

**Fenton STEM Academy: Elementary Center for Science Technology
Engineering and Mathematics**
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address: 8926 Sunland Blvd.
Sun Valley, CA , 91352-2843

Principal: Jennifer Miller, Director

Phone: (818) 962-3636

Grade Span: K-6

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Jennifer Miller, Director

Principal, Fenton STEM Academy: Elementary Center for Science Technology Engineering and Mathematics

About Our School

Fenton STEM Academy (STEM) is an independent charter school, servicing students in grades Transitional Kindergarten through Sixth Grade. The school currently serves approximately 350 students in Sun Valley. STEM has been in operation since August 17, 2015. Fenton STEM Academy operates under the Fenton Charter Public Schools (FCPS) umbrella.

FCPS has historically demonstrated strong student academic achievement in mathematics and has traditionally placed a strong emphasis on science and technology. In an effort to build upon these strengths and further explore engineering in more depth, Fenton opened Fenton STEM Academy as one of its first true focus schools. Fenton STEM Academy utilizes an integrated instructional approach to STEM education. All materials are aligned to the Next Generation Science Standards and Common Core Standards. Educators utilize project - based learning with ample opportunities for student dialogue and discussion. Students participate in frequent engineering projects based on English language arts and science lessons. These lessons often include the use of technology and culminate with an oral presentation. By integrating across multiple subjects, students can make connections and relate lessons taught to real life situations. Comprehensive data analysis reveals students are exceeding growth goals and demonstrating strong academic achievement in the areas of reading and responding to informational text, problem solving, and language skills.

The mission of the Fenton STEM Academy: Elementary Center for Science, Technology, Engineering, and Math is successful student engagement and achievement through the implementation of a curriculum that interconnects science, technology, engineering, and math across all disciplines, including art, music, language arts, and social studies.

Contact

Fenton STEM Academy: Elementary Center for Science Technology Engineering and Mathematics
8926 Sunland Blvd.
Sun Valley, CA 91352-2843

Phone: (818) 962-3636
Email: jmiller@fentoncharter.net

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

| | |
|-----------------------|--|
| District Name | Los Angeles Unified |
| Phone Number | (213) 241-1000 |
| Superintendent | Reilly, Megan |
| Email Address | megan.reilly@lausd.net |
| Website | www.lausd.net |

School Contact Information (School Year 2021—2022)

| | |
|--|---|
| School Name | Fenton STEM Academy: Elementary Center for Science Technology Engineering and Mathematics |
| Street | 8926 Sunland Blvd. |
| City, State, Zip | Sun Valley, CA , 91352-2843 |
| Phone Number | (818) 962-3636 |
| Principal | Jennifer Miller, Director |
| Email Address | jmiller@fentoncharter.net |
| Website | https://stem.fentoncharter.net/ |
| County-District-School (CDS) Code | 19647330131466 |

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

Opened in August 2015, Fenton STEM Academy is charter number 1605 in the state of California and one of five schools within the Fenton Charter Public Schools charter management organization. STEM's charter was renewed for five additional years during September of 2018 and a material revision was approved during 2019 to expand to 6th grade beginning August 2020. Fenton STEM Academy received the highest level of WASC Accreditation during the 2019-2020 school year and continues to serve students with an exceptional instructional program with the safest learning environment possible.

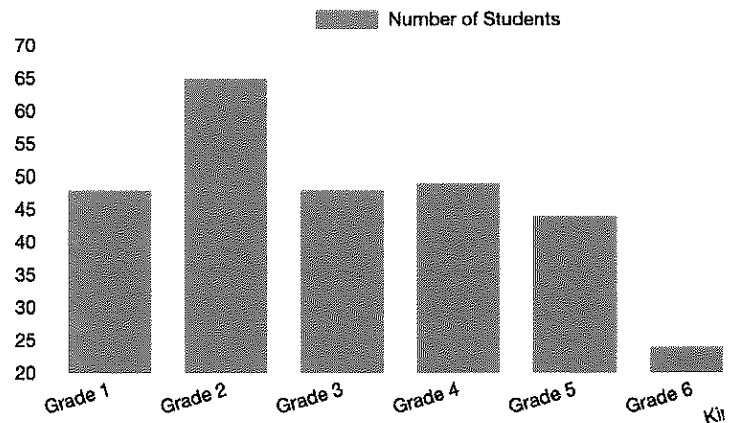
The school continues to implement rigorous safety protocols including weekly asymptomatic testing of students and staff, additional cleaning and disinfecting practices, and continuously updates our exposure management plan based on guidance from the Los Angeles County Department of Public Health. Beginning the 2021 school year, the school opened its doors to the additional 22,000 square foot building for upper grade students and staff. Fenton STEM Academy continues to enhance its facility and learning program to benefit all stakeholders.

