

# America's Finest Charter School

## 2021 School Accountability Report Card

### 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/](http://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/](http://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/](http://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/](http://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

<b>School Name</b>	America's Finest Charter School
<b>Street</b>	730 45th St.
<b>City, State, Zip</b>	San Diego, CA 92102-3619
<b>Phone Number</b>	(619) 694-4809
<b>Principal</b>	Timothy Bagby
<b>Email Address</b>	tbagby@americasfinestcharterschool.org
<b>School Website</b>	<a href="https://www.americasfinestcharterschool.org">https://www.americasfinestcharterschool.org</a>
<b>County-District-School (CDS) Code</b>	37 68338 0136663

## 2021-22 District Contact Information

<b>District Name</b>	America's Finest Charter School
<b>Phone Number</b>	(619) 694-4809
<b>Superintendent</b>	Timothy Bagby
<b>Email Address</b>	tbagby@americasfinestcharterschool.org
<b>District Website Address</b>	<a href="http://www.americasfinestcharterschool.org">www.americasfinestcharterschool.org</a>

## 2021-22 School Overview

America's Finest Charter (AFC) is a WASC-accredited, direct funded TK-12 charter school, which was established in Fall 2011 serving the low-income, multi-cultural communities of City Heights and Chollas View. America's Finest Charter was approved by San Diego Unified School District (SDUSD) in March 2011 to serve grades K-8. The small school model provides every child with individualized attention and a close school-family relationship. The school provides 180 days of instruction following a modified calendar with instruction delivered in self-contained classrooms. AFC expanded to add high school in Fall 2017, and now serves 485 students in grades TK-12. AFC offers a rigorous academic program providing students with a high quality education and families with school choice. AFC offers three unique features: (1) we are a K-12 school, so students can continue with AFC until graduation; (2) small class sizes and many opportunities for students to reach their potential; and (3) Arts in the Afternoon classes. AFC offers instrumental music, choir, piano, art, robotics, cheer, sports, cooking, Mad Science, etc. from 3:30 p.m. to 6:00 p.m. Monday through Friday at K-8 site. AFC also has a reading club and a running club that meet before school from 8:00 a.m. to 8:45 a.m. at the K-8 site. In addition, a tutoring program is offered to all students one hour, two days per week after school, and the tutoring is provided by certificated staff.

America's Finest Charter's mission will help our students achieve their American Dream. Our vision is to accelerate our students' academic achievement by developing 1) healthy students, 2) proficient readers and writers with 3) higher-order thinking skills who are capable of 4) problem solving and are 5) self-motivated, 6) competent, 7) lifelong learners, and 8) social interactors prepared for the workforce of the 21st Century. Our school will raise awareness and cultivate an appreciation for the American values and work ethics in order for all students to "Seize the American Dream." Our motto is "Work hard, learn everything you can, always do your very best, look to help others and your success will follow." Students engage in cross-curricular, inquiry-based, hands-on project-based learning that provides challenging and meaningful ways to master skills and concepts with a level of understanding that allows students to apply their knowledge to new situations. AFCS students practice showing Respect, Responsibility and Community in all areas of their day. The Schoolwide Learner Outcomes (SLO) address how we effectively educate our students.

The following are the schoolwide learner outcomes for AFC:

America's Finest Charter Graduate are:

Active global citizens who:

Demonstrate compassion for others regardless of culture, race, or religion

## 2021-22 School Overview

Contribute to the well-being of our school

Functioning scholars in the 21st century who:

Use technology to: share ideas, organize information, and conduct research

Explore ideas about college and career

Critical thinkers who:

Ask questions and synthesize information

Connect concepts across subject areas

Apply knowledge to real life situations in order to solve problems

Successful communicators who:

Exchange ideas both written and orally

Listen closely and ask for clarification

Work cooperatively with one another

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	40
Grade 1	40
Grade 2	35
Grade 3	38
Grade 4	39
Grade 5	43
Grade 6	42
Grade 7	40
Grade 8	35
Grade 9	26
Grade 10	41
Grade 11	26
Grade 12	12
<b>Total Enrollment</b>	<b>457</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47
Male	53
American Indian or Alaska Native	0.4
Asian	3.1
Black or African American	18.4
Filipino	0.2
Hispanic or Latino	72.2
Native Hawaiian or Pacific Islander	1.8
White	3.9
English Learners	46.4
Foster Youth	1.5
Homeless	0.4
Socioeconomically Disadvantaged	98.7
Students with Disabilities	17.9

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

Science Laboratory Equipment for grades 7-12 is from Carolina Science Supply and Project Lead The Way.

