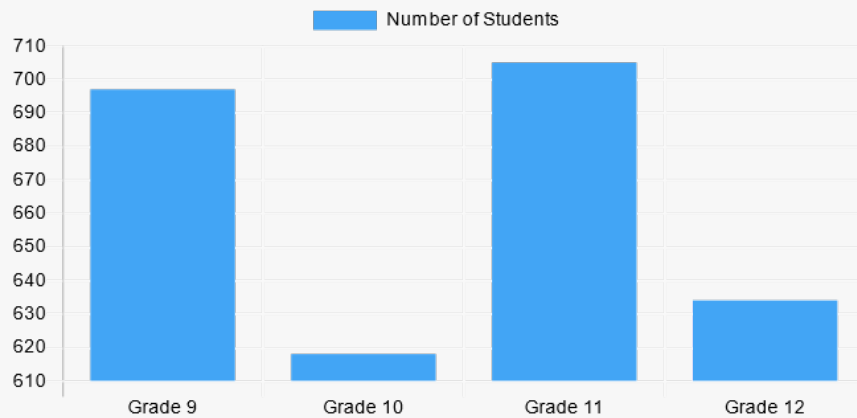
07617210107797

*Last updated: 1/19/22***School Description and Mission Statement (School Year 2021—2022)**

In its sixteen years of existence, Heritage High School continuously sets goals for improvement that include preparing students for college and career in a safe and positive learning environment which focuses on increasing student achievement and proficiency by providing a rigorous and stimulating instructional program. Heritage High School has made remarkable strides in both athletic and artistic endeavors as shown through various league and division sports championships titles and "Best of Awards". The staff, students, and parents of Heritage High School are proud to be Patriots.

*Last updated: 1/28/22***Student Enrollment by Grade Level (School Year 2020—2021)**

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 697 |
| Grade 10 | 618 |
| Grade 11 | 705 |
| Grade 12 | 634 |
| Total Enrollment | 2654 |



Last updated: 1/19/22

Student Enrollment by Student Group (School Year 2020—2021)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 50.30% |
| Male | 49.70% |
| Non-Binary | 0.10% |
| American Indian or Alaska Native | 0.40% |
| Asian | 8.00% |
| Black or African American | 9.50% |
| Filipino | 9.40% |
| Hispanic or Latino | 27.00% |
| Native Hawaiian or Pacific Islander | 0.80% |
| Two or More Races | 5.20% |
| White | 38.90% |

| Student Group (Other) | Percent of Total Enrollment |
|-----------------------|-----------------------------|
| English Learners | 2.30% |
| Foster Youth | 0.10% |
| Homeless | 0.70% |
| Migrant | 0.00% |

| | |
|---------------------------------|--------|
| Socioeconomically Disadvantaged | 17.40% |
| Students with Disabilities | 9.60% |

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

Teacher Preparation and Placement (School Year 2020—2021)

| 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) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

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

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

| Authorization/Assignment | Number |
|--------------------------|--------|
| Permits and Waivers | |
| Misassignments | |

Vacant Positions

Total Teachers Without Credentials and Misassignments

Last updated:

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2020—2021)

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

Last updated:

Class Assignments (School Year 2020—2021)

| Indicator | Percent |
|--|---------|
| 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) | |

Last updated:

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: December 2021

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|--|----------------------------|--|
| Reading/Language Arts | <ul style="list-style-type: none"> English 9,10,11,12: Springboard, CollegeBoard, 2017, Adopted: 6/2016 Novels – Adopted 2011: Romeo & Juliet, To Kill a Mockingbird, Antigone, The Catcher in the Rye, Night, Things Fall Apart, Their Eyes Were Watching God, The Crucible, Into the Wild, Pygmalion, Othello, The Arrival, Macbeth, The Great Gatsby AP English, 50 Essays, 3rd Ed., Bedford, Adopted: 2/2014 ELD – EDGE Fundamentals Level A,B,C, Hampton Brown, 2016-17, Adopted: 5/2007 ELD Novels, Hampton Brown, Adopted 2014 | Yes | 0% |
| Mathematics | <ul style="list-style-type: none"> Algebra 1, BIG IDEAS Learning Algebra 1 Common Core, Larson, HMH, Adopted: 9/2014 Geometry, BIG IDEAS Learning Geometry Common Core, Larson, HMH, Adopted: 9/2014 Algebra 2, BIG IDEAS Learning Algebra 2 Common Core, Larson, HMH, Adopted: 9/2014 | Yes | 0% |

