

Ridgway High (Continuation)
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	325 Ridgway Ave. Santa Rosa, CA , 95401-4334	Principal:	Valerie Jordan, Principal
Phone:	(707) 890-3770	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

Valerie Jordan, Principal

Principal, Ridgway High (Continuation)

About Our School



Ridgway High School is centrally located in the suburban city of Santa Rosa, California. It is the primary continuation campus in the district with an enrollment of 300 students. Ridgway High School is an essential component of alternative education for Santa Rosa City Schools which includes; Independent Study Program (ISP), Teen Parent Program, and two Special Education Transition programs. Ridgway High School has established itself as a high performing campus with an emphasis on academic success for all students. Established in 1968, the school's facilities encompass five acres and were constructed in 2002 with an adequate number of classrooms, including a functioning library, computer lab, culinary classroom and an integrated computer/telecommunications network.

Ridgway continues to serve our most at-risk students with the same influence from the words of William Spady, known worldwide for his efforts in educational reform, "All students can learn and succeed, but not on the same day in the same way." This statement is the foundation that forms the basis for Ridgway High School's mission, learning outcomes, policies, and decision making.

Staff, parents and students feel that the school is a safe and secure place. The campus culture and routines are well established. Restorative practices are used in student discipline with respect provided to all involved. Major discipline issues are not a regular occurrence on the campus as students are focused on graduation. Ridgway creates avenues for student success by stressing positive attitudes, regular attendance, and academic achievement. The school enables students to continue their education when they haven't been successful in the traditional high school system. Our high expectations hold students accountable to essential academic standards and rigorous graduation requirements.

Contact

Ridgway High (Continuation)
325 Ridgway Ave.
Santa Rosa, CA 95401-4334

Phone: (707) 890-3770
Email: vjordan@srcs.k12.ca.us

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Santa Rosa High
Phone Number	(707) 890-3800
Superintendent	Trunnell, Anna
Email Address	atrunnell@srcs.k12.ca.us
Website	www.srcschools.org

School Contact Information (School Year 2021—2022)

School Name	Ridgway High (Continuation)
Street	325 Ridgway Ave.
City, State, Zip	Santa Rosa, CA , 95401-4334
Phone Number	(707) 890-3770
Principal	Valerie Jordan, Principal
Email Address	vjordan@srcs.k12.ca.us
Website	https://sites.google.com/srcs.k12.ca.us/ridgwayhig
County-District-School (CDS) Code	49709204935607

School Description and Mission Statement (School Year 2021—2022)

Ridgway High School's mission is to provide a safe, supportive environment with a standards-based curriculum, focusing on credit recovery, personal accountability, and post-graduate transition skills.

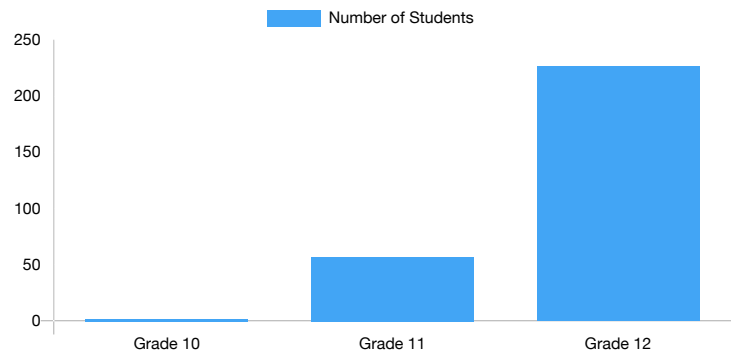
The vision of Ridgway High School is to provide a variety of educational opportunities necessary for students to acquire knowledge and skills in a safe and supportive environment. We encourage students to maintain daily attendance, academic achievement, and positive attitudes while respecting themselves and others.

- We believe in the potential and worth of each student as a unique individual.
- We believe education is the key to success in life.
- We believe students and staff should be active participants in the educational process.
- We believe educational success depends on emphasizing the positive characteristics of individuals.
- We believe students and staff should act respectfully, be responsible, and choose kindness.
- We believe all students should have access to social and emotional wellness support.

