



School Accountability Report Card 2020-2021

School Accountability Report Card Reported Using Data from the 2020–2021 School Year

California Department of Education

For: PUENTE Charter School

Address: 501 S. Boyle Ave., Los Angeles CA 90033 **Phone:** 323.780.2961
Principal: Brenda Meza **Grade Span:** TK-4th Grade

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refers to data provided by the CDE.

About This School

Table 1: District Contact Information (School Year 2021–2022)

Entity	Contact Information
District Name	Los Angeles Unified School District
Phone Number	23-241-1000
Superintendent	[DPC]
Email Address	
Website	www.lausd.net

Table 2: School Contact Information (School Year 2021–2022)

Entity	Contact Information
School Name	PUENTE Charter School
Street	501 S. Boyle Avenue
City, State, Zip	Los Angeles, CA 90033
Phone Number	323.780.0076
Principal	Brenda Meza
Email Address	brenda@puente.org
Website	www.puente.org
County-District-School (CDS) Code	19-64733-6120471

Table 3: School Description and Mission Statement (School Year 2021–2022)

PUENTE Charter School is part of our larger nonprofit organization, PUENTE Learning Center (PLC). An established nonprofit presence in the Los Angeles community for over 37 years, PUENTE is recognized for its commitment to its mission: People United to Enrich the Neighborhood Through Education. Beginning in Boyle Heights as a tutoring program for elementary school students who needed remedial support to succeed at grade level, PUENTE's rapid expansion occurred when parents requested English as a Second Language classes to better empower themselves as their child's first teacher. This dialogue with the community continued and has resulted in the offering of comprehensive educational support services for children, youth and adults, all offered in our wholly-owned and intentionally-designed 40,000 square foot facility. The state-of-the-art design incorporates the research-based evidence of the components of effective, dignified learning spaces for a highly-engaged student experience and desired academic outcomes, and is intended to respectfully welcome and inspire our vibrant, culturally-rich community in a manner in which educational pursuit deserves.

The PUENTE community of parents, instructional team members and administrative staff continually persevere with the commitment to excellence in support of achieving the relevant deep and supportive relationships we have with our young students, each other and the community at large. A traditionally underrepresented community like Boyle Heights benefits from an inclusive school community and access to excellent educational resources. In solidarity as a unified educational community, we are continually assessing and responding to our student and family needs based on the dialogue with our community and data review, something we as a school community are continuing to strengthen.

Our intentional goal, through early literacy efforts, regular data assessment and review, and proactive Response to Intervention, is to close the achievement gap for our significant student subgroups as well as our school-wide population.

PUENTE Charter is proud to offer the community of learners in the underserved area of Los Angeles an intentionally-designed facility that incorporates literacy workstations and technology enhancements for an experiential and participatory learning program. As educators, we understand that students learn in different ways, so we offer rich and differentiated learning opportunities. Using all five senses provides an appropriate scaffolding approach as students build high-level academic content knowledge, skills and language. PUENTE's classrooms support the multiple opportunities for students to express that understanding-- through the visual arts (hands-on project based learning, mural and collage- making, realia) and the performing arts (music, creative dance and drama). Students also participate in the designing, engineering and presentation of projects that connect to our theme- based learning. Through these peer-based projects, students are able to apply their content and skill knowledge in purposeful and meaningful ways.

To promote meeting the needs of all students, the use of effective, research-based class management procedures to embed appropriate depth and complexity to the Common Core State Standards provide the ability for the instructional staff to meet students at their mastery level, including advanced, and allocate the resource support accordingly. For example, our work centers provide the ability to cluster, and have flexible student groupings, and teaching to the zone of the proximal development. The option to strengthen student momentum and reinforce anchor activities with additional take homework is utilized regularly by the instructional team.

PUENTE Charter School students and families receive a high quality education that integrates the arts, math and science (including engineering) into all disciplines. Carl Sagan stated, "All children are born natural scientists." The primary role of our PUENTE instructional and administrative team members is to leverage this curiosity into a continued love for learning. When planning curriculum, our teachers use the Next Generation Science Standards (NGSS) and California State Common Core Standards (CCSS) as the learning goals, yet are responsive to students' questions, ideas and interests. We believe that planning and instruction should be integrated and interdisciplinary, as these approaches lend themselves to more meaningful, in-depth and engaged learning. Our classrooms environments are designed to foster 21st century skills--critical thinking, communication, creativity, and collaboration, and to help students feel safe so that they can be inquisitive learners.