The mission of Fenton STEM Academy is successful student engagement and achievement through the implementation of a curriculum that interconnects science, technology, engineering, and math across all disciplines, including art, music, language arts, and social studies. All members of Fenton STEM Academy are responsible for the schoolwide vision of the building of partnerships with colleges, universities, aerospace and engineering outreach programs to provide real-world learning experiences, creating the foundation for future pursuit of STEM education, which will prepare and inspire generations of learners to meet the challenges of the global society through innovation, collaboration, and creative problem solving.

Last updated: 1/23/22

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

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 1 | 48 |
| Grade 2 | 65 |
| Grade 3 | 48 |
| Grade 4 | 49 |
| Grade 5 | 44 |
| Grade 6 | 24 |
| Kindergarten | 66 |
| Total Enrollment | 344 |



Last updated: 1/23/22

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

| Student Group | Percent of Total Enrollment | Student Group (Other) | Percent of Total Enrollment |
|-------------------------------------|------------------------------------|---------------------------------|------------------------------------|
| Female | 47.20% | English Learners | 17.50% |
| Male | 52.80% | Foster Youth | 0.90% |
| Non-Binary | 0.00% | Homeless | 3.50% |
| American Indian or Alaska Native | 0.00% | Migrant | 0.00% |
| Asian | 1.20% | Socioeconomically Disadvantaged | 76.10% |
| Black or African American | 2.60% | Students with Disabilities | 14.30% |
| Filipino | 2.00% | | |
| Hispanic or Latino | 83.10% | | |
| Native Hawaiian or Pacific Islander | 0.00% | | |
| Two or More Races | 1.70% | | |
| White | 9.30% | | |

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020—2021)

| 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) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

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.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

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

Last updated:

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

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

Last updated:

Class Assignments (School Year 2020—2021)

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

Last updated:

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

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

Year and month in which the data were collected: January 2022

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|--|----------------------------|--|
| Reading/Language Arts | Benchmark Advance, a program of Benchmark Education, was adopted in the fall of 2016 as the school wide language arts series. Benchmark Advance is a research-based comprehensive language arts program that integrates instruction in all areas of the discipline. It incorporates high quality, multicultural, awardwinning literature with explicit instruction and ample practice. Benchmark integrates the components of a balanced literacy program under a single umbrella: phonemic awareness and phonics, fluency, reading comprehension strategies, English language development and mainstreaming strategies, differentiated instruction techniques and materials, small group strategies and resources, and vocabulary tools and strategies. Benchmark Advance is on the approved Language Arts adoption list from the California Department of Education. | Yes | 0% |
| Mathematics | My Math, published by McGraw Hill Education, is the schoolwide mathematics series that has been implemented in all grades since August 2015. The series utilizes hands-on activities to introduce new concepts with rich mathematical conversations, actively engaging students in the learning process, while concepts are developed, reviewed, and practiced over time. Students move from the concrete to the pictorial to the abstract, as opportunities for connections across mathematical strands are presented daily through mixed practice. The series is aligned with the Common Core State Standards for mathematics. | Yes | 0% |
| Science | Twig Science is a complete TK–6th grade curriculum that is approved by the State Board of Education and aligns with NGSS. This program was implemented in Fall 2019. Students are required to investigate, design, build, and understand phenomena using a blend of hands on, digital, and print resources. Each grade level is provided a supply of materials needed to conduct ongoing science experiments and engineering tasks that correspond and integrate with all subject matter. | Yes | 0% |
| History–Social Science | Freckle Education provides students with history–social studies curriculum through an online platform. Weekly units focus on learning history through diverse perspectives. In many Freckle Social Studies lessons, students will receive character cards. As they learn about historical events through their reading, they reflect on those events from the perspective of their assigned character. Program components include engaging reading passages, interactive videos, and assessments to gauge student comprehension. | Yes | 0% |
| Foreign Language | N/A | | 0% |
| Health | N/A | | 0% |
| Visual and Performing Arts | N/A | | 0% |
| Science Lab Eqpmt (Grades 9–12) | N/A | N/A | 0% |