Last updated: 2/16/22

Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Grade 10	2
Grade 11	57
Grade 12	226
Total Enrollment	285



Last updated: 2/16/22

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

Student Group	Percent of Total Enrollment
Female	43.90%
Male	56.10%
Non-Binary	0.00%
American Indian or Alaska Native	2.80%
Asian	1.40%
Black or African American	2.10%
Filipino	0.70%
Hispanic or Latino	70.50%
Native Hawaiian or Pacific Islander	1.10%
Two or More Races	3.90%
White	17.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	17.20%
Foster Youth	2.10%
Homeless	2.10%
Migrant	0.40%
Socioeconomically Disadvantaged	91.20%
Students with Disabilities	26.30%

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

**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:

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: January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	"American Literature: American Guidance Srv 1999, Dugan, Board Approved 4/9/2003 World Literature: American Guidance Srv 1999, Cassidy, Board Approved 4/9/2003"	Yes	0%
Mathematics	"Integrated Math 1: CPM 2015, Dietker, Board Approved 1/24/2018 Integrated Math 2: Cengage 2016, Larson, Board Approved 1/24/2018"	Yes	0%
Science	"Living Earth (Biology)Savaas Miller & Levine Biology 9781418283087 Earth Science McGraw Hill INSPIRE SCIENCE EARTH 978-0-07-692895-8"	Yes	0%
History-Social Science	"Pearson, World History and the modern world. 9780328986903 Pearson United States History: The Twentieth Century (California Edition) 9780328986910 Pearson Magruders Amer Govt. 9780328987115 Pearson-Economic Prins in action. 9780328987023"	Yes	0%
Foreign Language			0%
Health	Health: Making Life Choices: West Educ. 1999, Sizer-Webb, et al, Board Approved 4/19/2000	Yes	0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 2/16/22

School Facility Conditions and Planned Improvements

The district uses the Facilities Inspection Tool (FIT) which was developed by the State of California Office of Public School Construction to evaluate the conditions at each school site with ratings of "good," "fair," or "poor." The FIT also provides an overall summary of the school conditions at each school site on a scale of "exemplary," "good," "fair," or "poor". Detailed information from the FIT is listed in Section IV of the complete SARC and is also available at the District Office. This school was inspected on 01/02/2021 and had an overall rating of "good".

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Last updated: 2/16/22

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: January 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
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: January 2022

Overall Rating	Good
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Last updated: 2/16/22

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.

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): Inspect Broad Coverage - 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	119	42	35.3	64.7	0
Female	55	20	36.4	63.6	0
Male	63	21	33.3	66.7	0
American Indian or Alaska Native	4	1	25	75	0
Asian	1	0	0	100	0
Black or African American	0	0	0	0	0
Filipino	1	1	100	0	0
Hispanic or Latino	52	26	31.7	68.3	0
Native Hawaiian or Pacific Islander	2	1	50.0	50.0	0
Two or More Races	6	2	33.3	66.7	0
White	22	10	45.5	54.5	0
English Learners	16	4	25.0	75	0
Foster Youth	4	2	50	50	0
Homeless	4	2	50	50	0
Military	2	0	0	0	0
Socioeconomically Disadvantaged	48	13	27.1	72.9	0
Students Receiving Migrant Education Services	2	0	0	0	0
Students with Disabilities	13	1	7.7	92.3	0

*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: 3/3/22

Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): Inspect Broad Coverage - 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	119	46	38.7	61.3	0
Female	55	26	47.3	52.7	0
Male	63	20	31.7	68.3	0
American Indian or Alaska Native	4	1	25	75	0
Asian	1	0	0	100	0
Black or African American	0	0	0	0	0
Filipino	1	1	100	0	0
Hispanic or Latino	82	29	35.4	64.6	0
Native Hawaiian or Pacific Islander	2	1	50	50	0
Two or More Races	6	3	50	50	0
White	22	11	50	50	0
English Learners	16	5	31.3	68.8	0
Foster Youth	4	2	50	50	0
Homeless	4	3	75	25	0
Military	2	0	0	100	0
Socioeconomically Disadvantaged	48	16	33.3	66.7	0
Students Receiving Migrant Education Services	2	0	0	100	0
Students with Disabilities	13	2	15.4	84.6	0

*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: 3/3/22

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	0.00%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 2/16/22

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

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)

The School Site Council (SSC), which always includes parent and student members, contributes to our school's annual plan and budget approvals. In addition, our English Learners Advisory Committee (ELAC) is for parents of English Learners (ELs) and gives input on services to ELs. The contact person for parent involvement is Lucero Garcia Martinez; she can be reached at (707) 890-3770.

