School Year: 2022-23
District: Puente Charter

VIEW TRANSLATION LIBRARY

Puente Charter
2022-23 School Accountability Report Card
Reported Using Data from the 2022-23 School Year
California Department of Education

Address: 501 South Bonita Ave
Los Angeles, CA 90033-3816

Phone: (323) 780-8992

Principal: Brenda Mesa, Principal

Grade Span: K - 8

As February 1 of each year, every California public school is required to prepare a School Accountability Report Card (SARC). The SARC contains information about the school and compares the school to the district and to California. All schools are required to make the SARC available to the public by February 1 of the subsequent year. Schools are also 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 special attention to the performance of subgroups of pupils. Additionally, data reported in an LCAP is focused on the most recent three years.

- For more information about SARC requirements and access to prior years, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ds/ad/sarcinfo.asp.
- 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 the 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 completions, staffing, and English learners) purposes.

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 populations. 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.

About This School

Brenda Mesa, Principal
Principal, Puente Charter

About Our Schools

Contact Information (School Year 2023-24)

District Contact Information (School Year 2023-24)

District Name	Los Angeles Unified
Phone Number	(213) 241-5183
Superintendent	Carvalho, Alberto
Email Address	superintendent@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2023-24)

School Name	Puente Charter
Street	501 South Bonita Ave
City, State, Zip	Los Angeles, CA, 90033-3816
Phone Number	(323) 780-8992
Principal	Brenda Mesa, Principal
Email Address	brenda@puente.net
Website	http://puente.org
County-District-School (CDS) Code	19647330132340

School Description and Mission Statement (School Year 2023-24)

PUENTE: ORGANIZATION

Puente Charter School is a public charter school operated independently of Puente Learning Center (PLC). An established nonprofit presence in the Los Angeles community for over 40 years, PLC's mission is to empower the underserved by accelerating their success in Central and the Neighborhood Communities. Beginning in 2009, PLC began to develop a charter school program for elementary school students who needed remedial support to succeed in grade level. PUENTE's rapid expansion occurred when parents requested English as a Second Language classes for their children who were struggling in school.

The dialogue with the community continued and our leadership team developed a comprehensive educational support service for children, youth, and adults, an efficient in-city school and a community-based, multi-generational, multi-cultural, multi-lingual, and multi-ethnic community of learners. Our students are primarily Latino, English Learners, and Socio-economically disadvantaged. Our mission is to eliminate achievement gaps, accelerate academic outcomes and is intended to impactfully welcome and inspire our vibrant, culturally rich community to learn, grow, and succeed.

PUENTE CHARTER SCHOOL

Puente Charter School is situated within the Boyle Heights and East Los Angeles community, serving 384 students in grades TK-8. Our current student demographics reflect 100% Hispanic/Latino, 0% Other. Our Focus Populations are: 0% Foster Youth, 0% Homeless, 0% Migrant, 0% Students with Disabilities, 0% Unhoused, 100% Socio-economically Disadvantaged.

Puente provides all students with an academically challenging curriculum that supports each child's intellectual, social, and emotional growth. Our school is committed to educating students who are English Learners, Socio-economically disadvantaged, and students who are Latino. Our curriculum promotes critical thinking and problem solving skills to develop literacy, the key to all learning.

Puente Charter Elementary was founded in 2012 by dedicated educators and parents seeking for a high achieving school in the community. Puente Charter Elementary has been recognized for its academic achievement and has been a Title I Distinguished School for the last three years. Our school is committed to educating students who are English Learners, socio-economically disadvantaged and students in Latino children and families seeking a high achieving, supportive, nurturing, caring, loving environment. Our school is committed to a rigorous 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 for their children who were struggling in school.

Our dialogue with the community continued and our leadership team developed a comprehensive educational support service for children, youth, and adults, an efficient in-city school and a community-based, multi-generational, multi-cultural, multi-lingual, and multi-ethnic community of learners. Our students are primarily Latino, English Learners, and Socio-economically disadvantaged. Our mission is to eliminate achievement gaps, accelerate academic outcomes and is intended to impactfully welcome and inspire our vibrant, culturally rich community to learn, grow, and succeed.