Table 4: Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Kindergarten	51
Grade 1	44
Grade 2	48
Grade 3	50
Grade 4	N/A
Grade 5	N/A
Grade 6	N/A
Grade 7	N/A
Grade 8	N/A
Grade 9	N/A
Grade 10	N/A
Grade 11	N/A
Grade 12	N/A
Total Enrollment	193

Table 5: Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	49%
Male	51%
Non-Binary	0%
American Indian or Alaska Native	0%
Asian	1%
Black or African American	2%
Filipino	0%
Hispanic or Latino	96%
Native Hawaiian or Pacific Islander	0%
Two or More Races	0%
White	1%
English Learners	38%
Foster Youth	1%
Homeless	0%
Migrant	0%
Socioeconomically Disadvantaged	86%
Students with Disabilities	6%

A. Conditions of Learning

State Priority: Basic

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

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

Table 6: Teacher Preparation and Placement (School Year 2019–2020)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9	90%	[DPC]	[DPC]	[DPC]	[DPC]
Intern Credential Holders Properly Assigned	1	10%	[DPC]	[DPC]	[DPC]	[DPC]
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	[DPC]	[DPC]	[DPC]	[DPC]
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0%	[DPC]	[DPC]	[DPC]	[DPC]
Unknown	0	0%	[DPC]	[DPC]	[DPC]	[DPC]
Total Teaching Positions	10	100%	[DPC]	[DPC]	[DPC]	[DPC]

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

**Table 7: Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA) (School Year 2019–2020)**

Authorization/Assignment	Number
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

**Table 8: Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2019–2020)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

Table 9: Class Assignments (School Year 2019–2020)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

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

Table 10: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2021	Yes	0%
Mathematics	2021	Yes	0%
Science	2021	Yes	0%
History-Social Science	2021	Yes	0%
Foreign Language	2021	Yes	0%
Health	2021	Yes	0%
Visual and Performing Arts	2021	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

Table 11: School Facility Conditions and Planned Improvements

Our facility, designed by noted architect, Stephen Woolley, and wholly-owned by PUENTE Learning Center, was recognized by the American Institute of Architects with the I.D.E.A.S. award (Innovative Design and Excellence in Architecture with Steel) for exemplary structural steel design with sensitivity to the resolution of functional and technical requirements. It was with the support of the funding community which led to the completion of a 2,000 square foot innovative classroom space addition, comprising of two classrooms incorporating student work centers for the academic, technology, peer-to-peer, and project-based learning to ensure optimal school service and outcomes. Also included in the project was the interior redesign of our existing lunch area to accommodate additional students, safety enhancements following best practices of a secured school site including secured entry doors to our designated charter school wing, and the repositioning of our registrar office to welcome the PUENTE Charter

School students and families with the customer-service focus that defines our relationship with our community.

The design of the new classrooms, named “butterfly wings” due to their curved walls, incorporate the research-based evidence of the components of effective learning spaces for a highly-engaged student experience and desired academic outcomes including natural light, defined areas for implementation settings, restrooms, and energy efficient lighting. Our architectural plans were drafted by Richard Berliner, lead architect with Berliner Architects, a Los Angeles –based firm specializing in thoughtful, cost-effective and sustainable designs.

*[Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).]*

Table 12: School Facility Good Repair Status

Using the **most recently collected** 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: [DPL]

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

Overall Facility Rate

Year and month of the most recent FIT report: [DPL]

Table 13: Overall Rating

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative 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.

