El Capitan 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	El Capitan High School
Street	100 West Farmland Avenue
City, State, Zip	Merced, CA 95348
Phone Number	209-384-5500
Principal	Lee Shaw
Email Address	lshaw@muhsd.org
School Website	https://echs.muhsd.org/echs
County-District-School (CDS) Code	24-65789-127373

2021-22 District Contact Information

District Name	Merced Union High School District
Phone Number	209-325-2000
Superintendent	Alan Peterson
Email Address	apeterson@muhsd.org
District Website Address	www.muhsd.org

2021-22 School Overview

El Capitan High School, home of the Mighty Gauchos, where students come first, academics are a priority, and excellence is strived for inside and outside the classroom. The school is part of a forward-thinking district that strives to be on the cutting edge of education as we aim to equip all students to be college and career ready by the time they graduate. At El Capitan, as well as throughout Merced Union High School District, staff and students are supported with the latest resources to allow them to function at the highest levels in modern education. We strive for our students to be 21st Century learners as well as 21st Century leaders.

Our staff, parents, and community have been extremely supportive in helping El Capitan become established as the great school it is.This year, we will continue to work together to enable our students to master the skills required to be successful as they progress towards their chosen careers or colleges. We will strive to enable them to think globally and become critical thinkers who are able to evaluate and solve real-world problems. Progressing forward, we will continue working together as one family.

Mission Statement: El Capitan High School is committed to developing 21st-century leaders who demonstrate integrity, honor, and compassion as they gain the academic and technological skills needed to achieve excellence in college and career.

Vision Statement: Learn, Love, Lead, and Leave a Legacy

School Description: El Capitan High School is the sixth comprehensive high school in the Merced Union High School District and the third comprehensive high school built in the city of Merced. It was the district's first 1:Web school, with a "bring your own device" option, or the option of using the school supplied Google Chromebook. All students have their own device to use at school and at home. The school is located in North Merced close the UC Merced campus. The school opened on August 19, 2013 for freshman and sophomore students. An additional grade level was added for the 2014-2015 and 2015-2016 school years.   El Capitan is rich in diversity: the multitude of ethnicities, backgrounds, languages spoken, and cultural heritages represented in the student population are a source of strength and learning at the school.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	489
Grade 10	451
Grade 11	427
Grade 12	419
Total Enrollment	1,786

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
American Indian or Alaska Native	0.3
Asian	11.2
Black or African American	3.8
Filipino	1.6
Hispanic or Latino	64.1
Native Hawaiian or Pacific Islander	0.4
Two or More Races	1.4
White	16.8
English Learners	9
Foster Youth	1
Homeless	4.2
Migrant	2.6
Socioeconomically Disadvantaged	71.6
Students with Disabilities	8.6

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

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

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

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

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

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

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

2019-20 Class Assignments

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

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

Pursuant to the settlement of Williams vs. the State of California, the Merced Union High School District thoroughly inspected each of its school sites at the start of the 21-22 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. El Capitan High School is a one student to one device web school. Technology devices at El Capitan (Chromebooks) are used in place of the district books list. Students can have access to the hard copies if needed. The main textbooks used within the district are listed below.

