Puente Charter
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School Year
California Department of Education

Address:	501 South Boyle Ave. Los Angeles, CA , 90033-3816	**Principal:**	Brenda Meza, Principal
Phone:	(323) 780-8900	**Grade Span:**	TK-5

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

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

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Brenda Meza, Principal

📍 Principal, Puente Charter

About Our School

Contact

Puente Charter
501 South Boyle Ave.
Los Angeles, CA 90033-3816

Phone: (323) 780-8900
Email: brenda@puente.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	superintendent@lausd.net
Website	www.lausd.org

School Contact Information (School Year 2024–25)

School Name	Puente Charter
Street	501 South Boyle Ave.
City, State, Zip	Los Angeles, CA , 90033-3816
Phone Number	(323) 780-8900
Principal	Brenda Meza, Principal
Email Address	brenda@puente.org
Website	http://puente.org
Grade Span	TK-5
County-District-School (CDS) Code	19647336120471

School Description and Mission Statement (School Year 2024–25)

Puente Charter School is situated within the Boyle Heights and East Los Angeles community, serving 300 students in grades TK-5. Our current student demographics reflect 96% Hispanic, 2% White, 1% African American, 1% Two or More Races, 11% Students with Disabilities (SWD), 22% English Learners (EL), and 84% Socioeconomically Disadvantaged.

Puente provides all students with an academically challenging curriculum that supports each child's intellectual, social, and emotional growth. Our school is committed to achieving academic excellence by combining the Common Core state standards with project-based learning that promotes creative exploration, digital literacy, and problem-solving skills to help students develop a life-long love of learning.

Puente Charter Elementary was founded in 2002 by dedicated educators and parents who wished for a high-achieving school in the community. It has the distinction of being the first charter school located in Boyle Heights. Combined with Puente Learning Center, founded in 1985, purposeful partnerships have been

established with community stakeholders and leaders to connect children and families to learning opportunities and resources, building bridges to education for students to lead and succeed.

Puente Charter School received the SUMS MTSS grant to provide comprehensive staff-wide training on MTSS and implement the SWIFT Fidelity Integrity Assessment (FIA). The MTSS Framework ensures that all student needs are met through targeted interventions across three levels of support. Our educators will design intervention plans using multiple types of data to make informed decisions and maximize student outcomes.

MTSS is a systemic, continuous improvement framework in which data-based problem-solving and decision-making are practiced across all levels of the school's system to support students. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports rather than selection for a few components of RtI and intensive interventions. It endorses Universal Design for Learning Instructional strategies so all students have opportunities for learning through differentiated content, processes, and products. MTSS integrates instructional and intervention support to sustain systemic changes based on the Common Core State Standards-aligned classroom instruction.

MTSS is a framework that brings together RtI² and PBIS and aligns their supports to serve the whole child. It also relies on data gathering through universal screening, data-driven decision-making, and problem-solving teams and focuses on content standards. MTSS aligns the entire system of initiatives, supports, and resources and implements continuous improvement processes throughout the system.

RtI is an approach that focuses on students who are struggling academically and pulls together resources from the LEA, school, and community to promote students' success before falling behind. It is systematic and data-driven, with tiered levels of intervention to benefit every student.

PBIS is an approach that focuses on students' emotional and behavioral learning. Over time, this leads to an increase in engagement and a decrease in problematic behavior. It assists the LEA in adopting and organizing evidence-based behavioral interventions that improve student social and emotional behavior outcomes.

PUENTE Charter is a California Community School, a recipient of the California Department of Education's California Community Schools Partnership Program (CCSPP) planning and implementation grants. The school focuses on a "whole child, whole family" approach to improve student educational outcomes and address identified needs so that every student and family is successful despite

adversity. Our Community School vision is to coordinate community resources and work in partnership with children, families, and community partners; the PUENTE Charter Community School Program will strengthen and expand educational possibilities and lead to better student outcomes, general health improvements for the neighborhood where PUENTE Charter is located, new opportunities for economic growth, and workforce development.