Our school offers an opening all year charter school over 20 years ago. It is incredible to see how far we have come. Established from our community's request to continue expanding a long-going learning foundation that our Puente Parents have found so dear to people. Puente Charter School offers kindergarten grade and has to the beginning of our 8th grade year. Our students are primarily Latino, English Learners, and Socio-economically disadvantaged. Our mission is to eliminate achievement gaps, accelerate academic outcomes and is essential mission to our charter. Puente began the vision growth expansion to add grades through 8 and will fulfill the pledge to support our students and community. Our students are primarily Latino, English Learners, and Socio-economically disadvantaged. Our mission is to eliminate achievement gaps, accelerate academic outcomes and is essential mission to our charter.

The Puente community of parents, instructional team members, and administrative staff continually persevere with the commitment to excellence to achieve the relevant, rigorous, and meaningful goals set forth in our charter. Our students are primarily Latino, English Learners, and Socio-economically disadvantaged. Our mission is to eliminate achievement gaps, accelerate academic outcomes and access to excellent educational resources. In addition, as a small school community, we are continually assessing and responsibly to our student and family needs based on the dialogue with our community and data-sets, something we as a school community are continuing to strengthen. Our students are primarily Latino, English Learners, and Socio-economically disadvantaged. Our mission is to eliminate achievement gaps, accelerate academic outcomes and is significant student challenges and school culture.

Puente Charter is proud to offer the community of families in the underserved area of Los Angeles an intentionally designed facility that incorporates literacy rich textbooks and classroom libraries, technology, and a beautiful environment that promotes collaboration and exploration. Our students are primarily Latino, English Learners, and Socio-economically disadvantaged. Our mission is to eliminate achievement gaps, accelerate academic outcomes and is essential mission to our charter.

Puente Charter School students and families receive a high quality education that integrates the arts, math and science (including engineering) into all disciplines. Our Support Services include Counseling, Nutrition, Health Services, Parent Education, Community Outreach, Leadership Development, Mentoring, Tutoring, Enrichment, and Extracurricular Activities. Our teaching methodology focuses on: Hands-on, Inquiry-based, Collaborative Learning Standards (NGSS) and Common Core State Standards (CCSS) Our teaching goals, are as responsive to students' questions, ideas, and interests. We believe planning and instruction should be integrated and interdisciplinary, as these approaches more closely reflect the world in which our students live. Our instructional approach is designed to foster: Inquiry, Critical thinking, Reasoning, Reflection, Communication, Creativity, and collaboration, and to help students learn the skills of self-management.

ACCOMPLISHMENTS

Our parent and family community has expressed overwhelming satisfaction with the school's growth and our focus on maintaining high quality standards. We implement a rigorous curriculum that is aligned to the Common Core State Standards and Next Generation Science Standards. Our students are primarily Latino, English Learners, and Socio-economically disadvantaged. Our mission is to eliminate achievement gaps, accelerate academic outcomes and is essential mission to our charter. We are nonetheless proud to be successful and provide an exceptional education for all our students. from TK to 8th grade. We continue demonstrating through our data outcomes that our promote equity and excellence.

Puente's successes includes highly effective English Language Arts and Math instruction, resulting in 70-80% of our students demonstrating progress toward English Language proficiency, measured by the English Learner Progress Indicator (ELPI) on the 2023 California School Dashboard. Puente has partnered with Tilde Teaching to provide a rigorous, standards-based, data-driven, and fun math program. Our students are primarily Latino, English Learners, and Socio-economically disadvantaged. Our mission is to eliminate achievement gaps, accelerate academic outcomes and is essential mission to our charter. We continue to expand annual enrollment into our GATE Program.

