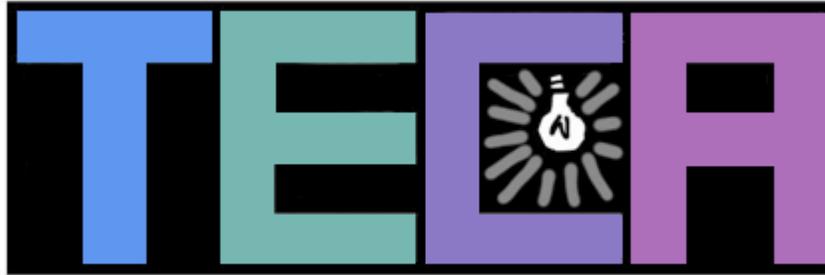


Thomas Edison Charter Academy

2021 School Accountability Report Card



Thomas Edison Charter Academy

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2021-22 School Contact Information

School Name	Thomas Edison Charter Academy
Street	3531 22nd Street
City, State, Zip	San Francisco, CA 94114-3405
Phone Number	(415) 970-3330
Principal	Kevin Chavez
Email Address	kchavez@teca-sf.org
School Website	www.teca-sf.org
County-District-School (CDS) Code	38684786040935

2021-22 District Contact Information

District Name	Thomas Edison Charter Academy
Phone Number	(415) 970-3330
Superintendent	Anakarita Allen
Email Address	aallen@teca-sf.org
District Website Address	www.teca-sf.org

2021-22 School Overview

Vision

Thomas Edison Charter Academy provides a positive learning environment that promotes educational excellence and includes creative and performing arts for all students. Students are motivated, accomplished, and self-sufficient participants in a diverse community of learners. We envision a school where students take ownership of their education and are prepared to be successful in high school and aspire to pursue college.

Mission

The mission of Thomas Edison Charter Academy is to nurture the artistic, social, emotional, and intellectual growth of each child so that all of our students become lifelong learners and innovative problem-solvers. The instructional process is a model of collaboration and community in a safe, socially just, and respectful environment. Student experiences provide opportunities for exploration, expression, challenge, and success.

Thomas Edison Charter Academy (TECA) is a Transitional Kindergarten (TK) through 8th grade elementary/middle school located at the junction where the Mission community and the Noe Valley community meet. TECA serves a population of ~650 students who reflect the diversity of our neighboring community. TECA is currently one of 16 charter schools operating within the city of San Francisco and since 2010 has been authorized by San Francisco Unified School District. TECA received its original authorization as a K-5 charter in 2001, and in 2004 expanded to 6th grade by a unanimous vote of the California State Board of Education, the original authorizer of the TECA charter. In 2005, TECA added 7th grade, and in 2006 became a K-8 elementary/middle school. The Charter was authorized once again by SFUSD in 2021 for another 5 years of operation. A unique feature of TECA is its community-based, collaborative governance model, which includes input from administration, teachers, staff, parents, students and community members. This shared responsibility model has produced a school focused

2021-22 School Overview

on academic achievement; dedicated to arts innovation; committed to ensuring that all students achieve at high levels; and centered in caring and empathetic practices. For TECA, success is supporting the social and intellectual development of all students so that they progress through their years of primary, secondary and higher education as critical thinkers and innovative learners and are prepared for 21st century success.

TECA is committed to student wellness and has a board approved and adopted wellness policy that guides our practices around nutrition and student health. The school instituted its universal breakfast program in 2015, which supports all students beginning their day with a full belly. Revolution Foods provides organic, healthy meal options for breakfast and lunch daily. TECA implements a rigorous standards-based educational program design, offers robust intervention supports, and a focus on universal design that promotes a positive learning environment in which all students can succeed. Teachers work in grade-level collaborative teams to create an interconnected instructional model that builds on each previous grade's foundations. TECA's curriculum and instruction is aligned to the Common Core Standards in English Language Arts and Mathematics. Teachers develop Science and Social Studies curriculum aligned with Common Core State Standards and the Next Generation Science Standards. TECA also utilizes FOSS materials for hands-on experiences in Science. Our curriculum model is designed to support students in becoming self-motivated, competent, life-long learners. Our curriculum provides students with opportunities for exploration, expression, and insightful understanding. TECA's teachers integrate technology within the curriculum, including student research, presentation, and technical skills such as coding. TECA also implements California Visual and Performing Arts standards including dance, PE, music, STEAM, and visual arts into its educational program. All instruction at TECA is based on a comprehensive and ongoing multi-level diagnostic assessment strategy that determines student strengths and needs and designs instruction to specifically target the needs of individual students. Teachers review formative benchmark assessments, as well as classroom and state assessment data, to inform instructional strategies and learning practices. TECA's Dual Language Program provides Spanish instruction for 50% of the day to students who participate in the program from Kindergarten through 5th grade, and in our middle school grades they follow the middle school model of Dual Immersion with two classes being taught in Spanish.