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

Last updated: 1/23/22

School Facility Conditions and Planned Improvements

The school undergoes a rigorous facility inspection each August to ensure all equipment is working properly, repairs have been addressed, the school is structurally sound and absent of any safety hazards. This walkthrough is conducted by the Chief Operating Officer, school Director, school Plant Manager. - August 2021

Last updated: 1/23/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2022

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating

Exemplary

Last updated: 1/23/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
 - **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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 | School | District | District | State | State |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2019-2020 | 2020-2021 | 2019-2020 | 2020-2021 | 2019-2020 | 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.

Last updated: 1/23/22

**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 | 162 | NT | NT | NT | NT |
| Female | 79 | NT | NT | NT | NT |
| Male | 83 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 135 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | NT | NT | NT | NT |
| White | 12 | NT | NT | NT | NT |
| English Learners | 29 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | | | | | |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantages | 118 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 29 | NT | NT | NT | NT |

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.

Last updated: 1/23/22

**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 | 162 | NT | NT | NT | NT |
| Female | 79 | NT | NT | NT | NT |
| Male | 83 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 135 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | NT | NT | NT | NT |
| White | 12 | NT | NT | NT | NT |
| English Learners | 29 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | | | | | |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantages | 118 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 29 | NT | NT | NT | NT |

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.

Last updated: 1/23/22

Local Assessment Test Results in ELA by Student Group**Assessment Name(s): i-Ready****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 | 162 | 158 | 98 | 2 | 47 |
| Female | 76 | 74 | 97 | 3 | 44 |
| Male | 86 | 84 | 98 | 2 | 50 |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | 129 | 126 | 98 | 2 | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | 28 | 27 | 96 | 4 | 38 |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | 152 | 149 | 98 | 2 | 44 |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | 28 | 27 | 99 | 1 | 16 |

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/23/22

Local Assessment Test Results in ELA by Student Group**Assessment Name(s):****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 | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantages | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/1/01

Local Assessment Test Results in ELA by Student Group**Assessment Name(s):****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 | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantages | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/1/01

Local Assessment Test Results in Mathematics by Student Group**Assessment Name(s): i-Ready****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 | 162 | 158 | 98 | 2 | 38 |
| Female | 76 | 74 | 97 | 3 | 32 |
| Male | 86 | 84 | 98 | 2 | 43 |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | 28 | 27 | 96 | 4 | 36 |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | 152 | 149 | 98 | 2 | 39 |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | 28 | 27 | 99 | 1 | 14 |

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/23/22

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

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/1/01

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

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/1/01

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) | N/A | NT | N/A | 25.29 | N/A | 28.72 |

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 Science.

Last updated: 1/23/22

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 | 44 | NT | NT | NT | NT |
| Female | 20 | NT | NT | NT | NT |
| Male | 24 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 38 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | NT | NT | NT | NT |
| White | -- | NT | NT | NT | NT |
| English Learners | -- | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | | | | | |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantages | 35 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | NT | NT | NT | NT |

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

Last updated: 1/23/22

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

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.

