

Rincon Valley Middle
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	4650 Badger Rd. Santa Rosa, CA , 95409-2699	Principal:	Amy Schlueter, Principal
Phone:	(707) 890-3870	Grade Span:	7-8

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

Amy Schlueter, Principal

Principal, Rincon Valley Middle

About Our School



Rincon Valley Middle School is committed to educating the youth of our community. We offer rigorous academic courses to prepare students for the demands of a college preparatory high school. We understand that challenging academic courses in middle school equate to success in high school, college, and life. At RVMS we are interested in the “whole” child; and because of this we offer a wide range of extracurricular and co-curricular activities. If your child is interested in sports, clubs, intramurals, and school spirit; then Rincon Valley Middle School is the right place for your child.

Our staff is dedicated to meeting the needs of your child. Every RVMS teacher is highly motivated and experienced. The average teacher at our site has over fifteen years of teaching experience. Every teacher is part of a grade-level team that meets several times a month to discuss ways to improve student success. Our athletic coaches are also teachers at our site. As you may already know, teachers/coaches are very effective at keeping students motivated and offer support in their academic endeavors.

In school, just as in life, some students struggle with different challenges. Rincon Valley Middle School has a wide array of support services to help your child be successful at school. While every student must take responsibility for their own learning; we believe in doing everything possible to support their efforts in achieving success in school, and in life.

At Rincon we believe that the road to student success is a partnership between students, parents, teachers, counselors, support staff and administrators. I am proud to say that at Rincon this partnership flourishes. Our parents donate generously every year in support of our students and programs. Just as important, our parents volunteer their time to support our many extra-curricular co-curricular activities. Go Falcons!

Contact

Rincon Valley Middle
4650 Badger Rd.
Santa Rosa, CA 95409-2699

Phone: (707) 890-3870
Email: aschlueter@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	Rincon Valley Middle
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Street	4650 Badger Rd.
City, State, Zip	Santa Rosa, CA , 95409-2699
Phone Number	(707) 890-3870
Principal	Amy Schlueter, Principal
Email Address	aschlueter@srcs.k12.ca.us
Website	https://www.rinconvalleymiddleschool.com/
County-District-School (CDS) Code	49709206060271

Last updated: 3/4/22

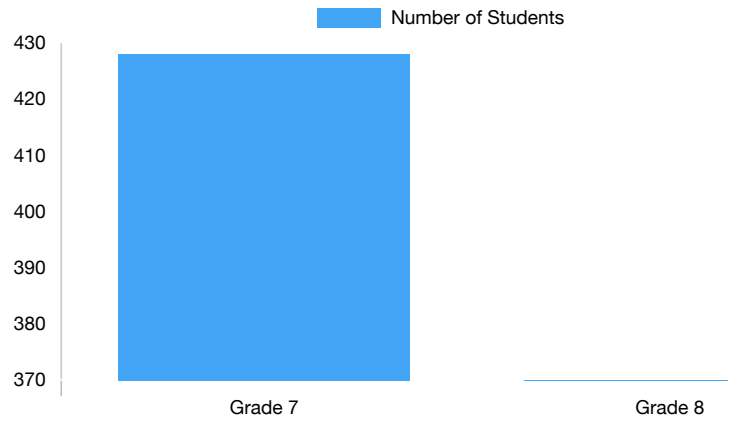
School Description and Mission Statement (School Year 2021—2022)

Rincon Valley Middle School is a thriving academic community where intellectual curiosity, discovery, and student achievement are encouraged and supported. We have many outstanding programs, and firmly believe that all students can achieve at high levels. The mission at Rincon Valley is to promote academic excellence, social responsibility, physical fitness and an appreciation of the arts for all students. Our programs encourage students to develop cooperative and competitive abilities which are essential in a rapidly changing world.