**Table 14: CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019– 2020	School 2020– 2021	District 2019– 2020	District 2020– 2021	State 2019– 2020	State 2020– 2021
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

**Table 15: CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	194	194	100%	0%	43%
Female	98	98	100%	0%	40%
Male	96	96	100%	0%	46%
American Indian or Alaska Native	0	0	0	0%	N/A
Asian	1	1	100%	0%	--
Black or African American	2	2	100%	0%	--
Filipino	0	0	0	0%	N/A
Hispanic or Latino	191	191	100%	0%	42%
Native Hawaiian or Pacific Islander	0	0	0	0%	N/A
Two or More Races	0	0	0	0%	N/A
White	0	0	0	0%	N/A
English Learners	64	64	100%	0%	17%
Foster Youth	0	0	0	0%	N/A
Homeless	0	0	0	0%	N/A
Military	0	0	0	0%	N/A
Socioeconomically Disadvantaged	169	169	100%	0%	33%
Students Receiving Migrant Education Services	0	0	0	0%	N/A
Students with Disabilities	9	9	100%	0%	--

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

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

**Table 16: CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	194	194	100%	0%	29%
Female	98	98	100%	0%	16%
Male	96	96	100%	0%	40%
American Indian or Alaska Native	0	0	0	0%	N/A
Asian	1	1	100%	0%	--
Black or African American	2	2	100%	0%	--
Filipino	0	0	0	0%	N/A
Hispanic or Latino	191	191	100%	0%	27%
Native Hawaiian or Pacific Islander	0	0	0	0%	N/A
Two or More Races	0	0	0	0%	N/A
White	0	0	0	0%	N/A
English Learners	64	64	100%	0%	11%
Foster Youth	0	0	0	0%	N/A
Homeless	0	0	0	0%	N/A
Military	0	0	0	0%	N/A
Socioeconomically Disadvantaged	169	169	100%	0%	24%
Students Receiving Migrant Education Services	0	0	0	0%	N/A
Students with Disabilities	9	9	100%	0%	--

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

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

Table 17: Local Assessment Test Results in ELA by Student Group
Assessment Name(s): NWEA MAP
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	194	194	100%	0%	58%
Female	98	98	100%	0%	59%
Male	96	96	100%	0%	57%
American Indian or Alaska Native	0	0	0	0%	N/A
Asian	1	1	100%	0%	100%
Black or African American	2	2	100%	0%	50%
Filipino	0	0	0	0%	N/A
Hispanic or Latino	191	191	100%	0%	56%
Native Hawaiian or Pacific Islander	0	0	0	0%	N/A
Two or More Races	0	0	0	0%	N/A
White	0	0	0	0%	N/A
English Learners	64	64	100%	0%	33%
Foster Youth	0	0	0	0%	N/A
Homeless	0	0	0	0%	N/A
Military	0	0	0	0%	N/A
Socioeconomically Disadvantaged	169	169	100%	0%	46%
Students Receiving Migrant Education Services	0	0	0	0%	N/A
Students with Disabilities	9	9	100%	0%	22%

*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.

Table 18: Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s): NWEA MAP

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	194	194	100%	0%	43%
Female	98	98	100%	0%	31%
Male	96	96	100%	0%	55%
American Indian or Alaska Native	0	0	0	0%	N/A
Asian	1	1	100%	0%	100%
Black or African American	2	2	100%	0%	50%
Filipino	0	0	0	0%	N/A
Hispanic or Latino	191	191	100%	0%	42%
Native Hawaiian or Pacific Islander	0	0	0	0%	N/A
Two or More Races	0	0	0	0%	N/A
White	0	0	0	0%	N/A
English Learners	64	64	100%	0%	26%
Foster Youth	0	0	0	0%	N/A
Homeless	0	0	0	0%	N/A
Military	0	0	0	0%	N/A
Socioeconomically Disadvantaged	169	169	100%	0%	39%
Students Receiving Migrant Education Services	0	0	0	0%	N/A
Students with Disabilities	9	9	100%	0%	33%

*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.