Last updated: 1/23/22

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

undefined

State Priority: Pupil Engagement

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2018- 2019 | School 2019- 2020 | School 2020- 2021 | District 2018- 2019 | District 2019- 2020 | District 2020- 2021 | State 2018- 2019 | State 2019- 2020 | State 2020- 2021 |
|--------------------|-------------------------|-------------------------|-------------------------|---------------------------|---------------------------|---------------------------|------------------------|------------------------|------------------------|
| Dropout Rate | -- | -- | -- | 10.90% | 8.90% | 8.10% | 9.00% | 8.90% | 9.40% |
| Graduation Rate | -- | -- | -- | 81.50% | 82.90% | 83.50% | 84.50% | 84.20% | 83.60% |

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2020—2021)

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|-------------------------------------|------------------------------------|----------------------------------|------------------------------|
| All Students | 0.0 | 0.0 | 0.0 |
| Female | 0.0 | 0.0 | 0.0 |
| Male | 0.0 | 0.0 | 0.0 |
| Non-Binary | 0.0 | 0.0 | 0.0 |
| American Indian or Alaska Native | 0.0 | 0.0 | 0.0 |
| Asian | 0.0 | 0.0 | 0.0 |
| Black or African American | 0.0 | 0.0 | 0.0 |
| Filipino | 0.0 | 0.0 | 0.0 |
| Hispanic or Latino | 0.0 | 0.0 | 0.0 |
| Native Hawaiian or Pacific Islander | 0.0 | 0.0 | 0.0 |
| Two or More Races | 0.0 | 0.0 | 0.0 |
| White | 0.0 | 0.0 | 0.0 |
| English Learners | 0.0 | 0.0 | 0.0 |

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | 0.0 | 0.0 | 0.0 |
| Socioeconomically Disadvantages | 0.0 | 0.0 | 0.0 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 0.0 | 0.0 | 0.0 |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Last updated:

**Chronic Absenteeism by Student Group
(School Year 2020—2021)**

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 345 | 342 | 0 | 0.0 |
| Female | 161 | 161 | 0 | 0.0 |
| Male | 184 | 181 | 0 | 0.0 |
| American Indian or Alaska Native | 6 | 6 | 0 | 0.0 |
| Asian | 0 | 0 | 0 | 0.0 |
| Black or African American | 10 | 10 | 0 | 0.0 |
| Filipino | 8 | 8 | 0 | 0.0 |
| Hispanic or Latino | 286 | 284 | 0 | 0.0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 0 | 0 | 0 | 0.0 |
| White | 35 | 34 | 0 | 0.0 |
| English Learners | 69 | 68 | 0 | 0.0 |
| Foster Youth | 4 | 4 | 0 | 0.0 |
| Homeless | 12 | 12 | 0 | 0.0 |
| Socioeconomically Disadvantages | 280 | 277 | 0 | 0.0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 54 | 53 | 0 | 0.0 |

Last updated:

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
 - Pupil expulsion rates; and
 - Other local measures on the sense of safety
-

Suspensions and Expulsions**(data collected between July through June, each full school year respectively)**

| Rate | School 2018-2019 | School 2020-2021 | District 2018-2019 | District 2020-2021 | State 2018-2019 | State 2020-2021 |
|-------------|-----------------------------|-----------------------------|-------------------------------|-------------------------------|----------------------------|----------------------------|
| Suspensions | 0.00% | | 0.65% | | 3.47% | |
| Expulsions | 0.00% | | 0.02% | | 0.08% | |

Note: Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019-2020 Only**(data collected between July through February, partial school year due to the COVID-19 pandemic)**

| Rate | School 2019-2020 | District 2019-2020 | State 2019-2020 |
|-------------|-----------------------------|-------------------------------|----------------------------|
| Suspensions | 0.00% | 0.44% | 2.45% |
| Expulsions | 0.00% | 0.02% | 0.05% |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Last updated: 1/23/22

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

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---------------------|--------------------|
| All Students | 0 | 0 |
| Female | 0 | 0 |
| Male | 0 | 0 |
| Non-Binary | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 0 | 0 |
| English Learners | 0 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantages | 0 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 0 | 0 |

Last updated:

School Safety Plan (School Year 2021-2022)

Fenton STEM Academy (STEM) follows the established standards of health and safety as commonly practiced in California public schools. According to the California Education Code and California Health and Safety Code, including Education Codes 44237, 45125.1 and 45122.1.