Our school community was tremendously impacted by the COVID-19 pandemic. Given that over 75% of our community is considered economically disadvantaged, our families experienced many additional hardships throughout this time. Families experienced food insecurity, housing instability, job loss, all of which contribute to stress and uncertainty for our students. Families who were already in difficult situations (homeless, low-income, foster) were faced with yet another hurdle, creating even more concern. Given these circumstances, we were greatly concerned about our students' emotional well-being. We included socio-emotional learning components to our distance learning plans to ensure this was addressed thoroughly, and now that students are back on campus we have assured significant work in SEL for all classrooms to support students as they recover from the trauma of the past year. Additionally, we continued to be concerned for student academic achievement and growth. While most of our families were able to access some form of distance learning option, whether by using their own devices, borrowing devices from the school, or using paper documents provided by the grade level teachers, a small percentage of our students did not access the curriculum regularly during distance learning due to a variety of factors. As a result we know that some learning loss occurred in some of our students and are addressing this through adjustments to curriculum mapping choices, as well as through our interventions. Our intervention teams acted quickly during distance learning to reorganize schedules to support EL students, Tier 2 students, and students with IEPs. We developed solutions to the complex issues arising from distance learning to ensure students needing additional support did not miss homeroom teacher content delivery and had a schedule that allowed them to receive all supports. In the transition back to in-person learning, interventions continue to be plentiful, with targeted focus on students most in need based on assessment data. Finally, the tech divide impacted our families tremendously during this time, and continues to as we remain heavily reliant on technology for home--school communications. Families with high levels of comfort with technology have been able to access communications and information better than those less familiar with technology. We continue supporting families who fall into this category.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	93
Grade 1	66
Grade 2	65
Grade 3	66
Grade 4	65
Grade 5	90
Grade 6	89
Grade 7	89
Grade 8	87
Total Enrollment	710

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.4
Asian	0.8
Black or African American	3.4
Filipino	0.8
Hispanic or Latino	74.8
Native Hawaiian or Pacific Islander	1.1
Two or More Races	3.2
White	7
English Learners	39.3
Foster Youth	0.3
Homeless	3.5
Socioeconomically Disadvantaged	71
Students with Disabilities	8.5

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
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.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
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)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In addition to physical resources, we have extensive online opportunities to support common core standards such as Pebble Go for supporting K-5 in research practices in both Spanish and English. Visual opportunities for learning content such as Brain Pop and Brain Pop ELL. Additionally, in order to utilize multiple modalities we utilize digital opportunities such as Flocabulary which presents content through music and visuals. For math, supplemental online subscriptions include Khan Accelerator and Dreambox.

Year and month in which the data were collected

November 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Journeys K-5, HM Senders K - 6 , and Houghton Mifflin Collections 6 – 8, The Big Day K-2, Wonders ELD, 6th grade Wit and Wisdom pilot	Yes	0
Mathematics	Go Math! K – 6, College Board – Springboard 7 - 8, Learn Zillion (pilot) 7-8, TK The Big Day	Yes	0
Science	Delta Education FOSS K-8	Yes	0
History-Social Science	Teachers Curriculum Institute – History Alive! 6 - 8	Yes	0
Foreign Language			
Health	Caring Schools Curriculum TK-8 for Social Emotional Learning (SEL)	Yes	0
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Upon the request of TECA's district office, SFUSD conducted a Facilities Inspection using the Facilities Inspection Tool. This inspection was conducted in November 2018. TECA received a FIT score of 97.2% with a GOOD facilities rating. Due to COVID-19 restrictions an updated FIT has not been able to be completed, however a request to our authorizer was made in the 2020-21 and 2021-22 school years.