**Table 19: CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019– 2020	School 2020– 2021	District 2019– 2020	District 2020– 2021	State 2019– 2020	State 2020– 2021
Science (grades 5, 8 and high school)	PUENTE Does Not Offer Grades 5, 8 and high school		N/A	[DPC]	N/A	[DPC]

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

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

**Table 20: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

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

Table 21: Career Technical Education Programs (School Year 2020–2021)

The PUENTE Charter School instructional team utilizes computer-assisted instruction (CAI) programs to support student mastery foundational literacy skills. Our classroom design includes a dedicated laptop for every student. The intentional effort is to offer programs that adjust to students' specific instructional levels and provide immediate and specific feedback such that the rate of learning is maximized. In addition, instructional features (e.g., animation, interactive features) that are engaging to our students assists with the time on task which enhances learning. In an effort to address the needs of each learner, our students who have Individualized Educational Plans, or those who are referred to our Student Success Team, our computer-assisted instruction is considered an evidence-based educational support. Specifically for the students who need additional supports and interventions, the computer-assisted instruction provides the opportunity for intensive anchor skill reinforcement including word recognition, decoding skills and numeracy skills. The multisensory approach, including the auditory and visual reinforcement, provides a value-add component to the students learning experience.

Teachers integrate technology into all instructional programs. Students use computers to reinforce studies in content core areas such as English language arts, mathematics, science, and history-social studies areas as well as non-core areas such as art and music. Science instruction follows the International Society for Technology (ISTE) standards. Students in grades TK – 5 use technology skills daily to become empowered learners. Using technology as a learning tool becomes second nature, where students seamlessly use technology as a part of the learning process. Students use technology in the classroom daily to create projects, reinforce core content areas and as a research tool. In addition to using technology as a blended learning supplement for strengthening core and non-core content areas, students will also learn simple computer science concepts such as computer terminology, typing skills, computer science concepts, use digital media for research, and learn about internet safety.

Fifth graders will learn the power of social media and guided to become responsible online citizens, as well as learn to use internet communication responsibly. The internet will become a research tool where students search for images and information.

Children in TK and K will have 1:1 computing access with dedicated laptops allowing teachers to differentiate instruction creating whole group instruction, small group instruction and intervention/enrichment stations. In grades 1-5, students have daily access to laptops used in their modern classrooms for whole and small group instruction, collaborative groups, pair research projects, publishing assignments as well as other student writing projects.

Practical skills such as basic typing will taught beginning in kindergarten. Typing is a needed skill set for future compositions, coding efforts and standardized assessments. By the time students are in grade five, they will work in collaborative and project based groupings to create documents for PowerPoint presentations.

Children in grades K-1 will learn very basic coding skills using the simple online application, "Scratch Jr." and Edmark Thinkin' Science. Students in grades 2-4 will transition to the more advanced online coding application, "Scratch". Students develop coding skills that will serve them throughout their content studies as well as skills they will need for the rest of their education. By the time students are in grade 5, they will use the "Tynker" online application and begin to use their coding skills to program a drone. Fifth graders will learn to move a programmable Parrot drone, forward and back, up and down, and side to side. Fifth graders will highlight their coding and programming skills by completing a "drone obstacle course" during a culminating activity where family members attend. Fifth graders will also work in collaborative groups using "WeDo 2.0 Lego's Robotics Kits" to construct a simple robot as part of their project based learning instruction. Fifth graders will learn that if they want a robot to do something they must communicate the idea with logical precision. Collaborative groups will conduct experiments and collect data for PBL group presentations.

Element and Expectation

Introduction to Technology Students log-on independently into their respective software learning accounts

Students create their own Google Application and email accounts

Students learn the fundamentals of typing

Students begin to explore technology as a tool for learning

Communication and Information

Students obtain skills to professionally and formally communicate with each other and staff

Students acquire informational literacy to use technology to help gather information

Students gain access to and use universal learning programs

Critical Thinking and Decision Making

Students use technology to solve challenging problems in core content areas

Students apply their skills to solve scenarios that require effective use of technology

Students demonstrate fluency in technological literacy through end of year presentations and projects

Online Testing

100% of students will take a mock state assessment online to demonstrate proficiency of computer use

100% of students will be able to navigate the state standardized assessment portal

Technology*(keyboarding, digital media, coding, robotics, droning)**Grade TK - 2**Scratch Jr.**Starfall**Touch Typing**Edmark Thinkin' Science Series**Grades 3-5 Scratch**DreamBox Learning**Grade 5 Tynker**WeDo 2.0 Robotics Kits**Programmable Parrot Drone Kits***Table 22: Career Technical Education (CTE) Participation
(School Year 2020–2021)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	N/A
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	N/A
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