| | | | |
|----------------------------|--|-----|----|
| | <ul style="list-style-type: none"> • Pre-Calculus – with Limits, Cengage, 4th, 2018, Adopted: 7/2017 • AP Calculus – Calculus, Graphical, Numerical, Algebraic, 5th ed., 2016 Finney, Demana, Waits, Kennedy, Addison Wesley Longman, Pearson Pub., Adopted: 6/2001 • Statistics – Modeling the World, Prentice Hall, Bock, Velleman De Veaux, 4th ed., 2014, Adopted: 6/2008 • AP Statistics, Modeling the World, Prentice Hall, Bock, Velleman De Veaux, 4th ed., 2014, Adopted: 6/2008 • Applied Career Math – Math for Business and Life, Olympus Publishing, Adopted: 8/2021 | | |
| Science | <ul style="list-style-type: none"> • The Living Earth, HMH, 2020, Adopted: 5/2019 • Chemistry in the Earth System, HMH, 2020 Adopted: 5/2019 • Physics in the Universe, HMH, 2020, Adopted: 5/2019 • Environmental Science, Holt McDougall, 2013, Adopted: 5/2005 • AP Biology – Biology: The Unity and Diversity of Life, Star Thompson Pub., 11th ed., 2006 • AP Chemistry – The Central Science, Pearson, 14th, Adopted: 5/2018 • Biotechnology – Science for the New Millenium, 2012, EMC, Adopted: 1/2007 • Entomology – ‘The Insects: An Outline of Entomology’, 2019, Wiley Pub., Adopted: 12/2020 • ELD – ‘Earth Science & Biology Cycles of Life’, Hampton Brown, Adopted 2014 | Yes | 0% |
| History-Social Science | <ul style="list-style-type: none"> • History Alive!: World Connections, TCI, Adopted: 5/2018 • History Alive!: Pursuing American Ideals, TCI, Adopted: 5/2018 • Government Alive!: Power, Politics, & You, TCI, Adopted: 5/2018 • Geography Alive!: Regions & People, TCI, Adopted: 5/2018 • Econ Alive!: The Power To Choose, TCI, Adopted: 5/2018 • AP World History – Give Me Liberty, Prentice Hall, Stearns, 5th edition, Adopted: 1/2016 • AP US History – ‘Give Me Liberty’, 5th edition, W.W. Norton, Adopted: 1/2016 • AP Human Geography - Human Geography in Action, Kuby, 6th ed., Wiley, Adopted: 1/2014 • AP Economics – Economics: Principles, Problems & Policies, McGraw Hill, 20th ed., Adopted: 7/2015 • AP Government – American Government, 10th edition, McDougall, Littell, Wilson, and Dilulio, Adopted: 7/2006 • AP European History – History of Western Society, McKay, 8th ed., HMH, Adopted: 2006 • AP Psychology – Myers Psychology, 2nd ed., 2014, Worth, Adopted: 12/2011 • ELD – World History, US History, Government, Economics, Hampton Brown, Adopted 2014 | Yes | 0% |
| Foreign Language | <ul style="list-style-type: none"> • Spanish 1-4 – Realidades, Pearson, Adopted: 7/2015 • French 1-4 – T’es Branche, EMC/Paradigm Publisher, Adopted: 7/2015 • German 1-3 – Portfolio Deutch, Klett-Langenschiedt, Adopted: 7/2015 • Mandarin Chinese 1-3 – Zhen Bang, EMC Adopted: 2/2014 | Yes | 0% |
| Health | <ul style="list-style-type: none"> • Health – Glencoe Health, Mary. H. Bronson, McGraw Hill, 2015, Adopted: 6/2008 | Yes | 0% |
| Visual and Performing Arts | <ul style="list-style-type: none"> • Intro to Art History - Gardner’s Art Through the Ages, 15th ed., 2016, Cengage, Adopted: 7/2002 • Theater Arts 1, 2, 3 – Basic Drama Projects, 8th edition, Tanner, Fran Averett, Perfection Learning Corporation, 8th ed., 2004, Adopted: 1/2008 • Intermediate Art – The Annotated Mona Lisa, 2017, 3rd Ed., Andrews & McMeel, Carol Strikland, Adopted: 7/2002 | Yes | 0% |

• AP Art History – Garderner’s Art Through the Ages, 15th, 2016, Cengage, Adopted: 7/2002

| | | | |
|---------------------------------|-----|-----|----|
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0% |
|---------------------------------|-----|-----|----|

Note: Cells with N/A values do not require data.

