

Santa Rosa Accelerated Charter
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 , 95409-2633	Principal:	Amy Schlueter, Principal
Phone:	(707) 890-3860	Grade Span:	5-6

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, Santa Rosa Accelerated Charter

About Our School



The Accelerated Charter School is designed to have students use critical thinking skills to better understand the curriculum. Classes are designed to meet and exceed standards by covering contents in depth and complexity. Students' varied learning styles and strengths are incorporated into the curriculum design. Santa Rosa Accelerated Charter School curriculum is divided up between four core teachers, two 5th grade teachers and two 6th grade teachers. Grade levels are divided by having a math/science teacher and a language arts/history teacher in each grade level. In addition to the core classes, SRACS also offers P.E., art and music. All students play an instrument either in band or orchestra. Electives such as: drama, chorus, science enrichment, media technology, and Spanish are offered.

The school is operated as a public school under the jurisdiction of Santa Rosa City Schools District as a Charter School. Charter Schools are held accountable to the same rigorous standards that regular public schools are held to. The differences are the delivery methods and model of instruction, and the choice of materials which are decided at the site level. These choices allow the teacher to use different learning styles of students as a way to guide the process and products of the standards based curriculum.

Contact

Santa Rosa Accelerated Charter
4650 Badger Rd.
Santa Rosa, CA 95409-2633

Phone: (707) 890-3860
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	Santa Rosa Accelerated Charter
Street	4650 Badger Rd.
City, State, Zip	Santa Rosa, CA , 95409-2633
Phone Number	(707) 890-3860
Principal	Amy Schlueter, Principal

Email Address

aschlueter@srcs.k12.ca.us

Website

<https://srcs-santarosa-ca.schoolloop.com/>

County-District-School (CDS) Code

49709200102533

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

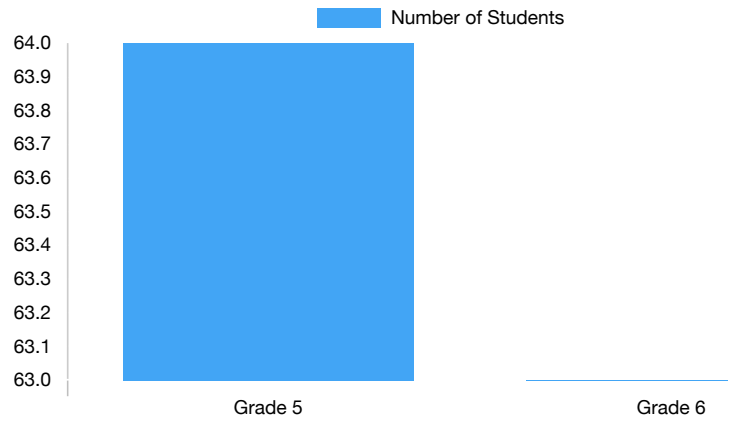
The Mission of the Santa Rosa Accelerated Charter School is to serve students in a district approved setting who show the interest, ability and promise of succeeding in an academically challenging and specialized setting. Students will be provided high interest, standards-based, real world experiences for learning at the level in which growth proceeds most effectively. Integration of technology and making connections across disciplines will be key elements of the educational experience. These experiences will provide students opportunities to become self-motivated, competent and life-long learners.

The fundamental belief is that all students can learn with depth and complexity, if provided meaningful learning experiences that tap into those areas in which students have significant interest, passion, or talents. At SRACS our goal is to provide each child with a rigorous challenging intellectual curriculum in an environment that is safe and affirming. Students are asked to extend themselves as learners, to take intellectual risks, to struggle sometimes as beginners as they enter an environment of abstract ideas and a system of learning that goes beyond the facts and the basics. Students will use "Universal Themes" or overarching ideas that connect across the disciplines such as Power, Relationships, Change, and Systems. Understanding and applying these concepts to the study of history, literature, math and science is the cornerstone of our curriculum. This framework allows children to form complex understandings of the subjects and gives a system to understand new content with depth & complexity.