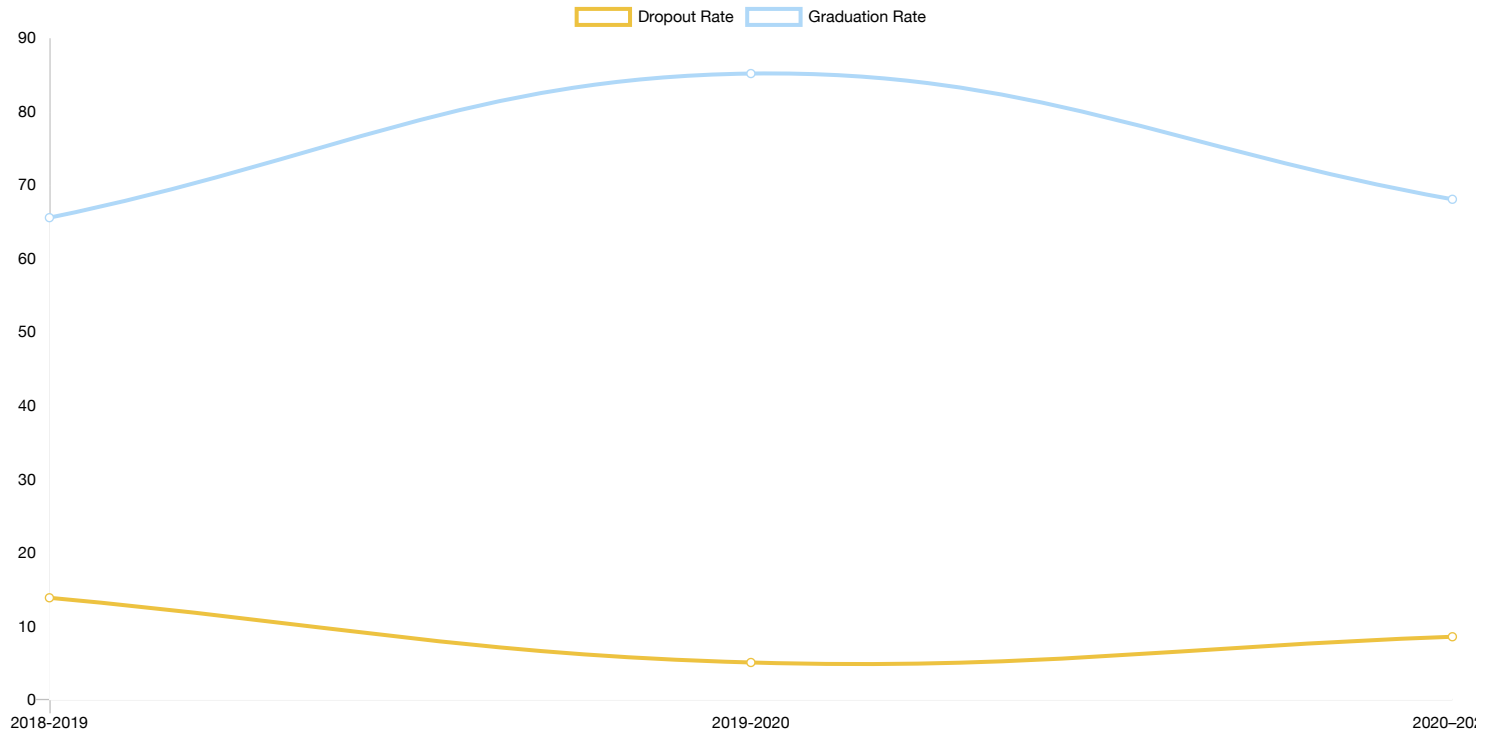
State Priority: Pupil Engagement

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	13.90%	5.10%	8.60%	12.20%	9.90%	14.00%	9.00%	8.90%	9.40%
Graduation Rate	65.60%	85.20%	68.10%	81.40%	84.30%	80.40%	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	185	126	68.1
Female	89	68	76.4
Male	96	58	60.4
Non-Binary	0	0	0.0
American Indian or Alaska Native	--	--	60.4
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	128	89	69.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	38	25	65.8
English Learners	44	27	61.4
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	169	115	68.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	30	18	60.0

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	400	379	249	65.7
Female	181	170	109	64.1
Male	219	209	140	67.0
American Indian or Alaska Native	6	6	4	67.0
Asian	8	8	3	37.5
Black or African American	5	5	4	80.0
Filipino	3	3	2	66.7
Hispanic or Latino	278	261	170	65.1
Native Hawaiian or Pacific Islander	4	4	3	75.0
Two or More Races	18	17	13	76.5
White	78	75	50	66.7
English Learners	72	67	50	74.6
Foster Youth	9	9	9	100.0
Homeless	8	8	5	62.5
Socioeconomically Disadvantaged	350	335	224	66.9
Students Receiving Migrant Education Services	2	1	1	100.0
Students with Disabilities	89	83	57	68.7

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	8.74%	0.00%	7.15%	0.08%	3.47%	0.20%
Expulsions	0.23%	0.00%	0.07%	0.00%	0.08%	0.00%

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	5.92%	6.03%	2.45%
Expulsions	0.88%	0.11%	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: 3/14/22

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

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	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	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)

Our school site is small and its configuration allows for excellent supervision before school, during breaks and passing periods, and after school. Ridgway High School is a closed campus that offers a variety of flexible schedules from five to nine class periods that include an advisory period. The school has ample staff supervision during these times. Our school, with district guidance, evaluates and revises the school safety plan and emergency procedures yearly.