Student Enrollment by Grade Level (School Year 2022-23)

Grade Level	Number of Students
Kindergarten	56
Grade 1	53
Grade 2	45
Grade 3	44
Grade 4	49
Grade 5	43
Total Enrollment	297

Student Enrollment by Student Group (School Year 2022-23)

Student Group	Percent of Total Enrollment
Female	51.00%
Male	49.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	97.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	3.00%

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 sufficient access to the standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Preparation and Placement (School Year 2020-21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully Credentialed for Subject and Student Placement (properly assigned)	9.00	47.37%	1918.00	81.34%	224453.00	84.57%
Intern Credential Holders Properly Assigned	2.00	10.53%	114.00	4.83%	4203.00	1.58%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	138.00	5.14%	13176.70	4.96%
Credentialed Teachers Assigned Out of Field ("out-of-field" under ESSA)	0.00	0.00%	140.00	5.93%	13386.00	5.04%
Unknowns(unqualified)	8.00	42.10%	183.00	7.75%	18604.30	6.98%
Total Teaching Positions	19.00	100.00%	2358.00	100.00%	265823.00	100.00%

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 based on setting, subject, and grade level. An authorization is defined as the service that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021-22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully Credentialed for Subject and Student Placement (properly assigned)	8.00	37.62%	2318.00	84.33%	234455.00	84.90%
Intern Credential Holders Properly Assigned	2.00	16.18%	604.00	2.58%	4663.00	1.78%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	147.00	5.28%	13951.00	5.06%
Credentialed Teachers Assigned Out of Field ("out-of-field" under ESSA)	0.00	0.00%	109.00	3.88%	11913.00	4.28%
Unknowns(unqualified)	9.00	46.20%	1018.00	3.89%	10604.30	3.97%
Total Teaching Positions	19.00	100.00%	2748.00	100.00%	276586.80	100.00%

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 based on setting, subject, and grade level. An authorization is defined as the service that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments ("ineffective" under ESSA) (School Year 2020)

Authorization/Assignment	2020-21 Number	2020-21 Percent
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) (School Year 2020)

Indicator	2020-21 Number	2020-21 Percent
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Class Assignments

Indicator	2020-21 Percent	2021-22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00%
No credential, permit or authorization to teach (a percentage of all the classes with teachers teaching off a record of authorization to teach)	25.00%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/terms4equityfinal.htm.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023-24)

Year and month in which the data were collected: December 2023

Subject	Textbooks and Other Instructional Materials/Year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	• Houghton Mifflin Riverdeep Phonics	Yes	0
Mathematics	• Eureka Math • XL Math	Yes	0
Science	• Amplify Science	Yes	0
History-Social Science	• McGraw-Hill, Wonders	Yes	0
Foreign Language	Not applicable		
Health	• Second Step SEL • Teen Connect	Yes	0
Visual and Performing Arts	Not applicable		
Science Lab Equipment (Grades 9-12)	N/A	N/A	0

Note: Cells with Not values do not require data.

School Facility Conditions and Planned Improvements

Puente Charter School is situated in a state-of-the-art facility in Boyle Heights. The building is in excellent condition, with maintenance and custodial crews provided by on-site staff. There are no maintenance needs beyond those visible for a school of this size.
Annually, we conduct assessments the Facility Inspection Tool (FIT) and report results are posted on the SARC, LCAP, and Local Indicators.

School Facility Good Repair Status

Puente Charter School participated in the Facility Inspection Tool (FIT) Report annually which is reported on the SARC and LCAP.
If you have not identified any deficiencies, please state that accordingly.

Using the **most recently collected** facility inspection data (FIT data or equivalent), provide the following:

- Determination of repair status for systems inspected.
- Description of any needed maintenance to ensure good repair
- The date of the most recent school facility inspection.
- The rate the each system inspected.
- The overall rating.

Year and month of most recent FIT report: September 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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: Playgrounds/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2023

Overall Rating	Exemplary

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 [CAA] for students with the most significant cognitive disabilities);
- the percentage of pupils 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;

Statewide Assessments (CAASPP System includes the Smarter Balanced Summative Assessments and CAA for ELA in grades three through eight and grade eleven.)