Year and month in which the data were collected	2020, September

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 9 (Advanced) Collections 9 (Adopted 2016) HMH California English 10 (H) Collections 10 (Adopted 2016) HMH California English 11 Collections 11 (Adopted 2016) HMH California Literacy, Advocacy & Public Service Collections 11 (Adopted 2016) HMH California AP English Language NA ERWC ERWC provided AP English Literature Thomson Perrine's Literature Film Composition & Literature (Eng12) Novels ELD 1 Edge A (Adopted 2010) Hampton Brown ELD 2 Edge A (Adopted 2010) Hampton Brown ELD 3 Edge B (Adopted 2010) Hampton Brown ELD 4/5 Edge C (Adopted 2010) Hampton Brown Strategic English (Adopted 2010) Binders/copies Intensive English Edge A (Adopted 2010) Hampton Brown	Yes	0.0
Mathematics	Intro to Integrated Math Carnegie (Adopted 2021) Integrated Math A Carnegie (Adopted 2021) Integrated Math B Carnegie (Adopted 2021) Integrated Math 1 Carnegie (Adopted 2021) Integrated Math 2 Carnegie (Adopted 2021) Integrated Math C Carnegie (Adopted 2021) Integrated Math D Carnegie (Adopted 2021) Integrated Math 2 Advanced Carnegie (Adopted 2021) Integrated Math 3 Carnegie (Adopted 2021) Integrated Math 3 Advanced Carnegie (Adopted 2021) PreCalculus (& H) Larson & Hostetler Precalculus with Limits (Adopted 2016) AP Calculus AB Key Cur Press Calculus Concepts & HMH Calculus of a Single Variable (Adopted 2016) AP Calculus BC Brooks/Cole Calculus (Adopted 2016)	Yes	0.0

	AP Statistics Freeman Practices of Statistics & Prentice Hall Stats: Modeling the World (Adopted 2016) Statistics & Probabilities Freeman Basic Practices for Statistics (Adopted 2016) Preparing for College Math MUHSD Preparing for College Math (Adopted 2016) Financial Algebra Cengage Financial Algebra (Adopted 2016)			
Science	Life Science, Prentice Hall 2009 (Adopted 2008) Environmental Science, Holt, Rinehart, Winston 2006 (Adopted 2009) Biology, Pearson Education 2002 (Adopted 2002) Chemistry, Pearson Education 2002 (Adopted 2002) Modern Earth Science, Holt 2002 (Adopted 2002) Physics: Principles and Problems, Glencoe 2002 (Adopted 2002) Anatomy & Physiology Elsevier/Mosby The Human Body in Health Animal Anatomy & Physiology Delmar Introduction to Veterinary Science Biotechnology 1-2 Pearson Biotechnology, Introduction to Marine Biology H Prentice Hall Marine Biology an Ecological Approach Forensic Science Advanced Investigations Cengage: 2016	Yes	0.0
History-Social Science	Economics Principles in Action Prentice Hall 2007 (Adopted 2007) CA American Vision Modern Times Glencoe/McGraw Hill 2006 (Adopted 2007) CA American Anthem Holt, Rinehart & Winston 2007 (Adopted 2007) Lanahan Readings in the American Polity Lanahan Publishers 2007 (Adopted 2007) Government by the People, Pearson Education 2006 (Adopted 2007) Magruder's American Government, Prentice Hall 1999 (Adopted 1999) Modern World History, Patterns of Interaction, McDougal Littell 1999 World History the Modern World 2007 Modern World History, Patterns of Interaction, McDougal Littell 2003 (Adopted 2004) Modern World History, West Publishing 1999, (Adopted 2005) World Geography, Prentice Hall 2005 (Adopted 2006) Why Women Should Rule the World, HARP 2008 (BCHS) Freshman Seminar Odysseyware Online course IMPACT California Social Studies: Principles of American Democracy. McGraw Hill 2019	Yes	0.0