A soccer field was approved and installed in the courtyard in 2016. Portable classrooms have been installed in existing courtyard space to create common rooms for the library and a fully equipped Art room.

In 2012-13 the school enhanced the visual appearance of the cafeteria with wall murals and nutritional posters. The school added a garden in the kindergarten yard and continues to expand the existing garden spaces.

During the 2010-11 and 2011-12 school years TECA underwent an extensive building upgrade to meet ADA requirements. The upgrades were part of a district-wide bond measure in which bathrooms, entrances and classroom spaces were reconstructed to meet federal standards. In addition to receiving the required ADA upgrades, the construction project updated many parts of the facility in need of repair: the bathrooms, the electrical system, windows, heating, resurfacing of the playground and play structure, as well as new paint.

The school has a cafeteria and kitchen and a full-scale breakfast and lunch are served daily. Revolution Foods, provides freshly prepared, high quality healthy meals for TECA students.

TECA also has a specialty dance classroom, an indoor gym and auditorium complete with an elevated stage for productions and assemblies, a visual arts room, a sound-sensitive music room, and a library.

The school has a huge fenced courtyard with a basketball court, a play structure, a kickball court, and many other painted areas designated for different sports. The school has an outdoor garden. In 2018, with the support from the PTA, TECA established a partnership with Education Outside. This organization provides a garden teacher who teaches lessons on tending to a garden, harvesting foods, and a variety of other science lessons in this outdoor classroom space.

Year and month of the most recent FIT report

November 2018

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			TECA requested repair of the following items from our landlord, SFUSD: repair to broken wall A/C screen by cafeteria
Interior: Interior Surfaces	X			TECA requested repair of the following items from our landlord, SFUSD: Repair to damaged baseboard at custodian's room, repair to broken floor drain cover in Kitchen, repair to wall cover in stairwell, repair to linoleum floor in girls bathroom
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			TECA replaced lights that were out in the kitchen.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			TECA requested repair of the following items from our landlord, SFUSD: Repair to out of order sink in 1st floor girl's bathroom, repair to water fountain on 3rd floor corridor.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in 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.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	480	NT	NT	NT	NT
Female	219	NT	NT	NT	NT
Male	261	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	22	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	410	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	16	NT	NT	NT	NT
White	15	NT	NT	NT	NT
English Learners	158	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	24	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	387	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	480	NT	NT	NT	NT
Female	219	NT	NT	NT	NT
Male	261	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	22	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	410	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	16	NT	NT	NT	NT
White	15	NT	NT	NT	NT
English Learners	158	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	24	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	387	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered 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.

All Students	435	379	87.13	12.87	36.15
Female	200	174	87	13	39.08
Male	235	205	87.23	12.77	33.66
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	17	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	362	330	91.16	8.84	33.94

Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	18	--	--	--	--
English Learners	156	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	13	--	--	--	--
Socioeconomically Disadvantaged	386	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	38	80.85	19.15	15.79

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

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered 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.

All Students	435	394	90.57	9.43	26.65
Female	200	180	90	10	23.89
Male	235	214	91.06	8.94	28.97
Black or African American	17				
Hispanic or Latino	362	341	94.2	5.8	24.05
White	18	13	72.22	27.78	92.31
English Learners	156				
Homeless	13				
Socioeconomically Disadvantaged	386				
Students with Disabilities	47	39	82.98	17.02	2.56

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

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	60.00	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	175	NT	NT	NT	NT
Female	72	NT	NT		
Male	103	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	161	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	44	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	141	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	NT	NT	NT	NT

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

A key component of Thomas Edison Charter Academy (TECA) is parental involvement. To that end, TECA has implemented a system of parental involvement through collaborative structures and practices. TECA's Parent/Teacher Association (PTA) meets on the first Tuesday of every month. The PTA provides opportunities for parents and teachers to work together in organizing fund raising activities, and volunteering for projects or committees that benefit the school.