Table 23: 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	N/A
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

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

Table 24: California Physical Fitness Test Results (School Year 2020–2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Table 25: Opportunities for Parental Involvement (School Year 2021–2022)

PUENTE invites and cultivates a strong home-to-school relationship with on-going communications and invitations to our parent community including weekly bilingual school family newsletters, monthly Family Engagement Meetings hosted by PUENTE instructors, administrators & external stakeholders, and collaborations with literacy-based organizations to assist in creating literacy-rich home environments for families. The family newsletter extends the learning into the home environment and continues strengthening the home-to-school connection. Parent-Teacher conferences are conducted in the fall and winter of every academic year with 100% parent participation.

Ongoing specific parent stakeholder engagement meetings for 2021-22 include our English Language Advisory Committee (ELAC) conducted monthly; Charter School Advisory Committee and Wellness Committee meeting conducted quarterly; All-Parent Meetings (including LCAP) conducted quarterly; Coffee with the Principal meetings conducted monthly; and Governing Board meeting conducted quarterly.

State Priority: Pupil Engagement

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

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

Table 26: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

[illegible]

Table 27: 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	N/A	N/A	N/A
Female	N/A	N/A	N/A
Male	N/A	N/A	N/A
Non-Binary	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A
White	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A
Homeless	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

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>.

**Table 28: 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	194	194	[DPC]	[DPC]
Female	98	98	[DPC]	[DPC]
Male	96	96	[DPC]	[DPC]
American Indian or Alaska Native	0	0	[DPC]	[DPC]
Asian	1	1	[DPC]	[DPC]
Black or African American	2	2	[DPC]	[DPC]
Filipino	0	0	[DPC]	[DPC]
Hispanic or Latino	191	191	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	0	0	[DPC]	[DPC]
Two or More Races	0	0	[DPC]	[DPC]
White	0	0	[DPC]	[DPC]
English Learners	64	64	[DPC]	[DPC]
Foster Youth	0	0	[DPC]	[DPC]
Homeless	0	0	[DPC]	[DPC]
Socioeconomically Disadvantaged	168	168	[DPC]	[DPC]
Students Receiving Migrant Education Services	0	0	[DPC]	[DPC]
Students with Disabilities	9	9	[DPC]	[DPC]

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

Table 29: 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%	0%	[DPC]	[DPC]	[DPC]	[DPC]
Expulsions	0%	0%	[DPC]	[DPC]	[DPC]	[DPC]

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.

Table 30: 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%	[DPC]	[DPC]
Expulsions	0%	[DPC]	[DPC]

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.

Table 31: 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%

Table 32: School Safety Plan (School Year 2021–2022)

PUENTE Charter School is committed to maintaining safe and secure campuses for all of its pupils and staff. To that end, this Comprehensive School Safety Plan covers policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

All school employees receive training in the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Plan annually.

The Plan is reviewed annually, every summer, and updated as needed.

PROCEDURES TO ENSURE A SAFE AND ORDERLY ENVIRONMENT

PUENTE Charter and its staff members will maintain policies, practices and procedures so that the campus is physically secure and safe.

The school principal and school operations coordinator will develop procedures so that students, staff, parents and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours, as follows:

- *Designating individuals to lock the school building and/or grounds when not in use*
- *Training school staff members to maintain the security of the building when working during non-regular working hours (e.g. not propping doors open, re-securing the building after leaving)*
- *Maintaining a practice of locking doors that are not being regularly used, even during school hours*
- *Posting signs requesting that visitors sign in at the main office*
- *Establishing a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office*
- *Periodically testing the security system according the manufacturer or vendor instructions, to ensure it is functioning*
- *Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the parking lot and local streets, and to prevent students from crossing traffic unnecessarily*
- *Employing onsite uniformed security personnel*
- *Utilizing an all-facility camera monitoring system*

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.