All city, county and state building codes are also followed. To secure our campus, a full-time security employee patrols the campus and surrounding perimeter daily. Additionally, a security guard patrols the campus after the regular workday and on weekends. The school has an intrusion alarm with sensors in all classrooms, offices and supply areas. The result is a campus that is secure 24-hours a day, 7-days a week. Students are supervised at all times by administration and supervision staff when on the yard and the school also routinely participates in monthly emergency drills to ensure students and staff are aware of appropriate procedures in case of emergency.

A school nurse serves students on a regular full-time basis. The STEM Safety Plan is reviewed yearly and revised as needed through input from all stakeholders. It is maintained in the Main Office. All employees are fingerprinted and cleared through the Department of Justice as required by Education Code 44237, and are required to provide a negative TB test result no more than 60 days prior to their first day of work. In addition to the ongoing and daily review of school facilities by the facilities plant manager and administrator of operations, STEM is a member of ASCIP and participates in periodic health and safety reviews of the entire campus as part of ASCIP's risk management program. Risk managers inspect all interior and exterior areas of the school including playground equipment, asphalt, cement, food service areas (multipurpose room and servery), custodial storage areas and office (including areas for storage of hazardous materials).

The Illness and Injury Prevention Program is regularly updated and a summary of the program is posted in the workplace. The procedures that STEM follows to ensure the health and safety of pupils and staff includes the requirement that each employee of the school furnish the school with a criminal record summary as described in 44237 [Education Code 47605(b)(5)(F)]. During the COVID-19 pandemic, the school has followed all city and state guidance as recommended by the Los Angeles Department of Public Health (LADPH). Screening protocols, facial coverings, sanitization stations, and markers for social distancing are in place. Fenton Charter Public Schools implements a board approved COVID Prevention Policy and has conducted an on site review by the LADPH to ensure all proper procedures are in place.

Last updated: 1/23/22

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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 | 21.00 | 1 | 2 | |
| 1 | 22.00 | | 2 | |
| 2 | 24.00 | | 2 | |
| 3 | 18.00 | 2 | | |
| 4 | 25.00 | | 2 | |
| 5 | 25.00 | | 3 | |
| 6 | | | | |
| Other** | | | | 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.

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 | 21.00 | 1 | 2 | |
| 1 | 20.00 | 1 | 2 | |
| 2 | 25.00 | | 2 | |
| 3 | 25.00 | | 2 | |
| 4 | 21.00 | | 2 | |
| 5 | 25.00 | | 2 | |
| 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 2020–2021

| Grade Level | Average Class Size | Number of Classes *1-20 | Number of Classes *21-32 | Number of Classes 33+ |
|-------------|--------------------|-------------------------|--------------------------|-----------------------|
| K | 23.00 | | 3 | |
| 1 | 22.00 | | 2 | |
| 2 | 22.00 | | 3 | |
| 3 | 25.00 | | 2 | |
| 4 | 24.00 | | 2 | |
| 5 | 22.00 | | 2 | |
| 6 | 23.00 | | 1 | |
| 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

| Title | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | 1 |

Last updated: 1/1/00

* 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.

Student Support Services Staff (School Year 2020—2021)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.00 |
| Library Media Teacher (Librarian) | 0.00 |
| Library Media Services Staff (Paraprofessional) | 0.00 |
| Psychologist | 1.00 |
| Social Worker | 0.00 |
| Nurse | 0.00 |
| Speech/Language/Hearing Specialist | 1.00 |
| Resource Specialist (non-teaching) | 0.00 |
| Other | 2.00 |

Last updated: 1/1/00

* 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.