Last updated: 1/28/22

School Facility Conditions and Planned Improvements

Overall campus is in good condition. There are some roof leaks throughout campus. The Media and gym still have many roof leaks. There are some minor repairs needed which will be corrected through our LUHSD maintenance work order system which are lighting issues, bulb changes.

Last updated: 1/31/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2021

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate

Year and month of the most recent FIT report: December 2021

Overall Rating

Good

Last updated: 1/31/22

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 assessments for 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.

- **College and Career Ready:** 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.

CAASPP Test Results in ELA and Mathematics for All Students

**Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2019-2020 | School 2020-2021 | District 2019-2020 | District 2020-2021 | State 2019-2020 | State 2020-2021 |
|--|---------------------|---------------------|-----------------------|-----------------------|--------------------|--------------------|
| 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 |

Note: 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. Note: 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.

Last updated: 1/19/22

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students | 682 | NT | NT | NT | NT |
| Female | 350 | NT | NT | NT | NT |
| Male | 330 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 46 | NT | NT | NT | NT |
| Black or African American | 72 | NT | NT | NT | NT |
| Filipino | 63 | NT | NT | NT | NT |
| Hispanic or Latino | 181 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 61 | NT | NT | NT | NT |
| White | 251 | NT | NT | NT | NT |
| English Learners | -- | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | | | | | |

| | | | | | |
|---|-----|----|----|----|----|
| Military | 24 | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 113 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 66 | NT | NT | NT | NT |

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/19/22

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 682 | NT | NT | NT | NT |
| Female | 350 | NT | NT | NT | NT |
| Male | 330 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 46 | NT | NT | NT | NT |
| Black or African American | 72 | NT | NT | NT | NT |
| Filipino | 63 | NT | NT | NT | NT |
| Hispanic or Latino | 181 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 61 | NT | NT | NT | NT |
| White | 251 | NT | NT | NT | NT |
| English Learners | -- | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | | | | | |
| Military | 24 | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 113 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|----------------------------|----|----|----|----|----|
| Students with Disabilities | 66 | NT | NT | NT | NT |
|----------------------------|----|----|----|----|----|

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/19/22

Local Assessment Test Results in ELA by Student Group

Assessment Name(s): Locally-Developed Assessments for ELA

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent At or Above Grade Level |
|---|------------------|---------------|----------------|--------------------|---------------------------------|
| All Students | 682 | 601 | 88 | 12 | 74 |
| Female | 350 | 317 | 91 | 9 | 79 |
| Male | 330 | 282 | 85 | 15 | 70 |
| American Indian or Alaska Native | 4 | 2 | 50 | 50 | 100 |
| Asian | 46 | 43 | 93 | 7 | 72 |
| Black or African American | 72 | 54 | 75 | 25 | 61 |
| Filipino | 65 | 61 | 94 | 6 | 80 |
| Hispanic or Latino | 181 | 165 | 91 | 9 | 68 |
| Native Hawaiian or Pacific Islander | 4 | 2 | 50 | 50 | 100 |
| Two or More Races | 49 | 44 | 90 | 10 | 89 |
| White | 251 | 223 | 89 | 11 | 77 |
| English Learners | 7 | 4 | 57 | 43 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 3 | 3 | 100 | 0 | 100 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 114 | 91 | 80 | 20 | 62 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 69 | 39 | 57 | 43 | 31 |

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only 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.

Last updated: 1/28/22

Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): Locally-Developed Assessments for Math
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent At or Above Grade Level |
|---|------------------|---------------|----------------|--------------------|---------------------------------|
| All Students | 682 | 613 | 90 | 10 | 56 |
| Female | 350 | 317 | 91 | 9 | 62 |
| Male | 330 | 294 | 89 | 11 | 51 |
| American Indian or Alaska Native | 4 | 3 | 75 | 25 | 0 |
| Asian | 46 | 42 | 91 | 9 | 71 |
| Black or African American | 72 | 59 | 82 | 18 | 46 |
| Filipino | 65 | 61 | 94 | 6 | 74 |
| Hispanic or Latino | 181 | 169 | 93 | 7 | 53 |
| Native Hawaiian or Pacific Islander | 4 | 2 | 50 | 50 | 50 |
| Two or More Races | 49 | 47 | 96 | 4 | 62 |
| White | 251 | 221 | 88 | 12 | 54 |
| English Learners | 7 | 6 | 86 | 14 | 17 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 3 | 3 | 100 | 0 | 33 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 114 | 94 | 82 | 18 | 39 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 69 | 54 | 78 | 22 | 11 |

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only 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.