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	History of the Sierra Nevada, Laws Field Guide to the Sierra Nevada, and Sierra Nevada Natural History (GVHS)		
Foreign Language	Hmong Arts, Books & Crafts (Adopted 2008) Santillana USA 2007 (Adopted 2007) Nuevas Vistas, Holt, Rinehart & Winston 2006 (Adopted 2006) Diccionario, Larousse (Continental Book Company) 1994 (Adopted 1997) Punjabi (Adopted 2006) Buen Viaje, Glencoe/McGraw Hill (Adopted) Discovering French Bleu, McDougal/Littell - 2004 (Adopted 2005) Medical Spanish Heinle & Heinle Medical Spanish A Conversation AP Spanish Language McDougal Abriendo Puertas Tomo 1-2 AP Spanish Literature Abriendo Paso Gramatica & Abriendo Paso Lectura Discovering French 1-3 McDougal 2004 Vista Temas 2014 Abriendo Puertas Tomo 1-2 McDougal 2003 (supplemental) Asi Se Dice 1, 2016 Asi Se Dice 2, 2016 Asi Se Dice 3, 2016 El Espanol Para Nosotros 1, 2014 El Espanol Para Nosotros 2, 2014	Yes	0.0
Health	Health, Prentice Hall 2007 (New Edition 2008)	Yes	0.0
Visual and Performing Arts	Understanding Movies, Prentice Hall 2008 (Adopted 2007) Art Talk, Glencoe 2000 (Adopted 1999) The Photographic Eye: Learning to See with a Camera, Davis Publications 1995 Theatre Art in Action, Glencoe/McGraw Hill 1999 (Adopted 2000) Design Basics 9th Ed Cengage: 2016 Foundations of Restaurant Management and Culinary Arts (Level 1 and 2) (AHS, BCHS, GVHS, MHS)	Yes	0.0
Science Laboratory Equipment (grades 9-12)	All textbooks are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards-aligned textbooks and instructional materials School provides an adequate supply of lab equipment for its students.	Yes	0.0

School Facility Conditions and Planned Improvements

El Capitan High School was constructed in 2013. The school is inspected annually by the fire marshal and monthly by school site administrators. All issues discovered during these inspections are given the utmost priority.

Cleaning Process: El Capitan High School provides a safe and clean environment for students, staff, and volunteers. The District Governing Board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance and Repair: A scheduled maintenance program is administered by El Capitan High School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Merced Union High School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

The chart below displays the results of the most recent school facilities inspection.

Year and month of the most recent FIT report	9/27-10/1/21

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			BASEBALL FIELDS: 6. Ant Infestation FOOTBALL FIELDS: 6. Ant Infestation SOCCER FIELDS: 6. Ant Infestation SOFTBALL FIELDS: 6. Ant Infestation
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	420	386	91.9	8.1	51.3
Female	195	181	92.82	7.18	58.56
Male	225	205	91.11	8.89	44.83
American Indian or Alaska Native	--	--	--	--	--
Asian	52	50	96.15	3.85	66
Black or African American	13	9	69.23	30.77	--
Filipino	--	--	--	--	--
Hispanic or Latino	268	243	90.67	9.33	42.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	73	70	95.89	4.11	74.29
English Learners	28	26	92.86	7.14	19.23
Foster Youth	--	--	--	--	--
Homeless	42	38	90.48	9.52	36.84
Military	0	0	0	0	0
Socioeconomically Disadvantaged	155	138	89.03	10.97	42.75
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	36	83.72	16.28	8.33

2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	421	384	91.21	8.79	23.50
Female	195	178	91.28	8.72	25.84
Male	226	206	91.15	8.85	21.46
American Indian or Alaska Native	--	--	--	--	--
Asian	52	51	98.08	1.92	27.45
Black or African American	13	8	61.54	38.46	--
Filipino	--	--	--	--	--
Hispanic or Latino	267	240	89.89	10.11	17.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	75	72	96.00	4.00	43.06
English Learners	28	24	85.71	14.29	8.33
Foster Youth	--	--	--	--	--
Homeless	42	36	85.71	14.29	11.11
Military	0	0	0	0	0
Socioeconomically Disadvantaged	158	133	84.18	15.82	15.04
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	35	76.09	23.91	0.00

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

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

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
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

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

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
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A

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

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

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

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

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

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
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A

Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

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

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
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

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

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
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A

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

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

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	24.46	N/A	20.63	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	822	792	96.35	3.65	24.46
Female	387	373	96.38	3.62	22.37
Male	435	419	96.32	3.68	26.33
American Indian or Alaska Native	--	--	--	--	--
Asian	107	105	98.13	1.87	35.24
Black or African American	30	25	83.33	16.67	20.00
Filipino	11	11	100.00	0.00	18.18
Hispanic or Latino	505	487	96.44	3.56	17.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	154	149	96.75	3.25	42.57
English Learners	53	51	96.23	3.77	3.92
Foster Youth	--	--	--	--	--
Homeless	90	90	100.00	0.00	20.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	432	413	95.60	4.40	20.59
Students Receiving Migrant Education Services	13	12	92.31	7.69	0.00
Students with Disabilities	70	61	87.14	12.86	6.67

2020-21 Career Technical Education Programs

El Capitan High School's primary objective is to prepare students for success in college and careers.