Year and month in which the data were collected

2016-2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Center of Collaborate Classroom (K-2, 2016-17); Wonders (3-6, 2017-18); Engage New York Units (7-12, 2016-17); Raz-Kids Plus (K-8, 2016-17); and Achieve3000 (9-12, 2016-17).	No	0
<b>Mathematics</b>	Eureka Math (K-8, 2016-17), Math-Whizz (K-8, 2015-16); Carnegie Math (9-12, 2017-18); Mathia (9-12, 2017-18).	No	0
<b>Science</b>	General Science/Project Lead the Way (2017-18), Discovery Science (K-12, 2019-2020)	Yes	0
<b>History-Social Science</b>	Mcgraw Hill Impact (7-12, 2017-18); Studies Weekly (K-6, 2017-18).	No	0
<b>Foreign Language</b>	Spanish is Fun Level 1-3 (9-12, 2017-18).	No	0
<b>Health</b>	Get Focused Stay Focused (9-12, 2017-18).	No	0
<b>Visual and Performing Arts</b>	Drawing Lab For Mixed-Media Artists (7-12, 2018-19), The Art Teacher's Survival Guide for Secondary Schools (7-12, 2018-19), Art Attack (K-12, 2019-2020).	Yes	0

<b>Science Laboratory Equipment</b> (grades 9-12)	Carolina Lab Equipment (7-12, 2018-19), Discovery Science Lab equipment (7-12, 2019-2020)	Yes	0
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## School Facility Conditions and Planned Improvements

At AFC, we place the highest value on school safety. According to our California Healthy Kids Survey, we have more than 80% percentage of students agree that the school grounds are kept clean and safe. The facility is maintained and landscaped.

Year and month of the most recent FIT report				N/A
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			N/A
<b>Interior:</b> Interior Surfaces	X			N/A
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			N/A
<b>Electrical</b>	X			N/A
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			N/A
<b>Safety:</b> Fire Safety, Hazardous Materials	X			N/A
<b>Structural:</b> Structural Damage, Roofs	X			N/A
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			N/A

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (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
<b>All Students</b>	283	263	92.93	7.07	31.54
<b>Female</b>	129	118	91.47	8.53	34.78
<b>Male</b>	154	145	94.16	5.84	28.97
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	51	43	84.31	15.69	23.26
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	199	189	94.97	5.03	32.8
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	14	12	85.71	14.29	41.67
<b>English Learners</b>	125	122	97.6	2.4	13.22
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	269	250	92.94	7.06	31.98
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	60	57	95	5	21.05



## 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	283	262	92.58	7.42	19.62
Female	129	118	91.47	8.53	17.24
Male	154	144	93.51	6.49	21.53
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	51	43	84.31	15.69	11.63
Filipino	--	--	--	--	--
Hispanic or Latino	199	188	94.47	5.53	19.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	12	85.71	14.29	33.33
English Learners	125	121	96.80	3.20	11.57
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	269	249	92.57	7.43	19.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	57	95.00	5.00	15.79

## 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	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

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

## 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.

<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

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

## 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
<b>Science</b> (grades 5, 8 and high school)	N/A	12.90	N/A	--	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
<b>All Students</b>	98	93	94.90	5.10	12.90
<b>Female</b>	33	33	100.00	0.00	12.12
<b>Male</b>	65	60	92.31	7.69	13.33
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	21	18	85.71	14.29	11.11
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	70	68	97.14	2.86	11.76
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	39	37	94.87	5.13	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	91	86	94.51	5.49	12.79
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	22	19	86.36	13.64	0.00

## 2020-21 Career Technical Education Programs

America's Finest Charter High School (AFCHS) is a small campus serving 9-12th grades with dedicated teachers. At AFCHS, we care about students. We allows for many opportunities to go out into the community and create change. AFCHS is a college preparatory school so all students will graduate with all doors open to them. All students are allowed to earn extra credits and AP college credits through Edgenuity and Fuel education, an online program. All students have opportunities to take colleges courses at City College and San Diego State University. At America's Finest Charter High School, students experience a 1 to 1 ratio with computers. We offer the following courses to 9-12 grade students such as Project Lead The Way Engineering, International Studies and Global Studies Curriculum, Get Focused Stay Focused, Spanish, World Literature, American Literature, Biology Life Science, Chemistry, Math, and World History. AFC High School teachers meet weekly to discuss student performance at student work, bench mark assessment from Mathia and Achieve3000.