- **English Language Arts (ELA) and Mathematics for all Students**
- **English Language Arts (ELA) and Mathematics for Socio-economically disadvantaged and Hispanic/Latino students**
- **Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts (Ulmers Learners 3-8 and 11)	50%	45%	47%	47%	47%	46%
Mathematics (grades 3-8 and 11)	40%	36%	27%	29%	33%	34%

Note: "Ulmers" student groups, grades 3-8 and 11, are used in the table when the red one will be within a selected student population is fewer than 11.
Note: The number of students tested includes all students who participated in the test whether they received a score or not. The number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022-23)

Student Group	Total Enrollment	Number Tested	Percent Not Tested	Percent Met or Exceeded
All Students	125	108	96.22%	5.74%
Female	66	64	96.97%	1.56%
Male	54	44	100.00%	0.00%
American Indian or Alaska Native	0	0	0%	0%
Asian	0	0	0%	0%
Black or African American	0	0	0%	0%
Filipino	0	0	0%	0%
Hispanic or Latino	121	106	96.07%	5.66%
Native Hawaiian or Pacific Islander	0	0	0%	0%
Two or More Races	0	0	0%	0%
White	0	0	0%	0%
English Learners	23	23	100.00%	0.00%
Foster Youth	0	0	0%	0%
Homeless	0	0	0%	0%
Military	0	0	0%	0%
Socioeconomically Disadvantaged	108	107	99.07%	0.93%
Students Receiving Migrant Education Services	0	0	0%	0%
Students with Disabilities	0	0	0%	0%

Note: Ulmers Learners 3-8 and 11 are used in the table when the red one will be within a selected student population is fewer than 11.
Note: The number of students tested includes all students who participated in the test whether they received a score or not. The number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics for all Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Sciences (grades 5, 8 and high school)	24.81%	20.00%	18.44%	20.47%	30.20%	

Note: Ulmers Learners 3-8 and 11 are used in the table when the red one will be within a selected student population is fewer than 11.
Note: The number of students tested includes all students who participated in the test whether they received a score or not. The number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School (School Year 2022-23)

Student Group	Total Enrollment	Number Tested	Percent Not Tested	Percent Met or Exceeded
All Students	44	40	97.73%	2.27%
Female	23	21	95.65%	0.00%
Male	22	22	100.00%	10.36%
American Indian or Alaska Native	0	0	0%	0%
Asian	0	0	0%	0%
Black or African American	0	0	0%	0%
Filipino	0	0	0%	0%
Hispanic or Latino	44	40	97.67%	10.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%
Two or More Races	0	0	0%	0%
White	0	0	0%	0%
Economically Disadvantaged	44	40	97.67%	10.00%

Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/7/24

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

California Physical Fitness Test Results (School Year 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/12/24

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

Opportunities for Parental Involvement (School Year 2023–24)

Puente Charter School provides numerous opportunities for parents (including those of Unduplicated Pupils and Students with Disabilities) to participate in their child's education and engage in schoolwide activities and events. They include -

- Monthly Coffee with the Principal
- Integrated Services Workshops: College/career readiness, counseling services, Health & Wellness, Nutrition, Immigration Rights, Tenant Rights, social media
- Schoolwide events: Family Nights, Literacy Night, Meet & Greet, Monthly recognition ceremonies
- English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2)
- Parent Advisory Committee (PAC) per CA EC 52062(a)(1)
- Parent Advisory Council
- CCSPP Steering Committee

The Operations Coordinator communicates and conducts parent outreach, provides interpreter services, issues the monthly newsletter, and monitors ParentSquare and the calendar of events. Parents have access to the Infinite Campus Parent Portal, where they can view their child's academic progress and attendance and communicate with staff.
All correspondence sent to families/guardians is provided in English and translated to Spanish, as identified by our (primary) language survey and the "15% and above translation needs" criteria. Interpreter services are available for all parent events and upon request.

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

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	303	299	102	34.1%
Female	154	154	51	33.1%
Male	149	145	51	35.2%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	0	0	0	0.0%
Black or African American	3	3	3	100.0%
Filipino	0	0	0	0.0%
Hispanic or Latino	293	290	96	33.1%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	0	0	0	0.0%
White	6	6	3	50.0%
English Learners	88	87	36	41.4%
Foster Youth	3	3	2	66.7%
Homeless	0	0	0	0.0%
Socioeconomically Disadvantaged	254	251	90	35.9%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	38	38	16	42.1%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/12/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.00%	0.00%	0.00%	0.46%	0.55%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.02%	0.02%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/12/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/12/24

School Safety Plan (School Year 2023–24)

Puente Charter School reviews, updates, and adopts the Comprehensive School Safety Plan on an annual basis, which is then presented to the governing board by March 1st for approval.
Puente Charter School's Comprehensive School Safety Plan engages its staff in a systematic planning process to develop strategies and policies to prevent and respond to potential incidents involving emergencies, natural and other disasters, hate crimes, violence, active assailants/intruders, bullying and cyberbullying, discrimination and harassment, child abuse and neglect, discipline, suspension and expulsion, and other safety aspects.
Puente Charter School adheres to the California Department of Education (CDE) Safe Schools Planning, a compliance tool for School Safety Plans.
Puente Charter School's Comprehensive School Safety Plan complies with the following and includes the following components.