All students complete a six-year plan with his/her respective counselor to assess academic strengths/weaknesses, determine short and long term goals, and create a tentative 4-year plan of courses. Students are guided toward intervention and tutorial services to assist them with their academic goals and areas in need of improvement. This plan is then reinforced and reviewed each year during course registration time with the student's counselor.

El Capitan High School provides a comprehensive Career Technical Education program through courses offered in Agriculture, Technology, and the Sciences. In addition, there are a number of courses on campus that work to develop entry-level job skills such as shop classes, computer programming, and graphic arts.

The CTE pathways available for students at ECHS include:
Ag Mechanics: Small Engines - Ag Shop Skills, Small Engines, Advanced Small Engines, Diesel Ag Mechanics
Ag Mechanics: Welding - Ag Shop Skills, Ag Welding Technology 1 & 2, Equipment Construction 1 & 2
Agribusiness - Explorations in Ag, Agribusiness Management, Ag Communications, Ag Government/Economics, Ag Leadership & Technology, Ag Sales & Marketing, Internships in Ag
Agriscience - Explorations in Ag,Ag Biology of the Living Earth, Ag Earth & Space Science, Ag Chemistry in the Earth System, Farm to Fork: Ag Food Science
Animal Science - Explorations in Ag, Intro to Ag Vet Science, Animal Anatomy & Physiology, Veterinary Science
Ornamental Horticulture - Exploration in Ag, Environmental Horticulture, Turfgrass & Sports Management 1 & 2, Horticulture 2, Art & History of Floral Design 1 & 2, Retail Floral 3
Graphic Design - Digital Arts 1, 2, 3 & 4, Yearbook Design and Publication
Animation - Animation 1 & 2
Performing Arts - Theatre 1, 2, 3, & 4
Media Arts - Digital Media Productions, Advanced Media Broadcasting
Visual/Commercial Arts: Photo - Photo 1, 2, 3, & 4
Visual/Commercial Arts: Art - Elements of Art & Design 1, Principles of Art & Design 2, Art & Design 3
Flim/Video Production - Film 1, 2, & 3
Business Management - Computer Applications 1 & 2
Financial Services - Accounting 1 & 2
Child Development - Child Development, Careers w/ infant and Toddlers 1 & 2
Education - Child Development, Health & Family Living, Cross-Age Physical Education teaching, Careers in Education
Food Service & Hospitality - Intro to Culinary Arts, Culinary Arts 1 & 2, Culinary Arts Cafe Lab
Biotechnology - Intro to Genetics, Microbiology, Biotechnology 1 & 2
Biotechnology: Forensic Science - Biology and Community Health, Forensic Biology 1 & 2
Patient Care - Intro to Health Careers, Emergency Medical Response, Sports Medicine, Medical Technologies, Nursing Assistant
Information Support & Services - Intro to Computer Science & Javascript, Computer Programming 1 & 2, AP Computer Science Principles, AP Computer Science A
Networking - Intro to Computer Science & Javascript, Intro to Cyber Security, IT Essentials
Software & Systems Development - Robotics 1 & 2
Marketing - Intro to Marketing, Advanced Marketing, Sports & Entertainment Marketing, Careers in Business and Marketing, Virtual Enterprise
Building & Construction Trades - Construction Trades 1, 2, 3, & 4
Energy and Power Technology - Career Exploration OSHA & Work Site Safety, Green Technology & Energy Conservation1
Architectural Design - Computer Aided Drafting Design, Architectural Design, Advanced Architecture
Engineering Design - Intro to Engineering Design, Principles of Engineering, Computer Integrated Manufacturing, Digital Electronics
Fashion Design & Merchandising - Fashion, Textiles, & Apparel 1, Fashion, Design, and Visual Merchandising
Public Service - Intro to Public Service, Community Medical Response, and Fire Science
Systems Diagnostics, Service & Repair: Auto - Auto Mechanics 1, 2, & 3
Systems Diagnostics, Service & Repair: Diesel - Diesel Engines 1, 2, & 3