Last updated: 2/17/22

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

Grade Level	Number of Students
Grade 7	428
Grade 8	370
Total Enrollment	798



Last updated: 2/17/22

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

Student Group	Percent of Total Enrollment
Female	46.90%
Male	53.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.10%
Asian	9.00%
Black or African American	2.10%
Filipino	1.00%
Hispanic or Latino	26.90%
Native Hawaiian or Pacific Islander	0.50%
Two or More Races	8.30%
White	52.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	4.40%
Foster Youth	0.00%
Homeless	0.30%
Migrant	0.30%
Socioeconomically Disadvantaged	23.10%
Students with Disabilities	9.00%

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	"Language of Literature (7), The: McDougal Littell 2002, Barkett, Bautista, Board Approved 6/12/2002 Prentice Hall Literature: Timeless Voices, Timeless Themes – Bronze Level 2002, Prentice Hall, Kinsella, Board Approved 3/23/2005 Prentice Hall Literature: Timeless Voices, Timeless Themes – Silver Level 2002, Prentice Hall, Kinsella, Board Approved 3/23/2005 Language of Literature (8), The: McDougal Littell 2002, Barkett, Bautista, Board Approved 6/12/2002"	Yes	0%
Mathematics	"Course 2: CPM 2015, Dietiker, Board Approved 1/24/2018 Course 3: CPM 2015, Dietiker, Board Approved 1/24/2018 Integrated Math 1: CPM 2015, Dietiker, Board Approved 1/24/2018"	Yes	0%
Science	"TCI Bring Science Alive 7th Grade Integrated (BA 2021), Forces and Energy, Matter, Waves modules for 8th. Planet Earth, Ecosystems, Adaptations modules for 7th. TCI Bring Science Alive 8th Grade Integrated (BA 2021)"	Yes	0%
History-Social Science	"McGraw-Hill World history & geography:Medieval & early modern times 9780076755974 McGraw Hill Impact California Social Studies United States History and Geography: Growth and Conflict 978-0-07-675568-4""	Yes	0%
Foreign Language	"Realidades: Level 1: Digital ed.: Pearson 2014, Boyle, Met, Sayers, Wargin Paso a Paso: Level 1 –2nd ed.: Prentice Hall 2000, Met, Sayers, Board Approved 5/8/2002 Allez, Viens! Level 1: Holt,Rinehart & Winston 2003, Chao, et al, Board Approved 6/26/2002 Discovering French Bleu (Level 1/Yr. 1): Heath/McDougal 2000, Vallette,et al, Health "	Yes	0%
Health	Focus On Life Science - 7th grade		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: 2/17/22

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 01/01/2022 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: 2/17/22

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	Poor	
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: 2/17/22

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	820	629	76.7	23.3	26.2
Female	381	288	75.6	24.4	27.1
Male	439	341	77.7	22.3	25.5
American Indian or Alaska Native	1	1	100	0	0
Asian	69	63	91.3	8.7	55.6
Black or African American	19	13	68.4	31.6	23.1
Filipino	5	5	100	0	20
Hispanic or Latino	219	143	65.3	34.7	11.2
Native Hawaiian or Pacific Islander	6	3	50	50	0
Two or More Races	79	54	68.4	31.6	48.1
White	422	347	82.2	17.8	24.8
English Learners	30	15	50	50	0
Foster Youth	1	1	100	0	0
Homeless	3	1	33.3	66.7	0
Military	9	7	77.8	22.2	0
Socioeconomically Disadvantaged	158	95	60.1	39.9	14.7
Students Receiving Migrant Education Services	2	2	100	0	0
Students with Disabilities	73	54	74.0	26.0	5.6

*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	820	573	69.9	301	19.0
Female	381	265	69.6	30.4	20.0
Male	439	308	70.2	29.8	18.2
American Indian or Alaska Native	1	1	100	0	0
Asian	69	66	95.7	4.3	51.5
Black or African American	19	11	57.9	42.1	0
Filipino	5	5	100	0	20
Hispanic or Latino	219	123	56.2	43.8	4.1
Native Hawaiian or Pacific Islander	6	2	33.3	66.7	0
Two or More Races	79	56	70.9	29.1	21.4
White	422	309	73.2	26.8	18.4
English Learners	30	15	50	50	6.7
Foster Youth	1	1	100	0	0
Homeless	3	0	0	100	0
Military	9	8	88.9	11.1	0
Socioeconomically Disadvantaged	158	81	51.3	48.7	6.2
Students Receiving Migrant Education Services	2	2	100	0	0
Students with Disabilities	73	40	54.8	45.2	5.0

*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

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 Student Teacher Parent Committee (STPC) meets monthly to plan school events and activities, make decisions about program funds, and discuss ways that parents and families can make RVMS a better place for every student. Parents provide office help, lunchtime supervision, and food donations for special events. They also volunteer in the classroom. Parents also participate on our School Site Council (SSC), making budget and SPSA plan approvals. We invite parents to join our English Learners Advisory Group (ELAC), which helps students who are learning English feel welcome at our school.