Integrated Student Supports: As an MTSS certified school; PUENTE provides data-based decision-making related to program improvement, high quality instruction and intervention, social and emotional learning, mental health services and positive behavioral supports. It offers a commitment to *assets-driven and strength-based practice* (cornerstone commitment). It includes screening, progress monitoring, a multi-level prevention system, and data-based decision-making, with a continuum (Tiers 1, 2, & 3) of academic, social, emotional, and behavioral instructional and intervention supports. The Coordination of Services Team (COST) participates in a monthly forum for identifying and assessing students needing Tier 2 or three supports in academic or wellness (SEL, Mental Health, Food, and/or Housing security). According to parent/family surveys in Spring 2024, the most important services to provide include social-emotional learning, wellness, and mental health services.

Integrated Support Services

- Comprehensive Therapy Associates Inc. provides mental and behavioral health support.
- Vision to Learn provides free eye exams and eyewear.
- Care Solace provides high-needs mental services for students and families.
- UCLA Stein Eye Institute provides free eye exams.
- Herman Ostrow School of Dentistry of USC provides free oral healthcare workshops, dental exams, and fluoride varnish.
- White Memorial Community Health Center provides free health screenings and health workshops.
- Blue Shield of CA provides health workshops and financial support for Community Unity Garden and nutrition classes.
- MADRES Center for Environmental Health Disparities at USC provides health workshops.
- LA Food Bank and Food Finders provide free food boxes.
- PUENTE Learning Center's Preschool program is a state-licensed child-care provider for children ages 3 to 5.
- PUENTE Learning Center's College and Career Program provides college readiness workshops for parents and students.
- PUENTE Learning Center's Adult Programs collaborate with Los Angeles City College and LAUSDAdult Education to provide adult education programs such as ESL, high school diploma/certificate, workforce readiness classes, and citizenship.
- UnidosUS provides the parent engagement curriculum called Abriendo Puertas/Opening Doors.
- Two LA County Departments, the Department of Mental Health and the Department of Public Health, provide health resources and workshops.

Family and Community Engagement- Increased parent engagement meetings include our English Language Advisory Committee (ELAC), conducted monthly;

the Charter School Advisory Committee and Wellness Committee meetings are conducted quarterly; Family Nights and Coffee with the Principal occur monthly; and the Governing Board meeting are conducted quarterly. Student-led conferences occur twice every academic school year, in the fall and winter. Monthly workshops (Community Connection Nights) are hosted by PUENTE and our community nonprofit agency (PUENTE Learning Center). Professional development training and opportunities are provided for parents and community partners. As part of Family Engagement, the school provides training/workshops on Home-School Connections, Healthy Foods/Nutrition, Immigration/Legal Support, Math in the Home, Bullying Prevention, Career and College Planning, Health/Wellness, and Adult Education.

Collaborative Leadership and Practices of Educators and Administrators- PUENTE Charter School instructors, administrators and support staff completed a CA MTSS certification with the goal of creating a more inclusive and equitable school environment.

Extended Learning Time

PUENTE provides 11 hours of school programming daily, Monday through Friday. With breakfast available starting at 7am and the after-school services operating through 6pm, PUENTE is a quality option for working families with multiple jobs. Think Together, the after-school provider, participates in PUENTE Charter School core day staff professional development for greater alignment between the core school day and expanded learning time, with increased ELA and math tutoring options. PUENTE teachers work with extended day staff to identify opportunities for academic reinforcement and extracurricular activities to meet student and parent interests.