The list of MUHSD CTE advisory committee and the industries they represent follows:
Ed Palomino, West Air Gas
Breanne Ramos, Merced Farm Bureau
Jay Sousa, Photographer
Gwen Hagaman, Marketing Consultant

2020-21 Career Technical Education Programs

Kathleen Lassle, Program Compliance Manager for Webcor Builders
Lisa Vigil, Field & Marketing Representative for Carpenters Local Union 152
Scott Lewis, District Coordinator for Carpenters Training Committee
Brian Teague, Labors Relations Representative for Liuna
David Marvulli, Construction Owner for DMC Construction
Terry Rolfe, Construction Owner Phase 3 Construction
Kevin Kennedy, Pres.of Valley Business Center
Nancy Deavours, President/CEO Merced School EFCU
Ana Boyenga, Assistant Superintendent of Atwater Elementary School District.
Brent Jerner, CEO APG Solar
Kahri Boykin, MUHSD Teacher
Dena Traina, Civil Engineer, Provost & Pritchard Consulting Group
Marisol Duran, Abercrombie and Fitch Company
Leslie Abasta-Cummings, CEO of Livingston Community Health
Dr. Thelma Hurd, UC Merced Director, Medical Education
Sara Hill & Robyn Donovan, El Capitan Hotel (JDVHotels)
John Livria, Vice President of Focus Publishing
Anthony Thomas, Converge One
Brenda Reyna, Merced Superior Courtroom Clerk (Supervisor)
Mickey Brunelli, Fire Battalion Chief
Harry Dhaliwal, Service Manager for Interstate Trucking
Barbara Tanzillo, Community Member
Michelle Symes, MCOE Director of Student Support
Lily Pulido, CTE Pathway Coordinator
Greg Soto, Dean of Student Services
Jennifer Sousa, Adjunct Counselor
Students from each site (names retracted)

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,561
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	46.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	56.4

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.83
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	42.93

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

El Capitan High School offers many opportunities for parent and community involvement. Activities include School Site Council, English Learner Advisory Committee, Back to School Night, coffee socials, parent workshops, and Pastries for Parents. Input is received from parents, community representatives, classroom teachers and other personnel as part of the School Site Council and English Learner Advisory Committee. A community liaison is available to provide translation and outreach services to non-English Spanish speaking populations. In addition, El Capitan offers parents multiple opportunities to become involved including: evening workshops on parenting strategies, college and career, support and student engagement. Involving stakeholders in programs is a focus at El Capitan High. If parents want to become involved in any activities, they can contact the school secretary at 209-384-5500.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	2.4	1.3	2.6	4.0	3.2	3.7	9.0	8.9	9.4
Graduation Rate	96.5	97.8	95.9	94.2	95.2	94.6	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	416	399	95.9
Female	197	191	97.0
Male	219	208	95.0
American Indian or Alaska Native	--	--	--
Asian	56	55	98.2
Black or African American	19	17	89.5
Filipino	--	--	--
Hispanic or Latino	246	234	95.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	81	80	98.8
English Learners	33	31	93.9
Foster Youth	--	--	--
Homeless	30	28	93.3
Socioeconomically Disadvantaged	326	309	94.8
Students Receiving Migrant Education Services	16	15	93.8
Students with Disabilities	43	39	90.7