One of the core aspects of our school is our Dual-Pathway program. These pathways are the framework for our high school program. Students may choose between Engineering and International Studies. The selection of these pathways dictate the coursework and focus for the student for the next 4 years. Students will take the same core coursework (Math, Science, and English) but those classes will interweave with their pathway. Furthermore, students will take a course each year that is specific to the pathway. In the Engineering Pathway, students will explore many modalities of engineering. Students will learn the specific skills engineers have, think like engineers, and create meaningful work. In their freshman year, students will take Introduction to Engineering Design, where students will learn about the design process and how to use AutoDesk Inventor, a 3D part modeling program. In the following years, students will have choices in classes such as aerospace engineering, digital design, and electrical engineering. Their senior year, students will have opportunities for internships in engineering companies in San Diego. The International Studies Pathway incorporates "best practices" in multicultural/globally minded curricula supported by the Asia Society. All students will learn about global issues that affect them and the world around them. Using that framework, students will take action at both a local and large scale level. Their freshman year, students will take Intro to International studies. In the following years, students will take classes in: social justice, environmental stability, global trade, and entrepreneurship. We also plan to offer international travel opportunities for students to volunteer abroad, stay with families and learn in depth about different cultures and communities.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	59
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	100

## 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

Parent involvement has been at the core of the decision making for America's Finest Charter since the school opened in 2011. The Board of Directors for America's Finest Charter is comprised of several members of each of the following stakeholder groups: staff, parents and leaders from our community. The Board of Directors meets monthly to fulfill the goals of the Board and school leadership. America's Finest Charter involves our English speaking and non-English speaking parents. Involvement opportunities include: English Learner Advisory Committee (ELAC) parents meetings and School Site Council (SSC). Parents participated in school events: Curriculum Night/Open House, Math Night, International Fair, and Arts in the Afternoon Gala. The school has "Open Door" policy for school administrators and leadership team that encourages regular and informal feedback from parents, with timely follow up and implementation, as needed. The school ensures the parents understand academic standards and Student Learning Outcomes throughout Curriculum Night/Open House, Math Night, and Parent-Teacher Conference. Parents also give feedback when they complete the LCAP survey. America's Finest Charter serves many students who have parents/guardians that are primarily Spanish speakers, Vietnamese Speakers, and Somali speakers. Translation services are provided for all parent communications and events, including on-site translation, monthly newsletters in different languages, school messenger-an autodialer messages system to parents/guardians in English and Spanish.

Parent Volunteerism: America's Finest Charter welcomes parents to volunteer in a variety of ways. Our teachers send home a volunteer interest form at the beginning of each year on which parents can indicate how they would like to become involved. Parents are invited to help in the class and with outside class assignments. Parents also are involved by donating school supplies, chaperoning field trips, and coordinating classroom and school events.

Students are coming to us from City Heights, Chollas View, Encanto, and all areas of San Diego, and this brings a great balance of diversity to our school. If you want to get involved, please contact our principals and/or Executive Director at (619) 694-4809 for K-8 site and/or (619) 909-2826 for high school site.

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>	0.0	0.0	0.0	4.1	3.9	4.2	9.0	8.9	9.4
<b>Graduation Rate</b>	N/A	100.0	90.9	84.7	85.6	85.9	84.5	84.2	83.6

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	11	10	90.9
<b>Female</b>	--	--	--
<b>Male</b>	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	0	0	0.00
<b>White</b>	0	0	0.00
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	11	10	90.9
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	508	503	131	26.0
Female	238	236	57	24.2
Male	270	267	74	27.7
American Indian or Alaska Native	1	1	0	0.0
Asian	15	15	1	6.7
Black or African American	99	98	24	24.5
Filipino	4	4	0	0.0
Hispanic or Latino	360	356	103	28.9
Native Hawaiian or Pacific Islander	8	8	1	12.5
Two or More Races	0	0	0	0.0
White	20	20	1	5.0
English Learners	241	238	61	25.6
Foster Youth	9	9	1	11.1
Homeless	16	16	4	25.0
Socioeconomically Disadvantaged	500	495	130	26.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	101	98	39	39.8