Last updated: 2/17/22

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

Grade Level	Number of Students
Grade 5	64
Grade 6	63
Total Enrollment	127



Last updated: 2/17/22

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

Student Group	Percent of Total Enrollment
Female	48.80%
Male	51.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	16.50%
Black or African American	0.00%
Filipino	2.40%
Hispanic or Latino	11.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	10.20%
White	59.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	1.60%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	8.70%
Students with Disabilities	1.60%

A. Conditions of Learning

State Priority: Basic

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

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

**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	"The Collaborative Curriculum Design (CCD) units of study are an integral part of SRCS' comprehensive ELA curriculum. These standards-based units of study were developed over several years by SRCS teachers in response to the Common Core State Standards and the decision not to adopt a traditional ELA curriculum. They are designed to meet our students' interests and needs, and to be culturally responsive. Each unit of study within the CCD model is anchored on a cluster of interdisciplinary standards or learning goals. These integrated units support the teaching of ELA standards through the content of science and social studies. They are based on a collaborative, inquiry model of instruction with a focus on critical thinking and real-world problem solving that guide learners to higher levels of rigor and sophisticated thought. The SRCS Board of Education approved this curriculum in May 2020.	Yes	0%
Mathematics	"All students are using a state adopted curriculum. Students in grade 5 are using Everyday Mathematics (grades 5 and 6) which is aligned with the Common Core State Standards. It reinforces math concepts through a variety of means and reviews previous concepts throughout the program. Our 6th grade students are using College Preparatory Mathematics. It is also aligned to the Common Core State Standards and provides students with a variety of ways to master the curriculum. Other resources used to supplement the state adopted curriculum include IXL, DESMOS, Nearpod, Mathematics Assessment Project, Khan Academy and lessons that utilize the universal concepts and generalizations as well as the icons of depth and complexity.	Yes	0%
Science	FOSS (Full Option Science System) is a research-based science curriculum for grades K-6 developed at the Lawrence Hall of Science, University of California, Berkeley. FOSS has evolved from a philosophy of teaching and learning that has guided the development of successful active-learning science curricula for more than 40 years. The FOSS Program bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds. Additionally, FOSS Grades 5 and 6 are supplemented with other labs, projects and activities created by our staff that utilize the icons of depth and complexity, the universal concepts and generalization along with the NGSS standards and cross-cutting concepts.	Yes	0%
History-Social Science	"Students explore History/Social Science using the standards based Pearson Scott Foresman "California History/Social/Science" program in fifth grade. The McMillan/McGraw Hill "California Vistas" program is used in sixth grade in order to prepare students for middle school. American History is the focus in fifth, while sixth grade emphasizes ancient world cultures. Woven throughout all grade levels is instruction in geography and the environment and their influence on culture. "	Yes	0%
Foreign Language			0%
Health			0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	All SRACS students play an instrument during music and can choose either orchestra or band. Music classes are held 3 times a week.		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 12/31/2021 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: 2/17/22

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): Let's Go Learn-DORA
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	180	180	100.0	0.0	52.2
Female	92	92	100.0	0.0	47.8
Male	86	86	100.0	0.0	55.8
American Indian or Alaska Native	0	0	0.0	0	0.0
Asian	0	0	0.0	0	0.0
Black or African American	4	4	100.0	0.0	50.0
Filipino	2	2	100.0	0.0	50.0
Hispanic or Latino	43	43	100.0	0.0	44.0
Native Hawaiian or Pacific Islander	0	0	0.0	0	0.0
Two or More Races	20	20	100.0	0.0	50.0
White	111	111	100.0	0.0	55.9
English Learners	3	3	100.0	0.0	0.0
Foster Youth	1	1	100.0	0.0	100.0
Homeless	2	2	100.0	0.0	0.0
Military	4	4	100.0	0.0	75.0
Socioeconomically Disadvantaged	66	66	100.0	0.0	48.5
Students Receiving Migrant Education Services	0	0	0.0	0	0.0
Students with Disabilities	12	12	100.0	0.0	25.0

*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: 3/4/22

Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): Let's Go Learn- ADAM
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	126	122	96.8	3.2	63.9
Female	68	67	98.5	1.5	64.2
Male	58	55	94.8	5.2	63.6
American Indian or Alaska Native	0	0	0.0	5.2	63.6
Asian	15	14	93.3	6.7	78.6
Black or African American	0	0	0.0	0	0.0
Filipino	2	2	100.0	0.0	100.0
Hispanic or Latino	23	23	100.0	0.0	56.5
Native Hawaiian or Pacific Islander	1	1	0.0	100.0	100.0
Two or More Races	17	17	100.0	0.0	64.7
White	68	65	95.6	4.4	61.5
English Learners	1	0	0.0	100.0	0.0
Foster Youth	0	0	0.0	0	0.0
Homeless	2	2	100.0	0.0	0.0
Military	5	5	100.0	0.0	80.0
Socioeconomically Disadvantaged	16	16	100.0	0.0	56.3
Students Receiving Migrant Education Services	0	0	0.0	0	0.0
Students with Disabilities	4	4	100.0	0.0	25.0