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 | \$14323.00 | \$4388.00 | \$9936.00 | \$71787.00 |
| District | N/A | N/A | -- | \$78721.00 |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | \$8443.83 | \$84665.00 |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

Last updated: 1/23/22

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

Types of Services Funded (Fiscal Year 2020–2021)

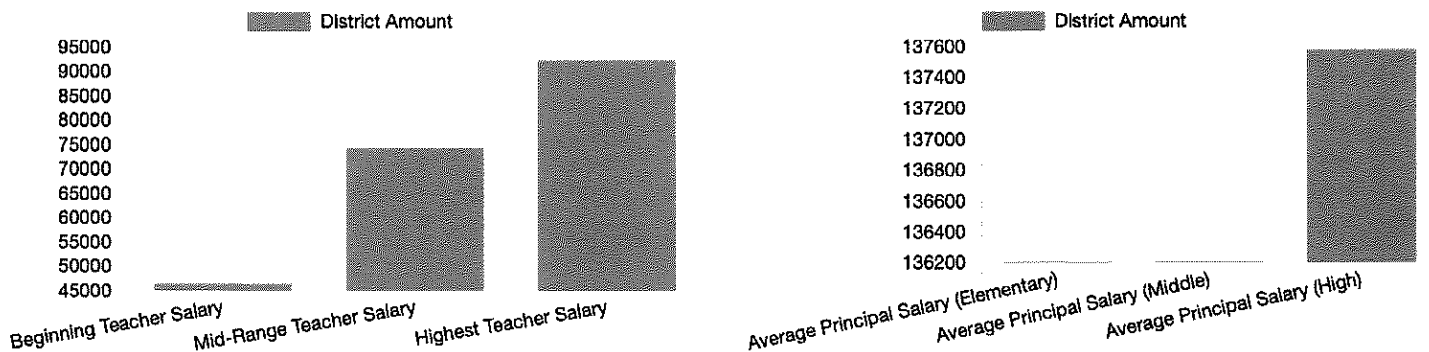
STEM provides students with a variety of services at the school that support and assist students including four and six-hour teacher assistants and supervision aides, afterschool programming through the Think Together Organization, four resource specialist teachers, and various service providers including a full time psychologist, counselor, speech and language pathologist. Various contracted vendors such as Occupational Therapy, Adaptive Physical Education and Deaf and Hard of Hearing provide services to students. STEM also works closely with families to ensure their preferred outside agency is welcomed at the school to support their child. In addition to these services, STEM adopted and implements Benchmark Education, the My Math curriculum, employs an interactive Hands on Lab, Reading Garden, and our social emotional learning curriculum focused on teaching Humane Education - the Mutt-i-grees curriculum.

Last updated: 1/23/22

Teacher and Administrative Salaries (Fiscal Year 2019–2020)

| Category | District Amount | State Average For Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$46587.00 | \$50897.00 |
| Mid-Range Teacher Salary | \$74412.00 | \$78461.00 |
| Highest Teacher Salary | \$92389.00 | \$104322.00 |
| Average Principal Salary (Elementary) | \$124955.00 | \$131863.00 |
| Average Principal Salary (Middle) | \$136210.00 | \$137086.00 |
| Average Principal Salary (High) | \$137581.00 | -- |
| Superintendent Salary | \$350000.00 | \$297037.00 |
| Percent of Budget for Teacher Salaries | 28.00% | 32.00% |
| Percent of Budget for Administrative Salaries | 5.00% | 5.00% |

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



Last updated:

Professional Development

| Measure | 2019–2020 | 2020–2021 | 2021–2022 |
|---|-----------|-----------|-----------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 7 | 7 | 4 |

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 (LARC).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

LEA-Level 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 | 222912 | 21007 | 9.42 | 90.58 | 52.72 |
| Female | 107922 | 11009 | 10.20 | 89.80 | 58.06 |
| Male | 114989 | 9997 | 8.69 | 91.31 | 46.83 |
| American Indian or Alaska Native | 233 | 29 | 12.45 | 87.55 | 57.14 |
| Asian | 7482 | 1076 | 14.38 | 85.62 | 77.27 |
| Black or African American | 17834 | 1438 | 8.06 | 91.94 | 41.01 |
| Filipino | 3888 | 548 | 14.09 | 85.91 | 74.11 |
| Hispanic or Latino | 171373 | 16293 | 9.51 | 90.49 | 50.00 |
| Native Hawaiian or Pacific Islander | 607 | 63 | 10.38 | 89.62 | 54.84 |
| Two or More Races | 4032 | 260 | 6.45 | 93.55 | 73.62 |
| White | 17463 | 1300 | 7.44 | 92.56 | 65.99 |
| English Learners | 43571 | 1512 | 3.47 | 96.53 | 6.91 |
| Foster Youth | 2078 | 106 | 5.10 | 94.90 | 38.24 |
| Homeless | | | | | |
| Military | 388 | 17 | 4.38 | 95.62 | 64.71 |
| Socioeconomically Disadvantages | 191418 | 18049 | 9.43 | 90.57 | 50.47 |
| Students Receiving Migrant Education Services | 533 | 62 | 11.63 | 88.37 | 63.33 |
| Students with Disabilities | 31849 | 1893 | 5.94 | 94.06 | 15.06 |