The School Site Council (SSC), now Parent Advisory Council (PAC) meets monthly on the second Tuesday of each month and includes parents, staff, and community members in making decisions relative to school policies, procedures, and use of funds. The English Language Acquisition Committee (ELAC) meets on the first Tuesday of each month and provides guidance to the school on how to meet the needs of the English Learner (EL) population and includes staff as well as parents. The African American Parent Advisory Committee (AAPAC) meets on the third Tuesday of each month and its mission is to lift and empower every parent and help less engaged parents find their voice through AAPAC.

TECA hosts quarterly Parent-Community meetings in which student academic progress, tiered behavior supports, and overall student and school progress is reviewed with parents. At these meetings, parents also have the opportunity to share ideas, ask questions and collaborate with the school on various initiatives in academics, the arts, school culture, and funding.

Parent meetings on assessments and educational programs provide information about testing and assessment practices and student outcomes. Our quarterly Arts and Achievement assemblies bring parents and teachers together to enjoy student performances and celebrate student arts achievement. Back-to-School Night, The Innovation Fair, and Academic Exhibition enable parents to experience the learning in TECA classrooms that their children enjoy every day.

TECA convenes a twice-weekly Parent Cafe in which parents congregate together, have a light breakfast and participate in workshops reflecting topics of interest that the parents have identified as important including ESL classes, housing information, self-care/wellness, student assessment debriefs, and workshops supporting their knowledge of their legal rights as parents. TECA developed a Parent Center that will be utilized for events such as this once COVID restrictions have been modified to allow parents on campus. This Center will also be a resource for parents to find materials, games, manipulatives, and books to facilitate their child's learning at home.

TECA's many activities including the Academic Exhibition, bi-annual Parent Teacher Conferences, the Halloween Parade, Thanksgiving Luncheon, Ethnic Heritage Celebrations, Field Day, and Parent Community Information Meetings promote the participation of parents in the school and foster a culture of shared goals, unity and positive interaction.

Monthly Bilingual newsletters from the Superintendent and Principal and ongoing updates posted on our website, ensure that parents receive timely information about events, activities, policies and procedures. Monthly Charter Board meetings are open for parent and community participation in TECA's transparent governance model.

Parents are also encouraged to and consistently volunteer their time in the classrooms and at special events, and are always welcome to help in offices and classrooms. All California requirements for school volunteers are implemented.

The parent information bulletin board, located directly outside of the School Office (Room 100), is where parents may obtain information about the Board of Directors' Meetings, the SSC, the ELAC, the AAPAC, as well as PTA Meetings. This centrally located bulletin board also contains information from TECA's Parent Liaison, who is available to share involvement/participation information directly with parents. In addition, the most recent School Accountability Report Card (SARC) is posted on this board, along with information regarding where parents may obtain a hard copy of the SARC. Information is available in both English and Spanish. Finally, TECA's website is a great resource for parents to learn about our school's offerings and encourages families to be informed and involved in their child's education.

During the periods of distance learning, and continuing in the return to in-person learning due to COVID-19 restrictions, parent involvement has continued to be a major component of our school and meetings, events, etc. have been switched over to the virtual format. Families are notified of events and meeting links through our Bright Arrow messaging system. Participation in

2021-22 Opportunities for Parental Involvement

these virtual meetings remains similar in turnout to pre-COVID meetings, which is wonderful and speaks to the amount to which our community is invested in the continued development of our school.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	717	705	223	31.6
Female	328	321	89	27.7
Male	389	384	134	34.9
American Indian or Alaska Native	3	3	2	66.7
Asian	7	5	0	0.0
Black or African American	25	23	11	47.8
Filipino	6	6	5	83.3
Hispanic or Latino	563	561	191	34.0
Native Hawaiian or Pacific Islander	8	8	3	37.5
Two or More Races	23	21	1	4.8
White	50	46	3	6.5
English Learners	285	284	103	36.3
Foster Youth	5	5	3	60.0
Homeless	29	29	7	24.1
Socioeconomically Disadvantaged	548	545	191	35.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	63	63	31	49.2

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. 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.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.21	0.00	1.71	0.02	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. 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.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.27	1.31	2.45
Expulsions	0.00	0.01	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

Thomas Edison Charter Academy (TECA) maintains a current and comprehensive Board approved emergency plan that includes protocols for preparedness and reaction to all types of emergencies, including earthquakes and other natural disasters, chemical and biological material emergencies, and violence and threats.