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1864	1832	1277	69.7
Female	906	890	608	68.3
Male	958	942	669	71.0
American Indian or Alaska Native	7	6	1	16.7
Asian	202	201	110	54.7
Black or African American	78	76	62	81.6
Filipino	29	29	12	41.4
Hispanic or Latino	1192	1173	891	76.0
Native Hawaiian or Pacific Islander	9	9	8	88.9
Two or More Races	23	23	14	60.9
White	316	307	172	56.0
English Learners	181	179	149	83.2
Foster Youth	26	21	11	52.4
Homeless	91	88	70	79.5
Socioeconomically Disadvantaged	1350	1326	1010	76.2
Students Receiving Migrant Education Services	64	63	49	77.8
Students with Disabilities	172	164	129	78.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	5.05	0.59	3.43	0.34	3.47	0.20
Expulsions	0.28	0.05	0.46	0.03	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	1.27	2.26	2.45
Expulsions	0.66	0.57	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.59	0.05
Female	0.00	0.00
Male	1.15	0.10
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	1.28	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.59	0.08
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.95	0.00
English Learners	1.10	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.81	0.07
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.33	0.58

2021-22 School Safety Plan

Safety of students and staff is a primary concern of El Capitan High School. Through curriculum, instruction, and discipline policies students are provided both a safe and positive learning environment. El Capitan High School maintains an excellent rapport with the local police department in issues of campus safety. The campus is properly supervised before and after school, and during breaks by teachers, all five administrators, and the campus liaisons (3 full time, 3 part time). We also have access to a School Resource Officer through a partnership with Merced Police Department.

All visitors must sign in at the Principal's Office and receive proper authorization to be at the school. Visitors are asked by school site staff to display their pass at all times.

The school's safety program is fully compliant with federal and state regulations, and the School Site Safety Plan is updated annually by the Safety Committee and was approved by the School Site Council on 9/15/2021. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held regularly, and all staff and students have been trained on coordinating and executing an evacuation from the school on a yearly basis.

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	23	26	32	11
Mathematics	30	7	23	21
Science	25	18	12	12
Social Science	28	11	23	22

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	25	24	26
Mathematics	29	12	14	27
Science	30	8	8	25
Social Science	29	12	11	30

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	23	30	23	28
Mathematics	27	12	23	25
Science	31	3	13	19
Social Science	27	13	18	32

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	307.9

2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.8
Library Media Teacher (Librarian)	1.2
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	1.5
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.5

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	$7,734.22	$773.01	$8,507.23	$68,813.03
District	N/A	N/A	$11,815	$82,189
Percent Difference - School Site and District	N/A	N/A	-32.6	-17.7
State			$8,444	$92,222
Percent Difference - School Site and State	N/A	N/A	0.7	-29.1

2020-21 Types of Services Funded

In addition to general state funding, Merced Union High School District received state and federal funding for the following categorical, special education, and support programs:
- Local Control Funding Formula (LCFF Supplemental)
- Title I, Part A - Basic Grant
- Title II, Parts A & D - Teacher Quality & Technology
- Title III, Part A - Limited English Proficiency (LEP)
- Title IV - Safe & Drug Free Schools & Communities (SDFSC)
- Title V - Innovative Programs

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	$55,336	$54,687
Mid-Range Teacher Salary	$82,164	$92,222
Highest Teacher Salary	$105,121	$114,208
Average Principal Salary (Elementary)	$0	$143,647
Average Principal Salary (Middle)	$0	$145,785
Average Principal Salary (High)	$144,903	$162,322
Superintendent Salary	$206,468	$258,950
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	13.9

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	2
Fine and Performing Arts	1
Foreign Language	1
Mathematics	1
Science	2
Social Science	3
Total AP Courses Offered	10

Professional Development

All ECHS teachers receive professional development through both site and district level trainings which include follow up coaching support to ensure proper implementation of new or refined strategies. Site trainings are developed in association with the ECHS instructional foci for the school year which are directly aligned to both the adoption of the Common Core Standards and the district's communicated instructional focuses. Current instructional focuses include the use of instructional norms, 5 C's, the whole child, and digital citizenship.