Last updated: 1/28/22

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2019-2020 | School 2020-2021 | District 2019-2020 | District 2020-2021 | State 2019-2020 | State 2020-2021 |
|--|---------------------|---------------------|-----------------------|-----------------------|--------------------|--------------------|
| Science (grades 5, 8, and high school) | N/A | N/T | N/A | N/T | N/A | 28.72 |

Note: 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.

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

Last updated: 1/19/22

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students | 1272 | NT | NT | NT | NT |
| Female | 653 | NT | NT | NT | NT |
| Male | 617 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 101 | NT | NT | NT | NT |
| Black or African American | 114 | NT | NT | NT | NT |
| Filipino | 119 | NT | NT | NT | NT |
| Hispanic or Latino | 335 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 81 | NT | NT | NT | NT |
| White | 510 | NT | NT | NT | NT |
| English Learners | -- | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | | | | | |

| | | | | | |
|---|-----|----|----|----|----|
| Military | 50 | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 197 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 110 | NT | NT | NT | NT |

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/19/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

| |
|--|
| |
|--|

Currently, Heritage High School has thirteen CTE pathways housed in our four career academies: Public Services, Arts and Entrepreneurial, Health and Technology. The academies allow students to concentrate in a particular area of interest. Students have the opportunity to explore careers, learn job-related skills such as but not limited to critical thinking, problem solving, leadership, as well as personal and interpersonal relations. Parents, community members and businesses collaborate to develop and support the educational and extra curricular opportunities within the academies at Heritage High School. Academy coordinators in each of our four academy pathways continue to develop relationships and partnerships with local businesses in order to facilitate job shadowing, mentoring, and internships for our students. In this area there has been growth with the number of internship options for our students. Our interns are sent to hospitals, architectural firms, graphic design companies, plastic surgeons, geotechnical companies, art galleries, elementary and middle schools and more. Heritage High School academy students have partnered with at least 20 various businesses and organizations providing students with a wide range of opportunities related to post-secondary education and careers.

All of the career academies are reviewed on a regular basis to determine availability and accessibility to all student populations. Data is regularly examined to help determine the academies' areas of strength and areas for improvement as well as providing a forum for initiating discussion on strategies to make changes that will help strengthen areas of need. This format allows all academies to be involved in making positive changes to our school community.

Last updated: 1/28/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 1652 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 54.2 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 13.9 |

Last updated: 1/19/22

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 | 99.06% |
| 2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission | 63.14% |

Last updated: 1/19/22

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

California Physical Fitness Test Results (School Year 2020—2021)

| 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 |
|-------------|--|--|---|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | -- | -- | -- |

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/19/22

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

Parents play an essential role in the success of our students. Heritage is fortunate to have a strong parental support. Organizations with parent participation, such as our School Advisory Council, the Patriot Parents Organization (PPO), Athletic Boosters and Performing Arts boosters, serve our students and staff. Heritage High school has also developed targeted parent groups to reach out to parents of underserved students.

The goal of each of our groups and organizations is to ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs.

Parents may contact the school directly by calling 925-634-0037 or by accessing our website at <http://luhsd.net/heritage> to obtain more information or make direct contact.