All staff members are trained on emergency procedures at the beginning of the school year annually. Monthly Fire Drills are conducted throughout the year in conjunction with the San Francisco Fire Department. In addition, the school conducts its own earthquake and other emergency drills.

The building alarm system and other emergency equipment are serviced yearly, or as needed. Material safety data sheets are maintained on all chemicals used in the building, all electrical closets are kept empty and major furniture and shelving is bolted securely in place.

The TECA Emergency Plan was updated and adopted by the Governing Board in Aug 2019 to reflect current guidelines. All teachers have a copy of this emergency plan on hand, and the community was informed of the new plan. A complete copy of the TECA Safety Plan and Emergency Plan are available in the school office or online on the school's website. In addition, to comply with COVID-19 safety regulations and ensure a safe return to in-person learning for our community, a COVID-19 Safety Plan was created in the Winter of 2021 prior to the return of students on campus. This was updated and approved in November 2021 to reflect new regulations as they continue to be adjusted according to the community spread of the virus.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		3	
1	22		3	
2	22		3	
3	22		3	
4	32		3	
5	32		3	
6	29		3	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		3	
1	22		3	
2	22		3	
3	22		3	
4	28		3	
5	28		3	
6	27		3	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		24	
1	22		17	
2	22		17	
3	22		19	
4	31		2	
5	30		3	
6	28		3	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,879	\$1,187	\$9,691	\$68,905
District	N/A	N/A		\$79,066
Percent Difference - School Site and District	N/A	N/A		-13.7
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	13.8	-20.5

2020-21 Types of Services Funded

TECA, a public charter school located within the communities of Mission and Noe Valley, provides a complete educational program, which includes supplemental and supportive services for students.

The Dual Language Immersion Pathway is designed to ensure English Learners (ELs), whose home language is Spanish, and English proficient speakers achieve grade level academic competency and develop high levels of proficiency and literacy in English and the pathway language (Spanish, at TECA). Grade level content is taught in English by teachers with the appropriate EL certification based on state requirements, and Spanish by teachers with the appropriate bilingual certification based on state requirements. TECA has an articulated pathway model that designates the language of instruction for each content area by grade level. When instructing in English, teachers use Specially Designed Academic Instruction in English (SDAIE) methodologies and EL supplemental materials to provide full access to the core. All EL students receive ELD targeted specifically to their English proficiency level until reclassified. This pathway starts in kindergarten and continues through the secondary level.

The Sheltered English Immersion Pathway is designed for ELs of low incidence languages where it is not feasible for the school to offer a language pathway, for ELs whose parents wish for their children to be in an intensive English instruction pathway and for English proficient speakers. This pathway helps ensure all students achieve English proficiency and grade level academic competency in all content areas. Teachers with the appropriate EL certification based on state requirements use SDAIE methodologies and EL supplemental materials to provide full access to the core. All EL students receive ELD targeted specifically to their English proficiency level until reclassified. This pathway starts in kindergarten and continues through the secondary level.

Approximately 35% of TECA's student population is identified as English Learners (ELs). Due to the high number of ELs at TECA, teachers along with school administration developed a comprehensive English Language Development program. The schoolwide ELD program delivers both dedicated and integrated instruction to all students with a focus on the new California English Language Development Standards and best practices for allowing students to develop both English- and academic language skills. The EL Coordinator works directly with EL students in small groups both inside and outside of the classroom. TECA also implements a Response to Intervention (RTI) and Instruction program for students needing individualized instructional support. These students receive a variety of services and supports with certified and classified staff members who have ongoing training to provide targeted intervention in Math and Language Arts. The RTI program has developed a shared virtual resource that supports all reading levels for all students that is being utilized during distance learning, however will continue to be an excellent resource during on-site instruction as well. This resource is available to teachers, students, and their families to further support our students in their reading fluency.

In addition to this school-day support, students identified as needing additional support in Math or Language Arts are offered before- or after-school tutoring. Teachers recommend students for this support according to their in-class evaluations, and parents can also request tutoring with requests being met as spaces become available.

The percentage of total enrollment of Special Education students at TECA is comparable to the state average. As part of TECA's commitment to a philosophy of inclusion and individualized attention to all students, SPED services are in place to identify, assess and serve its Special Education students in-house and in accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and the California Education Code, and the El Dorado County Special Education Local Plan Area (SELPA) policies and procedures.