### 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
<b>Suspensions</b>	2.62	0.20	3.65	0.06	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.08	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
<b>Suspensions</b>	2.53	2.24	2.45
<b>Expulsions</b>	0.00	0.04	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.20	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.37	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.20	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00



## 2021-22 School Safety Plan

America's Finest Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)(H):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other charter school designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any school wide dress code that prohibits students from wearing "gang-related" apparel
- procedures for safe ingress and egress of pupils, parents, and employees to and from the charter school
- a safe and orderly environment conducive to learning
- procedures for conducting tactical responses to criminal incidents

The Executive Director, principals, teachers, support staff, school and city police services, and community organizations work together to prevent, prepare, and respond to emergency situations. To ensure safety and security, each school has a state-mandated individual emergency response plan that is updated annually and posted on the school's website. School staff members participate in regular emergency-preparedness drills and response training. America's Finest Charter (AFC) has a Comprehensive Safety Plan and we comply with all fire and safety regulations. We conduct monthly fire and disaster drills in order to continue to be prepared for emergencies. Our principals went over the school safety plan with our staff on August 20, 2019. America's Finest Charter provides comprehensive supervision. All students eat in the lunch court shelter supervised by administrator staff. In addition, all students are supervised during their recess times. America's Finest Charter recently installed a security gate at K-8 site that prevents public access. All visitors are required to sign in at the front office on arrival at our school.

AFC adopted a Suicide Prevention Policy. Substance abuse prevention programs are presented to students regularly. Policies and procedures are in place to address safe entry and exit of students; serious disciplinary problems; discrimination, harassment and bullying; Mandated Child Abuse Reporting Procedures; and school dress codes. Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principals and school staff members implement specific school-building security procedures. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance. Also, AFC has a schoolwide Positive Behavior Intervention System (PBIS) program which trains students to help promote a positive school culture. The students take ownership and speak to their peers about real life situations that will help them be successful in a positive school environment.

### 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	12	4		
1	19	2		
2	21	1	1	
3	24		2	
4	23		2	
5	22		2	
6	21		2	

## 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	9	3		
1	18	2		
2	18	2		
3	20	2		
4	23		2	
5	23		2	
6	22		10	
Other	18	1		

## 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	15	3	1	
1	20	2		
2	18	2		
3	29	1		1
4	20	2		
5	22	1	1	
6	21		4	

## 2018-19 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	6	4	
Mathematics	17	6	4	
Science	20	4	4	
Social Science	19	6	6	

## 2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	7	5	
Mathematics	19	6	3	1
Science	21	4	5	
Social Science	18	10	4	

## 2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	12	2	
Mathematics	18	8	2	1
Science	21	6	2	1
Social Science	17	8	2	1

## 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
<b>Pupils to Academic Counselor</b>	457

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	1
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	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
<b>School Site</b>	\$8,000	\$1,000	\$7,000	\$56,000
<b>District</b>	N/A	N/A	\$5,218	\$86,877
<b>Percent Difference - School Site and District</b>	N/A	N/A	29.2	-39.5
<b>State</b>			\$8,444	\$84,665
<b>Percent Difference - School Site and State</b>	N/A	N/A	-10.2	-38.9

## 2020-21 Types of Services Funded

The school's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- ASES and 21st Century grant for after school program
- Covid funds to support distance learning during the pandemic

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

## 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
<b>Beginning Teacher Salary</b>	\$48,792	\$50,897
<b>Mid-Range Teacher Salary</b>	\$74,140	\$78,461
<b>Highest Teacher Salary</b>	\$100,772	\$104,322
<b>Average Principal Salary (Elementary)</b>	\$139,968	\$131,863
<b>Average Principal Salary (Middle)</b>	\$143,902	\$137,086
<b>Average Principal Salary (High)</b>	\$154,753	\$151,143
<b>Superintendent Salary</b>	\$290,907	\$297,037
<b>Percent of Budget for Teacher Salaries</b>	34%	32%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	16.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	4
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b>	4

## Professional Development

During the month of August, every teacher attends “boot camp,” otherwise known as Professional Development. In September, the executive director and the principals discuss teacher evaluation criteria, and every teacher is expected to complete data monitoring on Illuminate as assessments are completed for each of their students in: reading, writing, mathematics, community service and ELL Support. The data monitoring records are submitted to the director four times per year. Staff development meetings are facilitated by the director, Math Coaches; Data Coaches and teachers.