- Designated safety planning committee has specific responsibilities for their school EC 32281(a)
- All staff undergo annual training.

- Assessment of the current status of school crime or crimes at school-related functions.
- Child abuse and neglect reporting procedures.
- Disaster procedures, routine, and emergency plans, and crisis response plan with adaptations for pupils with disabilities.
- Earthquake emergency procedures
- Fire Drills
- School building disaster plans for the following situations may include but are not limited to bomb thread, bioterrorism/hazardous materials, earthquake, flood, power failure/blackout, intruders/solicitors' weapons/assault/hostage, explosion, gas/fumes.
- Suspension/expulsion policies and procedures.
- Procedures to notify teachers of dangerous students.
- Discrimination and harassment policy that includes hate crime reporting procedures and policies.
- Schoolwide dress code includes student uniforms prohibiting gang-related apparel.
- Procedures for safe ingress and egress of students, parents/guardians, and school employees to and from the school site.
- Maintenance of a safe and orderly environment conducive to learning at the school.
- Rules and procedures on school discipline.
- Procedures for conducting tactical responses to criminal incidents, including individuals with guns on school campuses and at school-related functions.
- Including but not limited to any new laws for 2024

Classrooms are equipped with an emergency backpack that contains emergency supplies, including but not limited to a first aid kit, emergency contact information, and evacuation maps. The school has a supply of food and water on campus for all students and staff in the event of an emergency. The evacuation plan is clearly posted on the walls of every classroom.

Last updated: 1/12/24

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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	26.00		2	
1	23.00		2	
2	24.00		2	
3	25.00		2	
4				
5				
6				
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	17.00	2	2	
1	20.00	2		
2	21.00	1	1	
3	22.00		2	
4	23.00		2	
5				
6				
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19.00	1	3	0
1	27.00	0	2	0
2	18.00	1	1	0
3	22.00	1	1	0
4	23.00	0	2	0
5	22.00	0	2	0
6	0.00	0	0	0
Other**	0.00	0	0	0

* 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.

Student Support Services Staff (School Year 2022–23)

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

* 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.

Last updated: 1/12/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$18763.00	$9460.00	$9303.00	$56700.00
District	N/A	N/A	--	$81337.00
Percent Difference – School Site and District	N/A	N/A	--	-35.70%
State	N/A	N/A	$7606.62	$87885.00
Percent Difference – School Site and State	N/A	N/A	20.10%	-43.10%

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

Last updated: 1/12/24

Types of Services Funded (Fiscal Year 2022–23)

Puente provides students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, and PE) that include the following: Music, Dance, Soccer, and Art.
Puente Charter School utilizes universal screeners (NWEA MAP, F&P) to identify learning and achievement gaps and identify struggling students for academic intervention and support. As identified from an analysis of disaggregated NWEA MAP assessments, ELPAC results, and low reclassification rates, the achievement gap between our English learners and low-income students is widening. Paraprofessionals participate in professional learning to provide Tier 1 and Tier 2 support in reading and mathematics for Unduplicated Pupils and struggling learners through small group instruction. To further accelerate learning, students have access to:

- iXL Math
- Raz Kids
- Epic

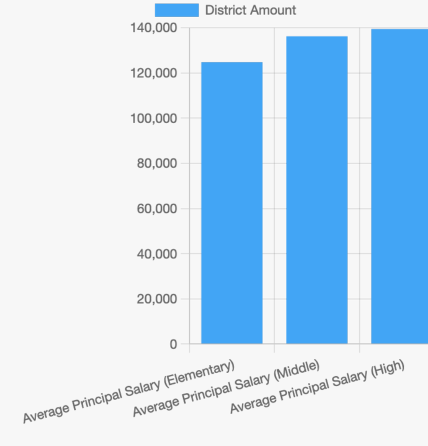
In addition, Puente provides additional support with its expanded learning opportunities program (ELOP) that takes place during after-school programming, intersession, and summer programming. Puente Charter School has also implemented a GATE Program to challenge high performing students academically.
Promoting a positive school climate is essential to providing a conducive learning environment that is welcoming for students and families. Puente will design and implement a Bullying Prevention Plan that will be incorporated in the comprehensive school safety plan. The School Safety Plan is reviewed and revised with input from our educational partners annually.
To promote student engagement and a positive school climate, Puente Charter School hosts anti-bullying assemblies and monthly student recognition ceremonies and administers school climate surveys that are reviewed and analyzed to assess areas of growth. Students participate in student-led conferences where students will demonstrate responsibility for their academic performance by providing a review of their work to their parents and teacher. In addition, students participate in extended learning experiences through field trips aligned to core content, providing 'real and relevant learning experiences.'
Our school has partnered with the UCLA Eye Institute and Comprehensive Therapy Associates to conduct health screenings for our students. Puente participates in the universal meals program schoolwide.

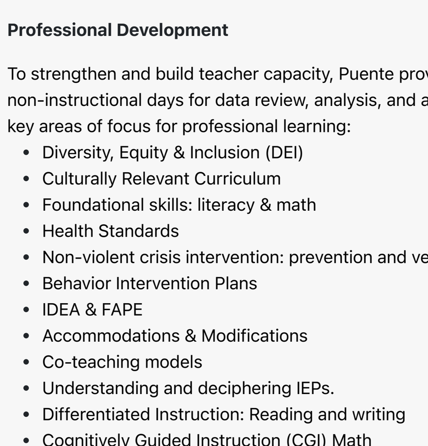
Last updated: 1/12/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$48916.00	$55549.60
Mid-Range Teacher Salary	$78133.00	$80702.84
Highest Teacher Salary	$97008.00	$109417.68
Average Principal Salary (Elementary)	$124723.00	$137703.47
Average Principal Salary (Middle)	$136178.00	$143759.63
Average Principal Salary (High)	$139415.00	$159020.77
Superintendent Salary	$440000.00	$319442.91
Percent of Budget for Teacher Salaries	25.32%	30.35%
Percent of Budget for Administrative Salaries	4.83%	4.87%

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





Last updated: 1/12/24

Professional Development

To strengthen and build teacher capacity, Puente provides two weeks of summer professional learning, weekly professional learning during the academic school year, and eight non-instructional days for data review, analysis, and application. An analysis of multiple types of data, including feedback from educational partners, has identified the following key areas of focus for professional learning:

- Diversity, Equity & Inclusion (DEI)
- Culturally Relevant Curriculum
- Foundational skills: literacy & math
- Health Standards
- Non-violent crisis intervention: prevention and verbal de-escalation skills, disengagement safety techniques, physical intervention techniques
- Behavior Intervention Plans
- IDEA & FAPE
- Accommodations & Modifications
- Co-teaching models
- Understanding and deciphering IEPs.
- Differentiated Instruction: Reading and writing
- Cognitively Guided Instruction (CGI) Math
- Strategies to improve designated/integrated ELD (new ELD curriculum adoption)
- Social-emotional learning
- Science curriculum adoption
- Positive Behavioral Intervention & Supports (PBIS)
- Health & Safety including CPR, & active shooter

As the recipient of the MTSS Grant, all staff are participating in comprehensive MTSS training to further strengthen and systematize our MTSS implementation.

The principal provides instructional coaching for all teachers, conducts classroom observations, leads instructional labs, models lessons, and feedback cycles, encourages peer observations, and facilitates professional development.

Puente Charter School reimburses teacher induction expenses to support teacher effectiveness and credential clearance. To support the teacher pipeline, Puente partnered with LACOE's Intern Program to obtain preliminary credentials for teacher candidates.

Note: The number of school days dedicated to Staff Development and Continuous Improvement includes summer professional development, eight non-instructional days, and minimum days during the academic year.

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	49	49	49

^ BACK TO TOP

Last updated: 1/12/24