TECA's Special Education Department provides for the educational needs of students with Individual Education Plans (IEPs), 504 accommodations, and evaluation of parent or teacher-referred students. The department is staffed by one full-time lead teacher, an additional full-time teacher, and three paraeducators. School psychologist, speech therapist, and occupational therapist services, along with other providers, are contracted to meet the needs of our students with IEPs. The SPED Department, funded through Special Education categorical funding, has spaces for individualized tutoring and private work with students.

TECA's Extended Day program provides free academic support and enrichment activities for students eligible to participate in the program. Each day students work with tutors to develop targeted skills, complete homework with tutor support and have time for arts and play-based activities.

Recreation and behavior coaches work with groups of students to play games and practice conflict resolution while students work in teams. These activities drastically reduce the number of playground squabbles that escalate into fights and have empowered students with the skills to solve problems amongst themselves.

Each student in grades 2-8 is equipped with a dedicated laptop computer and iPads are used in TK-2 classes. Technology is used daily by students and teachers for teaching and learning. Since the beginning of distance learning, 100% of students have access to a Chromebook for use at home to access content, and continue to have access while at TECA as we carryover some technology-based practices that have emerged from our experiences in distance learning.

TECA has committed to maintaining enrichment activities to contribute to the overall development of each student. To meet that commitment, the school continues to fund (through its general budget) a physical education teacher, a library teacher, and art, music and dance teachers (all fully credentialed and full-time employees) so that all students have the benefit of exploring and developing new skills.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,865	\$50,897
Mid-Range Teacher Salary	\$83,205	\$78,461
Highest Teacher Salary	\$103,969	\$104,322
Average Principal Salary (Elementary)	\$126,740	\$131,863
Average Principal Salary (Middle)	\$132,675	\$137,086
Average Principal Salary (High)	\$137,989	\$151,143
Superintendent Salary	\$310,000	\$297,037
Percent of Budget for Teacher Salaries	33%	32%
Percent of Budget for Administrative Salaries	7%	5%

Professional Development

Staff Professional Development (PD) is scheduled for each minimum day (weekly) of the school year, providing 30-35 afternoons of learning for staff. Additionally, there are at least 4 days scheduled during the school year for teachers and staff to engage in professional learning. The objective of regular PD activities is for teachers to use best practices to help all students to meet the standards, to provide professional development on understanding the social, cultural and emotional needs of our students, and to develop a common understanding and approach to meet the needs of our diverse learners. The professional development focuses on key areas of diverse learners, core curriculum, and school culture and climate.

Teachers bring data analysis into the everyday teaching experience. Grade and cross- grade/subject teams discuss data using a 5-step process:

Step 1: Collect and share data

Step 2: Analyze strengths and obstacles

Step 3: Establish goals from benchmarks, classroom assessments and student work: set, review, revise

Step 4: Select instructional strategies

Step 5: Determine results indicators

In order to address the needs of all students, teachers examine formative assessment data regularly which entails analyzing data with colleagues in a structured way, with the objective of refining classroom practice through response to data and in pursuit of student mastery of state standards.

Educators engage in collaboration during weekly grade level team meetings, and assessments are given based on the schools pacing charts.

Instructional strategies for re-teaching are identified and implemented. Student outcome data also informs professional development plans for individual teachers, who may receive personalized mentoring or additional training as appropriate. TECA continues to implement a rigorous, research based, Teaching and Learning Initiative focused on supporting teachers in teaching the CCSS with knowledge, expertise and efficacy. Teachers and in turn students have benefited from school level professional development by a variety of top consultants and organizations. These professional learning opportunities focus on anti-racist and culturally responsive teaching, language and literacy, grading and assessments, proactive classroom management strategies, EL strategies, Universal Design for Learning, Project-Based Learning, and mathematics. Teachers meet in equity-centered professional learning communities (PLCs) to extend professional development and plan for improvement. All PD is differentiated with implementable strategies teachers can use to support English Learners, students with IEPs and struggling learners. Some recent PD providers have included the California Reading and Literature Project (CRLP) from UC Berkeley, support from the Association of Two-Way Dual Language Education (ATDLE), and Cultural Competency Training. The California Reading and Literacy Project (CLRP) through UC Berkeley supports teachers to expand our work for EL access to content through academic language development during designated and integrated English Language Development.