ECHS staff receive regular professional development at both site based and district level, in addition to specific professional development pursued on an individual basis. Professional development is designed and selected based on district and school based strategic plans and instructional focus areas, the ECHS vision and mission statements and the established SLOs. All new teachers receive direct one-on-one support through the district's Induction program. Those new teachers that do not receive support from the induction program are paid with he instructional coach to receive the additional 1 on 1 support needed. District sponsored professional development opportunities available to all teachers include the provision of credentialed instructional coaches who collaborate with teachers and provide feedback and support in a non-evaluative format, continual off-site training in researched based instructional norms (objective writing, higher order thinking questioning strategies, student engagement, vocabulary development, and daily literacy enhancing activities); lesson planning training and support; use of technology to support instruction and student learning; and funded opportunities for alternate campus visitations to observe and collaborate with MUHSD master teachers. On-going training in adopted programs that target at-risk subgroup populations to include Edge and iLit curriculum used to support students acquiring English is provided by expert trainers. Finally, training essential to the adoption of the Common Core State Standards has been provided to district self identified "early adopters" which served to determine essential standards, break down standards into sub skills, determine appropriate pacing and order of instruction and collaboratively design performance tasks and assessments.

On-going professional development at ECHS consists of both support through the instructional coaching model and through an established site professional development calendar. The site PD calendar was collaboratively initiated based on the ECHS instructional focuses for the school year and the essential skills that ECHS students will require in order to achieve mastery of the Common Core State Standards and be college and career ready. In addition to the scheduled PD opportunities, the instructional coach holds a "Hot Topic" Thursday drop-in session. Every week a new strategy/fix/help is showcased where staff can drop in to receive the additional support.

ECHS staff receive continual coaching and feedback through the use of instructional coaching and peer to peer or administrative walk-throughs. Instructional coaching support is available daily, any period of the day, as El Capitan employs one full time instructional coach on site. The instructional coaching process allows for non-evaluative support to teachers by request or as assigned if necessary.

ECHS offers a unique master schedule in which a daily teacher collaboration period is offered in order to allow on-going monitoring of student achievement, while also providing an opportunity to refine and recommend instructional strategies and tactics for meeting student needs. Student's performance on signature assignments and assessments can be analyzed by subject specific teacher teams during the daily collaboration time in order to immediately adjust instruction.

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	8	9	10

Merced 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	Merced Union High School District
Phone Number	209-325-2000
Superintendent	Alan Peterson
Email Address	apeterson@muhsd.org
District Website Address	www.muhsd.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	2695	2417	89.68	10.32	46.07
Female	1330	1205	90.60	9.40	53.06
Male	1364	1212	88.86	11.14	39.13
American Indian or Alaska Native	13	12	92.31	7.69	33.33
Asian	233	222	95.28	4.72	63.06
Black or African American	114	91	79.82	20.18	32.22
Filipino	19	18	94.74	5.26	77.78
Hispanic or Latino	1882	1691	89.85	10.15	41.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	24	85.71	14.29	47.83
White	398	352	88.44	11.56	60.29
English Learners	232	191	82.33	17.67	10.11
Foster Youth	19	11	57.89	42.11	27.27
Homeless	312	272	87.18	12.82	31.58
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1106	950	85.90	14.10	35.61
Students Receiving Migrant Education Services	63	49	77.78	22.22	27.08
Students with Disabilities	289	228	78.89	21.11	10.22

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	2695	2421	89.83	10.17	19.86
Female	1329	1200	90.29	9.71	20.47
Male	1365	1221	89.45	10.55	19.26
American Indian or Alaska Native	13	12	92.31	7.69	8.33
Asian	233	223	95.71	4.29	30.18
Black or African American	114	93	81.58	18.42	11.11
Filipino	19	16	84.21	15.79	62.50
Hispanic or Latino	1882	1690	89.80	10.20	16.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	24	85.71	14.29	30.43
White	398	356	89.45		28.17
English Learners	232	187	80.60	19.40	2.19
Foster Youth	19	12	63.16	36.84	8.33
Homeless	312	270	86.54	13.46	12.88
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1106	948	85.71	14.29	12.57
Students Receiving Migrant Education Services	63	47	74.60	25.40	6.38
Students with Disabilities	290	228	78.62	21.38	2.64

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
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/AN/A	N/A	N/A

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

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

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
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A

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

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

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

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

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

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
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A

Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

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

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
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

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

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

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