*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: 3/4/22

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)

As part of the application process, parents and guardians agree to participate in the life of the school. 10 hours of service opportunities by each family is requested per year. Such service hours will be flexible and varied so as not to create barriers for a diverse student population. Varied service opportunities may include such things as classroom assistance, field trip transportation, science camp chaperones, fundraising support, Coaching, Parent Organization or Advisory Council Board committees

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	144	128	5	3.9
Female	71	62	2	3.2
Male	73	66	3	4.5
American Indian or Alaska Native	21	21	0	4.5
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	3	3	0	0.0
Hispanic or Latino	27	14	1	7.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	14	14	1	7.1
White	79	76	3	3.9
English Learners	8	2	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	25	13	1	7.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	6	3	0	0.0

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	0.78%	0.00%	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	0.00%	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	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)

SRACS is on the Rincon Valley Middle School campus and is included in the RVMS safety plan. SRACS 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 SRACS 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.

SRACS 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: 2/17/22

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.

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	\$7618.74	\$7411.36	\$207.38	\$93542.01
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: 3/10/22

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

Types of Services Funded (Fiscal Year 2020–2021)

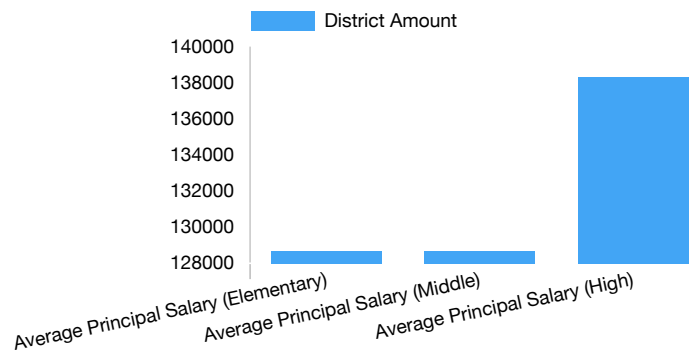
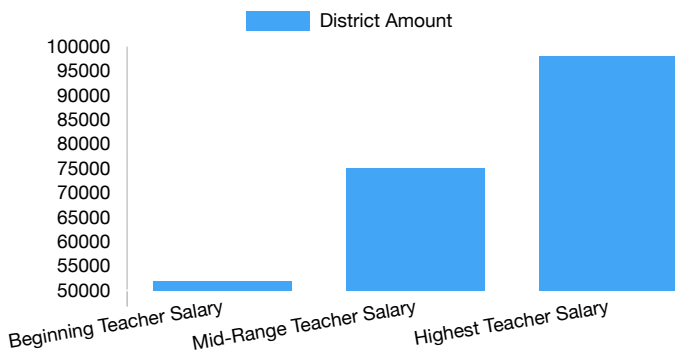
Funds were used to purchase curricular materials and technology to enhance student learning, provide staff development and support both curricular and extra-curricular activities and provide social emotional counseling support.

Last updated: 2/17/22

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	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: Let's Go Learn - DORA
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	126	126	100	0	69.8
Female	68	68	100	0	70.6
Male	58	58	100	0	69.0
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100	0	86.7
Black or African American	0	0	0	0	0
Filipino	2	2	100	0	100
Hispanic or Latino	23	23	100	0	69.6
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	17	17	100	0	88.2
White	68	68	100	0	61.8
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	5	5	100	0	60
Socioeconomically Disadvantaged	16	16	100	0	68.8
Students Receiving Migrant Education Services	0	0	0	0	0
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.

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: Let's Go Learn - ADAM
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	126	122	96.8	3.2	63.9
Female	68	67	98.5	1.5	64.2
Male	58	55	94.8	5.2	63.6
American Indian or Alaska Native	0	0	0	0	0
Asian	15	14	93.3	6.7	78.6
Black or African American	0	0	0	0	0
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	23	23	100	0	56.5
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	17	17	100	0	64.7
White	68	65	95.6	4.4	61.5
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	0	0	0	0	0
Homeless	N/A	N/A	N/A	N/A	N/A
Military	5	5	100	0	80
Socioeconomically Disadvantaged	16	16	100	0	56.3
Students Receiving Migrant Education Services	0	0	0	0	0
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.

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