Table 33: Average Class Size and Class Size Distribution (Elementary)
(School Year 2018–2019)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25	0	2	0
1	25	0	2	0
2	[DPC]	[DPC]	[DPC]	[DPC]
3	[DPC]	[DPC]	[DPC]	[DPC]
4	[DPC]	[DPC]	[DPC]	[DPC]
5	[DPC]	[DPC]	[DPC]	[DPC]
6	[DPC]	[DPC]	[DPC]	[DPC]
Other**	[DPC]	[DPC]	[DPC]	[DPC]

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2019–2020)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25	0	2	0
1	25	0	2	0
2	25	0	2	0
3	[DPC]	[DPC]	[DPC]	[DPC]
4	[DPC]	[DPC]	[DPC]	[DPC]
5	[DPC]	[DPC]	[DPC]	[DPC]
6	[DPC]	[DPC]	[DPC]	[DPC]
Other**	[DPC]	[DPC]	[DPC]	[DPC]

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Table 35: Average Class Size and Class Size Distribution (Elementary)
(School Year 2020–2021)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25	0	2	0
1	24	0	2	0
2	24	0	2	0
3	24	0	2	0
4	[DPC]	[DPC]	[DPC]	[DPC]
5	[DPC]	[DPC]	[DPC]	[DPC]
6	[DPC]	[DPC]	[DPC]	[DPC]
Other**	[DPC]	[DPC]	[DPC]	[DPC]

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

**Table 36: Average Class Size and Class Size Distribution (Secondary)
(School Year 2018–2019)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Table 37: Average Class Size and Class Size Distribution (Secondary)
(School Year 2019–2020)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Table 38: Average Class Size and Class Size Distribution (Secondary)
(School Year 2020–2021)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Table 39: Ratio of Pupils to Academic Counselor (School Year 2020–2021)

Title	Ratio
Pupils to Academic Counselor*	[DPC]

*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.

Table 40: Student Support Services Staff (School Year 2020–2021)

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

*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.

**Table 41: 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	[DPL]	[DPL]	[DPL]	[DPL]
District	N/A	N/A	[DPL]	[DPC]
Percent Difference – School Site and District	N/A	N/A	[DPL]	[DPL]
State	N/A	N/A	[DPC]	[DPC]
Percent Difference – School Site and State	N/A	N/A	[DPL]	[DPL]

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

Table 42: Types of Services Funded (Fiscal Year 2020–2021)

[Narrative provided by the LEA]
<i>[Provide specific information about the types of programs and services available at the school that support and assist students.]</i>

Table 43: Teacher and Administrative Salaries (Fiscal Year 2019–2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	[DPC]	[DPC]
Mid-Range Teacher Salary	[DPC]	[DPC]
Highest Teacher Salary	[DPC]	[DPC]
Average Principal Salary (Elementary)	[DPC]	[DPC]
Average Principal Salary (Middle)	[DPC]	[DPC]
Average Principal Salary (High)	[DPC]	[DPC]
Superintendent Salary	[DPC]	[DPC]
Percent of Budget for Teacher Salaries	[DPC]	[DPC]
Percent of Budget for Administrative Salaries	[DPC]	[DPC]

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

Table 44: Advanced Placement (AP) Courses (School Year 2020–2021)

Percent of Students in AP Courses: [DPC]

Subject	Number of AP Courses Offered*
Computer Science	[DPC]
English	[DPC]
Fine and Performing Arts	[DPC]
Foreign Language	[DPC]
Mathematics	[DPC]
Science	[DPC]
Social Science	[DPC]
Total AP Courses Offered*	[DPC]

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

Table 45: Professional Development

Measure	2019–2020	2020–2021	2021–2022
Number of school days dedicated to Staff Development and Continuous Improvement	[DPL]	[DPL]	[DPL]

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.

**Table 1: LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Military	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

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

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

Table 2: LEA-Level CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Military	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

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

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

Table 3: LEA-Level Local Assessment Test Results in ELA by Student Group

Assessment Name(s): [DPL]

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

*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.

Table 4: LEA-Level Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): [DPL]
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	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Female	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Male	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
American Indian or Alaska Native	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Asian	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Black or African American	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Filipino	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Hispanic or Latino	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Native Hawaiian or Pacific Islander	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Two or More Races	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
White	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
English Learners	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Foster Youth	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Homeless	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Military	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Socioeconomically Disadvantaged	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Students Receiving Migrant Education Services	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Students with Disabilities	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]

*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.