Extended Learning Opportunities

- Think Together (regular school year 2:30 to 6 pm), summer schedule (12:30 to 5 pm).
- College Corps (CSULA and ELAC) college students serve as mentors and tutors, paired with students who need extra academic support.
- LAPD Hollenbeck PAL provides physical education during the regular school year and summer camp.
- Neighborhood Music School provides performing arts instruction during regular school and summer schedules.
- Theatre of Hearts/Youth First provides performing arts during the regular school year.
- Common Threads provides health and nutrition classes throughout the year, including summer.
- Reading is Fundamental Southern CA provides free book-choosing events during the regular school year.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	66
Grade 1	57
Grade 2	51
Grade 3	33
Grade 4	46
Grade 5	41
Total Enrollment	294
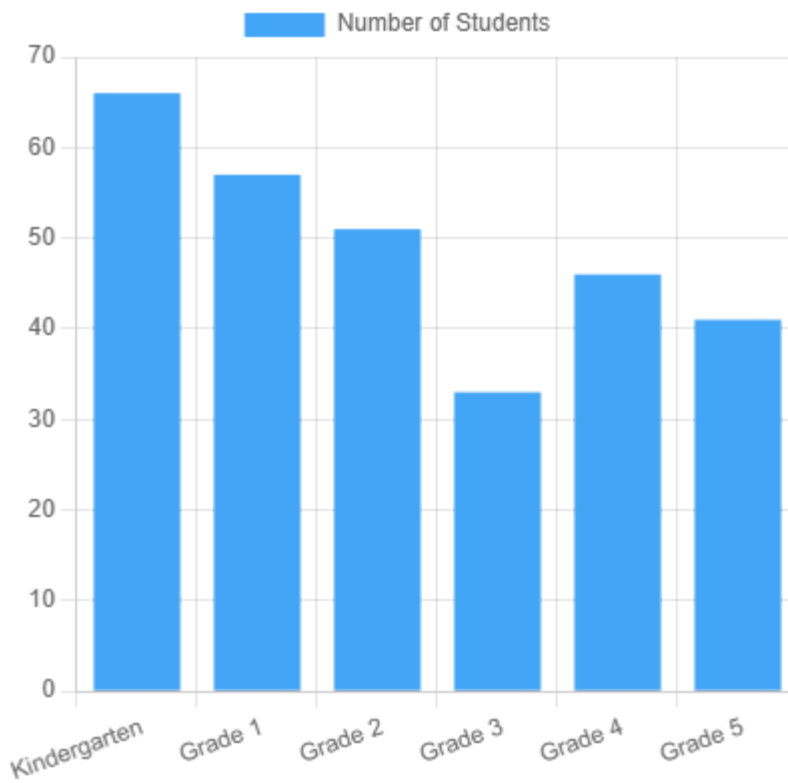
Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	49.30%
Male	50.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.30%
Black or African American	0.70%
Filipino	0.00%
Hispanic or Latino	98.30%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	0.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	25.20%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	84.40%
Students with Disabilities	10.20%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.00	75.00%	22369.20	82.26%	228366.10	83.12%
Intern Credential Holders Properly Assigned	2.00	25.00%	714.60	2.63%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	1398.60	5.14%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1060.30	3.90%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	1651.30	6.07%	18854.30	6.86%
Total Teaching Positions	8.00	100.00%	27194.20	100.00%	274759.10	100.00%

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.00	81.82%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	2.00	18.18%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	11.00	100.00%	27426.80	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.00	84.62%	22355.10	82.56%	231142.40	100.00%
Intern Credential Holders Properly Assigned	1.00	7.69%	1101.40	4.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	1596.00	5.89%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1053.60	3.89%	11746.90	4.23%
Unknown/Incomplete/NA	1.00	7.69%	971.50	3.59%	14303.80	5.15%
Total Teaching Positions	13.00	100.00%	27077.80	100.00%	277698	100%

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	25.00%	0%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: December 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Phonics; 2022: McGraw Hills - Wonders	0
Mathematics	Eureka Math IXL Math; 2022	0
Science	Amplify Science; 2022	0
History-Social Science	McGraw Hill Wonders; 2022	0
Foreign Language	Not applicable	0
Health	Second Step SEL & Calm Classroom; 2022	0
Visual and Performing Arts	Not applicable	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Maintenance and Repair

Puente Charter School's maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency and health and safety repairs are given the highest priority.

Cleaning Process and Schedule

Puente Charter School has adopted cleaning standards. In conjunction with key staff, the principal monitors the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Use of Facilities Inspection Tool (FIT)

Puente Charter School annually administers and uses the Facilities Inspection Tool (FIT) to ensure the school is clean, safe, and functional. The State of California Office of Public-School Construction (OPSC) developed the FIT. The results of this annual inspection are detailed in the School Facility Good Repair Status section of the SARC.

School Facility Good Repair Status

Puente Charter School administers the Facility Inspection Tool (FIT Report annually which is reported on the SARC and LCAP. '

If any issues are identified they are addressed immediately.