State Priority: Pupil Engagement

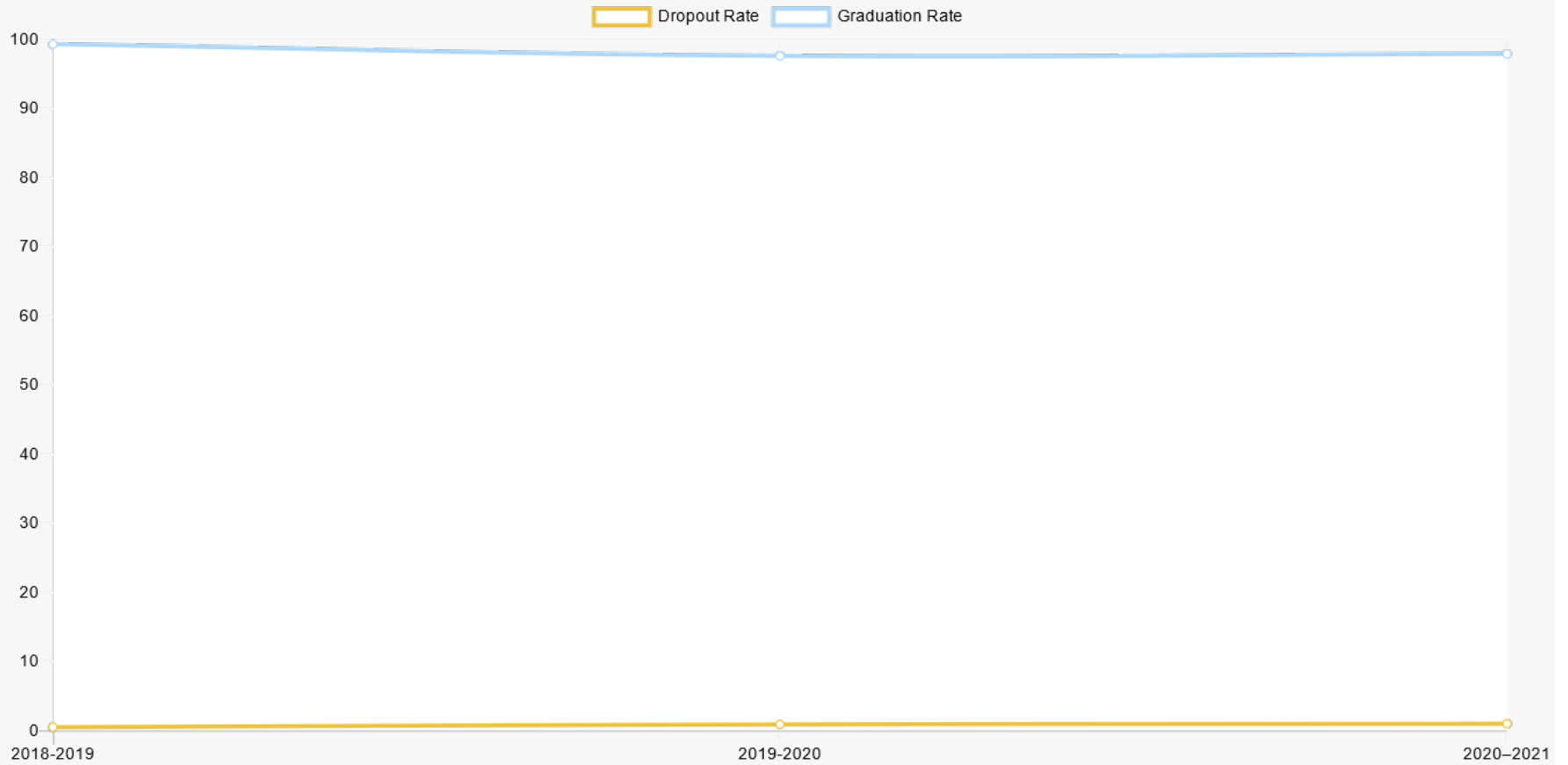
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and

- High school graduation rates
- Chronic Absenteeism

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

| Indicator | School 2018-2019 | School 2019-2020 | School 2020–2021 | District 2018-2019 | District 2019-2020 | District 2020–2021 | State 2018-2019 | State 2019-2020 | State 2020–2021 |
|-----------------|------------------|------------------|------------------|--------------------|--------------------|--------------------|-----------------|-----------------|-----------------|
| Dropout Rate | 0.50% | 0.90% | 1.00% | 2.10% | 1.90% | 2.80% | 9.00% | 8.90% | 9.40% |
| Graduation Rate | 99.30% | 97.60% | 97.90% | 91.90% | 92.80% | 91.90% | 84.50% | 84.20% | 83.60% |



Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---------------|------------------------------|----------------------------|------------------------|
| All Students | 612 | 599 | 97.9 |

| | | | |
|---|-----|-----|-------|
| Female | 310 | 307 | 99.0 |
| Male | 302 | 292 | 96.7 |
| Non-Binary | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 56 | 54 | 96.7 |
| Asian | 0 | 0 | 0.00 |
| Black or African American | 43 | 43 | 100.0 |
| Filipino | 61 | 59 | 96.7 |
| Hispanic or Latino | 160 | 156 | 97.5 |
| Native Hawaiian or Pacific Islander | | | -- |
| Two or More Races | 18 | 18 | 100.0 |
| White | 270 | 265 | 98.1 |
| English Learners | 15 | 12 | 80.0 |
| Foster Youth | | | -- |
| Homeless | 16 | 15 | 93.8 |
| Socioeconomically Disadvantaged | 152 | 145 | 95.4 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0 |
| Students with Disabilities | 71 | 64 | 90.1 |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Last updated:

**Chronic Absenteeism by Student Group
(School Year 2020—2021)**

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|----------------------------------|-----------------------|---|---------------------------|--------------------------|
| All Students | 2742 | 2667 | 150 | 5.6 |
| Female | 1377 | 1341 | 73 | 5.4 |
| Male | 1363 | 1324 | 77 | 5.8 |
| American Indian or Alaska Native | 217 | 212 | 9 | 5.8 |
| Asian | 11 | 11 | 1 | 9.1 |

| | | | | |
|---|------|------|----|------|
| Black or African American | 261 | 252 | 20 | 7.9 |
| Filipino | 252 | 250 | 4 | 1.6 |
| Hispanic or Latino | 743 | 721 | 49 | 6.8 |
| Native Hawaiian or Pacific Islander | 23 | 23 | 6 | 26.1 |
| Two or More Races | 144 | 141 | 11 | 7.8 |
| White | 1071 | 1038 | 49 | 4.7 |
| English Learners | 65 | 63 | 11 | 17.5 |
| Foster Youth | 2 | 2 | 0 | 0.0 |
| Homeless | 21 | 21 | 3 | 14.3 |
| Socioeconomically Disadvantaged | 503 | 480 | 58 | 12.1 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 280 | 266 | 35 | 13.2 |

Last updated:

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

(data collected between July through June, each full school year respectively)

| Rate | School 2018-2019 | School 2020-2021 | District 2018-2019 | District 2020-2021 | State 2018-2019 | State 2020-2021 |
|-------------|---------------------|---------------------|-----------------------|-----------------------|--------------------|--------------------|
| Suspensions | 2.76% | | 4.20% | | 3.47% | |
| Expulsions | 0.04% | | 0.16% | | 0.08% | |

Note: 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.

Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-2020 | District 2019-2020 | State 2019-2020 |
|------|---------------------|-----------------------|--------------------|
|------|---------------------|-----------------------|--------------------|

| | | | |
|-------------|-------|-------|-------|
| Suspensions | 1.90% | 3.51% | 2.45% |
| Expulsions | 0.15% | 0.24% | 0.05% |

Note: 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.

Last updated: 1/19/22

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.07 | 0 |
| Female | 0 | 0 |
| Male | 0.15 | 0 |
| Non-Binary | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 0.19 | 0 |
| English Learners | 0 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 0 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 0 | 0 |

Last updated:

School Safety Plan (School Year 2021-2022)

Last updated:

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—2019)

| Subject | Average Class Size | Number of Classes *1-22 | Number of Classes *23-32 | Number of Classes 33+ |
|----------------|--------------------|-------------------------|--------------------------|-----------------------|
| English | 27.00 | 18 | 33 | 54 |
| Math | 27.00 | 21 | 50 | 34 |
| Science | 28.00 | 5 | 68 | |
| Social Science | 30.00 | 9 | 36 | 40 |

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019—2020)

| Subject | Average Class Size | Number of Classes *1-22 | Number of Classes *23-32 | Number of Classes 33+ |
|----------------|--------------------|-------------------------|--------------------------|-----------------------|
| English | 29.00 | 15 | 37 | 49 |
| Math | 29.00 | 17 | 39 | 39 |
| Science | 29.00 | 7 | 61 | 1 |
| Social Science | 31.00 | 6 | 28 | 49 |

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020—2021)

| Subject | Average Class Size | Number of Classes *1-22 | Number of Classes *23-32 | Number of Classes 33+ |
|----------------|--------------------|-------------------------|--------------------------|-----------------------|
| English | 30.00 | 13 | 26 | 59 |
| Math | 30.00 | 9 | 46 | 35 |
| Science | 30.00 | 3 | 57 | 8 |
| Social Science | 32.00 | 5 | 25 | 51 |

Last updated: 1/19/22

* Number of classes indicates how many classrooms 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

| Title | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | 530.8 |

Last updated: 1/1/00

* 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.