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

**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	820	807	142	17.6
Female	382	375	70	18.7
Male	438	432	72	16.7
American Indian or Alaska Native	74	72	3	16.7
Asian	2	1	1	100.0
Black or African American	19	19	5	26.3
Filipino	8	8	0	0.0
Hispanic or Latino	219	216	65	30.1
Native Hawaiian or Pacific Islander	6	6	3	50.0
Two or More Races	67	67	15	22.4
White	425	418	50	12.0
English Learners	36	36	15	41.7
Foster Youth	1	1	0	0.0
Homeless	4	4	3	75.0
Socioeconomically Disadvantaged	207	203	66	32.5
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	74	74	22	29.7

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	6.27%	0.24%	7.15%	0.08%	3.47%	0.20%
Expulsions	0.00%	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	5.85%	6.03%	2.45%
Expulsions	0.00%	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	0.24	0
Female	0.26	0
Male	0.23	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	0.46	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.24	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.97	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.35	0

Last updated:

School Safety Plan (School Year 2021-2022)

Rincon Valley Middle School strives to establish and maintain an orderly and purposeful place where students and staff are free to learn and teach without the threat of physical and psychological harm. It is characterized by sensitivity and respect for all individuals regardless of cultural and ethnic background, an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered, students' affiliation and bonding to the school, support and recognition for positive behavior, and a sense of community on the school campus. We work to develop this environment through proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and clean campus and classroom appearance. In addition, the RVMS community understands that under the California Constitution, Article I, Section 28(c): Right to Safe Schools, states that "All students and staff of primary, elementary, junior high, and high schools have the inalienable right to attend campuses which are safe, secure, and peaceful." We value these qualities and integrate them into the decisions we make for our staff, students, and families.

Rincon Valley Middle School consistently enforces school rules and acknowledges appropriate behavior. Our school conducts monthly emergency drills. All faculty and staff are involved in overall campus-wide safety planning and disaster response procedures. We provide campus supervision throughout the day with administration, school staff, and teachers.

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)	2.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.70
Social Worker	0.00
Nurse	0.50
Speech/Language/Hearing Specialist	0.35
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	\$6225.37	\$5943.24	\$28213.00	\$81815.26
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)

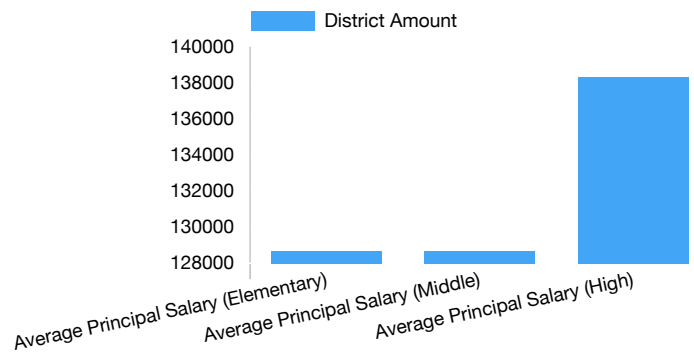
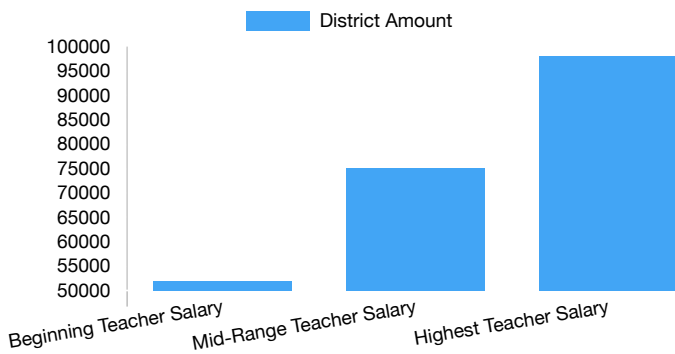
Rincon Valley receives additional funding through the district LCAP and generous donations from a supportive parent group. These funds are used to enhance student learning, provide staff development and support both co-curricular and extra-curricular activities.

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	2	2

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.

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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