Professional Development takes place three times per month. During the school year, at least two (2) Non-Instructional days are allocated towards staff development; when teachers plan, organize and collaborate with instructional coaches in grade level teams: K-2, 3-5, 6-8, and 9-12. Our teachers also participate in peer observations, both on-site and off-site, set-up by the executive director and principals; and coverage is provided.

Our teachers have received extensive training on the Common Core State Standards. Our students are taught to be critical thinkers and effective readers. To support student learning, AFC has implemented word walls to build academic vocabulary and front-loading information to students. To expand student’s understanding of academic terms, visuals, realia and manipulative are used to assist in internalizing the definition and context use. The ability for students to revisit also allows for intense internalization.

Skills and concepts are taught and used across all subjects the Common Core Standards. This provides for cross-curricular skills and thinking for students. Foundational Skills in math, for example, are needed in order to master advanced math skills and concepts. Balanced Literacy skills are taught and mastered to branch into all subjects, allowing for comprehension towards proficiency. For example, critical thinking skills allow students to become deeper thinkers with the ability to analyze multiple leveled texts. Students will then be able to find deeper meaning and communicate their thoughts in collaborative conversations.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	41	41	41

# America's Finest Charter School

## 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

<b>District Name</b>	America's Finest Charter School
<b>Phone Number</b>	(619) 694-4809
<b>Superintendent</b>	Timothy Bagby
<b>Email Address</b>	tbagby@americasfinestcharterschool.org
<b>District Website Address</b>	www.americasfinestcharterschool.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
<b>All Students</b>	50521	452	0.89	99.11	28.82
<b>Female</b>	24579	139	0.57	99.43	33.81
<b>Male</b>	25934	313	1.21	98.79	26.60
<b>American Indian or Alaska Native</b>	129	1	--	99.22	--
<b>Asian</b>	4811	46	0.96	99.04	39.13
<b>Black or African American</b>	3732	48	1.29	98.71	18.75
<b>Filipino</b>	2239	19	0.85	99.15	31.58
<b>Hispanic or Latino</b>	22801	202	0.89	99.11	22.39
<b>Native Hawaiian or Pacific Islander</b>	204	5	2.45	97.55	--
<b>Two or More Races</b>	5009	34	0.68	99.32	32.35
<b>White</b>	11596	97	0.84	99.16	42.27
<b>English Learners</b>	8958	128	1.43	98.57	12.50
<b>Foster Youth</b>	150	3	2.00	98.00	--
<b>Homeless</b>	7550	58	0.77	99.23	17.24
<b>Military</b>	3773	26	0.69	99.31	26.92
<b>Socioeconomically Disadvantaged</b>	28699	266	0.93	99.07	21.43
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	7559	371	4.91	95.09	15.14



## 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	50521	434	0.86	99.14	19.40
Female	24579	133	0.54	99.46	24.06
Male	25934	301	1.16	98.84	17.33
American Indian or Alaska Native	129	0	--	100.00	--
Asian	4811	44	0.91	99.09	36.36
Black or African American	3732	47	1.26	98.74	12.77
Filipino	2239	19	0.85	99.15	5.26
Hispanic or Latino	22801	191	0.84	99.16	11.58
Native Hawaiian or Pacific Islander	204	5	2.45	97.55	--
Two or More Races	5009	35	0.70	99.30	17.14
White	11596	93	0.80		35.48
English Learners	8958	123	1.37	98.63	6.50
Foster Youth	150	3	2.00	98.00	--
Homeless	7550	54	0.72	99.28	11.11
Military	3773	26	0.69	99.31	15.38
Socioeconomically Disadvantaged	28699	252	0.88	99.12	9.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	7559	356	4.71	95.29	7.04

## 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	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

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

## 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.

<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

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