Student Support Services Staff (School Year 2020—2021)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 5.00 |
| Library Media Teacher (Librarian) | 0.00 |
| Library Media Services Staff (Paraprofessional) | 0.00 |
| Psychologist | 2.00 |
| Social Worker | 0.00 |
| Nurse | 0.00 |
| Speech/Language/Hearing Specialist | 1.00 |
| Resource Specialist (non-teaching) | 0.00 |
| Other | 2.00 |

Last updated: 1/1/00

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$10671.81 | \$7905.56 | \$2766.25 | \$80704.44 |
| District | N/A | N/A | \$8287.07 | \$83272.00 |
| Percent Difference – School Site and District | N/A | N/A | -4.60% | -1.36% |
| State | N/A | N/A | \$8443.83 | \$92222.00 |

| | | | | |
|--|-----|-----|----|----|
| Percent Difference – School Site and State | N/A | N/A | -- | -- |
|--|-----|-----|----|----|

Last updated: 1/28/22

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2020–2021)

| |
|--|
| |
|--|

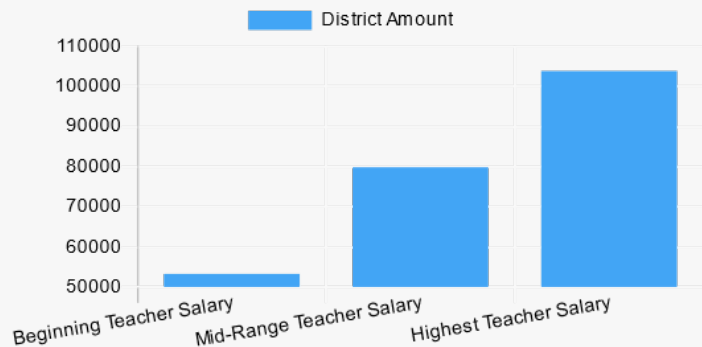
The Liberty Union High School District spends approximately \$10,671.81 annually per student for this site. This includes all education costs ranging from direct salaries of teachers, custodial and maintenance, facilities, utilities, and administration. It also includes costs of support services such as counseling, library and media services, and special State and Federal categorical funds.

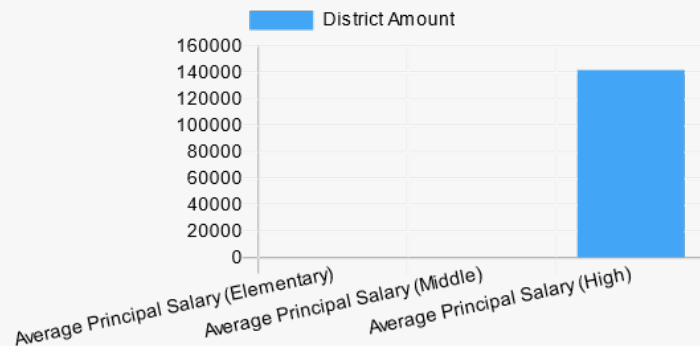
Last updated: 1/28/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$53266.00 | \$54687.00 |
| Mid-Range Teacher Salary | \$79797.00 | \$92222.00 |
| Highest Teacher Salary | \$103727.00 | \$114208.00 |
| Average Principal Salary (Elementary) | \$0.00 | \$143647.00 |
| Average Principal Salary (Middle) | \$0.00 | \$145785.00 |
| Average Principal Salary (High) | \$141658.00 | -- |
| Superintendent Salary | \$213710.00 | \$258950.00 |
| Percent of Budget for Teacher Salaries | 35.00% | 32.00% |
| Percent of Budget for Administrative Salaries | 4.00% | 5.00% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.





Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 30.30%

| Subject | Number of AP Courses Offered* |
|---------------------------|-------------------------------|
| Computer Science | 0 |
| English | 6 |
| Fine and Performing Arts | 3 |
| Foreign Language | 1 |
| Mathematics | 5 |
| Science | 12 |
| Social Science | 16 |
| Total AP Courses Offered* | 47.00% |

Last updated: 1/19/22

* Where there are student course enrollments of at least one student.

Professional Development

| Measure | 2019-2020 | 2020-2021 | 2021-2022 |
|---|-----------|-----------|-----------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 117 | 26 | 126 |

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application 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 Web Application. 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.

**LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| LEAwide | 2095 | NT | NT | NT | NT |
| Female | 1020 | NT | NT | NT | NT |
| Male | 1073 | NT | NT | NT | NT |
| American Indian or Alaska Native | 16 | NT | NT | NT | NT |
| Asian | 105 | NT | NT | NT | NT |
| Black or African American | 196 | NT | NT | NT | NT |
| Filipino | 122 | NT | NT | NT | NT |
| Hispanic or Latino | 733 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 11 | NT | NT | NT | NT |
| Two or More Races | 111 | NT | NT | NT | NT |
| White | 801 | NT | NT | NT | NT |
| English Learners | 96 | NT | NT | NT | NT |
| Foster Youth | 12 | NT | NT | NT | NT |
| Homeless | | | | | |
| Military | 75 | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 596 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | -- | NT | NT | NT | NT |
| Students with Disabilities | 282 | NT | NT | NT | NT |

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/20/22

**LEA-Level CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| LEAwide | 2095 | NT | NT | NT | NT |
| Female | 1020 | NT | NT | NT | NT |
| Male | 1073 | NT | NT | NT | NT |
| American Indian or Alaska Native | 16 | NT | NT | NT | NT |
| Asian | 105 | NT | NT | NT | NT |
| Black or African American | 196 | NT | NT | NT | NT |
| Filipino | 122 | NT | NT | NT | NT |
| Hispanic or Latino | 733 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 11 | NT | NT | NT | NT |
| Two or More Races | 111 | NT | NT | NT | NT |
| White | 801 | NT | NT | NT | NT |
| English Learners | 96 | NT | NT | NT | NT |
| Foster Youth | 12 | NT | NT | NT | NT |
| Homeless | | | | | |
| Military | 75 | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 596 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | -- | NT | NT | NT | NT |
| Students with Disabilities | 282 | NT | NT | NT | NT |

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/20/22

LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name/s: LUHSD Locally-Developed Assessment Results for ELA
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent At or Above Grade Level |
|---|------------------|---------------|----------------|--------------------|---------------------------------|
| LEAwide | 2088 | 1621 | 78 | 22 | 64 |
| Female | 1020 | 825 | 81 | 19 | 69 |
| Male | 1066 | 794 | 74 | 26 | 58 |
| American Indian or Alaska Native | 16 | 12 | 75 | 25 | 50 |
| Asian | 105 | 902 | 88 | 12 | 76 |
| Black or African American | 195 | 123 | 63 | 37 | 55 |
| Filipino | 125 | 114 | 91 | 9 | 75 |
| Hispanic or Latino | 730 | 559 | 77 | 23 | 55 |
| Native Hawaiian or Pacific Islander | 11 | 7 | 64 | 36 | 86 |
| Two or More Races | 87 | 73 | 84 | 16 | 73 |
| White | 799 | 630 | 79 | 21 | 68 |
| English Learners | 95 | 40 | 42 | 58 | 8 |
| Foster Youth | 9 | 4 | 44 | 56 | 50 |
| Homeless | 30 | 20 | 67 | 33 | 50 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 603 | 396 | 66 | 34 | 53 |
| Students Receiving Migrant Education Services | 3 | 0 | 0 | 100 | 0 |
| Students with Disabilities | 285 | 146 | 51 | 49 | 26 |

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/28/22

LEA-Level Assessment Test Results in Mathematics by Student Group

**Assessment Name/s: LUHSD Locally-Developed Assessment Results for Math
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent At or Above Grade Level |
|---|------------------|---------------|----------------|--------------------|---------------------------------|
| LEAwide | 2088 | 1661 | 80 | 20 | 42 |
| Female | 1020 | 834 | 82 | 18 | 46 |
| Male | 1066 | 825 | 77 | 23 | 38 |
| American Indian or Alaska Native | 16 | 15 | 94 | 6 | 47 |
| Asian | 105 | 85 | 81 | 19 | 59 |
| Black or African American | 195 | 136 | 70 | 30 | 31 |
| Filipino | 125 | 113 | 90 | 10 | 62 |
| Hispanic or Latino | 730 | 579 | 79 | 21 | 35 |
| Native Hawaiian or Pacific Islander | 11 | 8 | 73 | 27 | 38 |
| Two or More Races | 87 | 71 | 82 | 18 | 54 |
| White | 799 | 641 | 80 | 20 | 44 |
| English Learners | 95 | 58 | 61 | 39 | 16 |
| Foster Youth | 9 | 6 | 67 | 33 | 17 |
| Homeless | 30 | 20 | 67 | 33 | 20 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 603 | 436 | 72 | 28 | 29 |
| Students Receiving Migrant Education Services | 3 | 2 | 67 | 33 | 50 |
| Students with Disabilities | 285 | 179 | 63 | 37 | 10 |

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/28/22

1430 N Street
Sacramento, CA 95814