Last updated: 3/14/22

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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.80
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.40
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	0.10
Resource Specialist (non-teaching)	0.00
Other	0.00

Last updated: 12/31/99

* 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	\$11828.81	\$10362.36	\$1466.45	\$83502.36
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 3/14/22

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

Types of Services Funded (Fiscal Year 2020–2021)

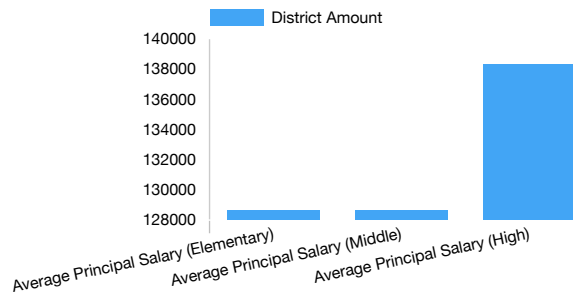
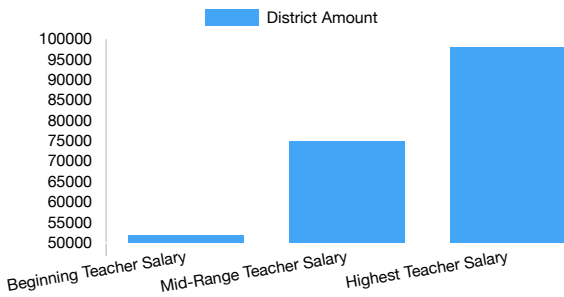
Supplemental funding includes the LCAP and School-wide Title I funds. All funding sources are monitored and approved by the Ridgway Site Council.

Last updated: 3/14/22

Teacher and Administrative Salaries (Fiscal Year 2019–2020)

Category	District Amount	State Average For Districts In Same Category
beginning Teacher Salary	\$51895.00	--
Mid-Range Teacher Salary	\$75057.00	--
Highest Teacher Salary	\$98021.00	--
Average Principal Salary (Elementary)	\$118974.00	--
Average Principal Salary (Middle)	\$128663.00	--
Average Principal Salary (High)	\$138329.00	--
Superintendent Salary	\$235000.00	--
Percent of Budget for Teacher Salaries	38.47%	--
Percent of Budget for Administrative Salaries	4.92%	--

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



Last updated:

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	2	8	

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 Local Assessment Test Results in ELA by Student Group
Assessment Name/s: Inspect Broad Coverage - 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	4876	2690	55.2	44.8	12.1
Female	2322	1346	58	42	11.9
Male	2494	1332	53.4	56.6	12.2
American Indian or Alaska Native	34	13	38.2	61.8	7.7
Asian	246	169	68.7	31.3	28.4
Black or African American	105	58	55.2	44.8	10.3
Filipino	46	36	78.3	21.7	13.9
Hispanic or Latino	2484	1212	48.8	51.2	4.4
Native Hawaiian or Pacific Islander	35	12	34.3	65.7	0
Two or More Races	308	178	57.8	42.2	23
White	1562	1002	64.1	35.9	17
English Learners	542	199	36.7	63.3	0
Foster Youth	35	13	37.1	62.9	0
Homeless	38	12	31.6	68.4	0
Military	88	52	59.1	40.9	0
Socioeconomically Disadvantaged	1826	895	49.0	51.0	4.7
Students Receiving Migrant Education Services	66	22	33.3	66.7	9.1
Students with Disabilities	687	268	39.0	61.0	2.2

*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: 3/25/22

LEA-Level Assessment Test Results in Mathematics by Student Group
Assessment Name/s: Inspect Broad Coverage - 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	4876	2694	55.3	44.7	10.3
Female	2322	1337	57.6	42.4	9.4
Male	2494	1335	53.5	46.5	11.2
American Indian or Alaska Native	34	10	29.4	70.6	10.0
Asian	246	173	70.3	29.7	34.7
Black or African American	105	63	60.0	40	6.3
Filipino	46	38	82.6	17.4	26.3
Hispanic or Latino	2484	1257	50.6	49.4	3.3
Native Hawaiian or Pacific Islander	35	14	40	60	0
Two or More Races	308	181	58.8	41.2	14.4
White	1562	938	60.1	39.9	14.3
English Learners	542	236	43.5	56.5	0.4
Foster Youth	35	14	40.0	60	0
Homeless	38	11	28.9	71.1	0.0
Military	88	56	63.6	36.4	0
Socioeconomically Disadvantaged	1826	932	51.0	49.0	3.5
Students Receiving Migrant Education Services	66	23	34.8	65.2	4.3
Students with Disabilities	687	301	43.8	56.2	2.3

*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: 3/25/22