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.

Last updated: 12/10/21

**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 | 222916 | 19632 | 8.81 | 91.19 | 27.98 |
| Female | 107921 | 10327 | 9.57 | 90.43 | 28.50 |
| Male | 114994 | 9304 | 8.09 | 91.91 | 27.40 |
| American Indian or Alaska Native | 233 | 28 | 12.02 | 87.98 | 28.57 |
| Asian | 7482 | 838 | 11.20 | 88.80 | 72.88 |
| Black or African American | 17835 | 1360 | 7.63 | 92.37 | 17.42 |
| Filipino | 3888 | 499 | 12.83 | 87.17 | 49.70 |
| Hispanic or Latino | 171376 | 15409 | 8.99 | 91.01 | 23.85 |
| Native Hawaiian or Pacific Islander | 607 | 61 | 10.05 | 89.95 | 21.67 |
| Two or More Races | 4032 | 238 | 5.90 | 94.10 | 51.68 |
| White | 17463 | 1199 | 6.87 | 93.13 | 47.43 |
| English Learners | 43572 | 1432 | 3.29 | 96.71 | 5.94 |
| Foster Youth | 2079 | 100 | 4.81 | 95.19 | 9.09 |
| Homeless | | | | | |
| Military | 388 | 17 | 4.38 | 95.62 | 52.94 |
| Socioeconomically Disadvantages | 191421 | 16889 | 8.82 | 91.18 | 25.38 |
| Students Receiving Migrant Education Services | 533 | 60 | 11.26 | 88.74 | 32.20 |
| Students with Disabilities | 31849 | 1830 | 5.75 | 94.25 | 5.18 |

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.

Last updated: 12/10/21

LEA-Level Local Assessment Test Results in ELA by Student Group**Assessment Name/s:****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 | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantages | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/1/01

LEA-Level Local Assessment Test Results in ELA by Student Group**Assessment Name/s:****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 | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantages | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/1/01

LEA-Level Local Assessment Test Results in ELA by Student Group**Assessment Name/s:****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 | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantages | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/1/01

LEA-Level Local Assessment Test Results in ELA by Student Group**Assessment Name/s:****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 | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantages | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

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Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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Last updated: 1/1/01

LEA-Level Local Assessment Test Results in ELA by Student Group**Assessment Name/s:****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 | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantages | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

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Last updated: 1/1/01

LEA-Level Assessment Test Results in Mathematics by Student Group**Assessment Name/s:****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 | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantages | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

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Last updated: 1/1/01

LEA-Level Assessment Test Results in Mathematics by Student Group**Assessment Name/s:****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 | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
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Last updated: 1/1/01

LEA-Level Assessment Test Results in Mathematics by Student Group**Assessment Name/s:****Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

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|---|-------------------------|----------------------|-----------------------|---------------------------|--|
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| Female | | | | | |
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| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
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| Socioeconomically Disadvantages | | | | | |
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| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent At or Above Grade Level |
|---|-------------------------|----------------------|-----------------------|---------------------------|--|
| LEAwide | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantages | | | | | |
| Students Receiving Migrant Education Services | | | | | |
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|---|-------------------------|----------------------|-----------------------|---------------------------|--|
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| Female | | | | | |
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| American Indian or Alaska Native | | | | | |
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| Black or African American | | | | | |
| Filipino | | | | | |
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| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
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