In recognition of the social dimensions of learning, professional development on Restorative Justice (RJ) strategies also serves to build classrooms as learning communities in which all students are responsible and responsive to each other and to the learning environment. This is in alignment with TECA's Loving and Supportive School Initiative, which puts a focus on the social-emotional learning component of teaching. Additionally, teachers received and have continuous access to our professional development of our SEL curriculum, Caring School Community.

Our new teachers receive BTSA to complete their induction requirements. They are mentored by our Teachers on Special Assignment who serve as instructional coaches. The instructional coaches receive training on coaching cycles and supporting new teachers to achieve success.

Additionally, a training of trainers (ToT) model has been developed in coordination with outside professional development to provide professional development to cadres of teacher leaders and administrators. These members of the staff will support our multiple initiatives as onsite lead professional development providers and coaches.

Finally, TECA has worked to develop a model Dual Language Immersion program to support other CA schools and school districts through a dissemination grant funded by the CDE Charter Schools office in 2018-19. The focus is on essential elements of dual language education and best practices for teachers and staff. TECA has shared these resources with the public through our website, as well as a Global Learning Day, where other school and district representatives convened to learn about our program and discuss ways to implement our findings at their own site.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	6

Thomas Edison Charter Academy

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

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

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. 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.

2021-22 District Contact Information

District Name	Thomas Edison Charter Academy
Phone Number	(415) 970-3330
Superintendent	Anakarita Allen
Email Address	aallen@teca-sf.org
District Website Address	www.teca-sf.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	27015	74	0.27	99.73	75.68
Female	12906	33	0.26	99.74	78.79
Male	14107	41	0.29	99.71	73.17
American Indian or Alaska Native	66	0	--	100.00	--
Asian	8860	36	0.41	99.59	77.78
Black or African American	1720	0	0.00	100.00	--
Filipino	946	1	0.11	99.89	--
Hispanic or Latino	7749	6	0.08	99.92	--
Native Hawaiian or Pacific Islander	215	0	0.00	100.00	--
Two or More Races	3682	18	0.49	99.51	77.78
White	3777	13	0.34	99.66	76.92
English Learners	6678	7	0.10	99.90	--
Foster Youth	161	0	0.00	100.00	--
Homeless	2838	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	9308	11	0.12	99.88	90.91
Students Receiving Migrant Education Services	83	0	0.00	100.00	--
Students with Disabilities	3792	7	0.18	99.82	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	27015	72	0.27	99.73	67.61
Female	12906	31	0.24	99.76	60.00
Male	14107	41	0.29	99.71	73.17
American Indian or Alaska Native	66	0	--	100.00	--
Asian	8860	35	0.40	99.60	65.71
Black or African American	1720	0	0.00	100.00	--
Filipino	946	1	0.11	99.89	--
Hispanic or Latino	7749	6	0.08	99.92	--
Native Hawaiian or Pacific Islander	215	0	0.00	100.00	--
Two or More Races	3682	17	0.46	99.54	64.71
White	3777	13	0.34		76.92
English Learners	6678	7	0.10	99.90	--
Foster Youth	161	0	0.00	100.00	--
Homeless	2838	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	9308	11	0.12	99.88	54.55
Students Receiving Migrant Education Services	83	0	0.00	100.00	--
Students with Disabilities	3792	8	0.21	99.79	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered 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.

All Students	435	379	87.13	12.87	36.15
Female	200	174	87	13	39.08
Male	235	205	87.23	12.77	33.66
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	17	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	362	330	91.16	8.84	33.94

Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	18	--	--	--	--
English Learners	156	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	13	--	--	--	--
Socioeconomically Disadvantaged	386	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	38	80.85	19.15	15.79

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

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered 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.

All Students	435	394	90.57	9.43	26.65
Female	200	180	90	10	23.89
Male	235	214	91.06	8.94	28.97
Black or African American	17				
Hispanic or Latino	362	341	94.2	5.8	24.05
White	18	13	72.22	27.78	92.31
English Learners	156				
Homeless	13				
Socioeconomically Disadvantaged	386				
Students with Disabilities	47	39	82.98	17.02	2.56

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