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

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

Year and month of the most recent FIT report: October 2024

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

Overall Facility Rate

Year and month of the most recent FIT report: October 2024

Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts / Literacy (grades 3-8 and 11)	43%	53%	41%	43%	46%	47%
Mathematics (grades 3-8 and 11)	39%	49%	29%	32%	34%	35%

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

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	126	120	95.24%	4.76%	52.50%
Female	64	60	93.75%	6.25%	53.33%
Male	62	60	96.77%	3.23%	51.67%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	125	119	95.20%	4.80%	52.10%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	30	24	80.00%	20.00%	8.33%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	84	78	92.86%	7.14%	48.72%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	19	19	100.00%	0.00%	21.05%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	126	126	100.00%	0.00%	49.21%
Female	64	64	100.00%	0.00%	46.88%
Male	62	62	100.00%	0.00%	51.61%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	125	125	100.00%	0.00%	48.80%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	30	30	100.00%	0.00%	13.33%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	84	84	100.00%	0.00%	42.86%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	19	19	100.00%	0.00%	15.79%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	20.93%	34.15%	20.46%	21.89%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	41	41	100.00%	0.00%	34.15%
Female	17	17	100.00%	0.00%	47.06%
Male	24	24	100.00%	0.00%	25.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	41	41	100.00%	0.00%	34.15%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	24	24	100.00%	0.00%	25.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)
Percentage of Students Participating in each of the five Fitness Components

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

Note: The admistration of the PFT requires only participation results for these five fitness areas.

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2024–25)

Puente Charter School provides parents/families with numerous opportunities for engagement and involvement at the school; and is outlined in the school's 2024-25 LCAP Goal #3, Actions 2 and 3.

Puente Charter School provides parents with opportunities to provide input in decision-making through the following:
- English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2)
- Parent Advisory Committee (PAC) per CA EC 52062(a)(1)
- Parent Advisory Council
- CCSPP Steering Committee

Before the start of the school year, teachers will schedule introductory meetings with all families to welcome them to our school, communicate expectations, build positive relationships, inform them of school resources and the attendance policy, and identify family/student needs.

Puente Charter School will continue to provide numerous opportunities for parents (including those of Unduplicated Pupils and Students with Disabilities) to participate in their child's education and engage in schoolwide activities and events through the following venues:
- Monthly Coffee with the Principal
- Integrated Services Workshops: College/career readiness, counseling services, Health & Wellness, Nutrition, Immigration Rights, Tenant Rights, social media
- Schoolwide events: Monthly Family Nights, Back to School Night, Open House, Meet & Greet, Monthly recognition ceremonies, Winter & Spring Student Showcases
- Student Led Conferences

The Operations Coordinator is tasked with conducting outreach efforts with families, providing interpreter services, distributing the monthly newsletter, and monitoring ParentSquare, including the calendar of events. Parents will have access to the Infinite Campus Parent Portal, where they can view their child's academic progress and attendance and communicate with staff.

All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey and the

"15% and above translation needs" criteria. Interpreter services, including ASL, are available for all parent events and upon request.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2023–24)

On the 2023 CA Schools Dashboard, Puente received a RED Performance level for all students (34.1%), English Learners (41.1%), Socioeconomically Disadvantaged (35.9%), and Hispanic (33.1%) student groups. The leadership team conducted a needs assessment and root cause analysis to identify the root causes of the escalating chronic absenteeism rates. We identified that chronic absenteeism is a case-by-case situation, and Puente is moving towards individualized attendance plans as our next step to improve overall daily attendance. Our goal is to provide targeted assistance and correct misconceptions about attendance protocols and the importance of regular attendance, particularly in grades TK-1.

As a recipient of the CA Community Schools Partnership Program (CCSPP) Implementation Grant, a critical funding source that will support the expansion of our Community School using the CCSPP Framework program, Puente will implement strategies to ensure authentic family and community engagement, in alignment to the 4 Pillars of Community Schools.

Prior to the start of the 2024-25 school year, leadership will identify at-risk families in need of resources and focus on building stronger relationships with those families. We establish regular communication channels to foster engagement and ensure our interactions are not solely problem-focused. Our team seeks to strengthen the relationship with these families to understand their challenges better and support them. We will administer a Family Attendance Survey during orientation before the start of the school year. This will help us understand each family's perspective on attendance policies and their views on school attendance so that our team can effectively address this early in the school year.

Once the school year starts, we will implement a preventative approach through MTSS. This includes early identification of at-risk students, targeted communication with families, personalized support from the Student Attendance Review Team (SART), and ongoing data analysis to refine our interventions. Teachers contact families when students are absent, delivering positive messages to show that the student was missed. Additionally, teachers will use attendance charts and provide incentives for regular attendance, further strengthening our relationship with families.

Our tracking system will help identify at-risk students for chronic absenteeism early in the academic year. Preventative information letters will be sent to families after 1-2 days of absence, allowing for timely intervention. For 3-5 absences, Tier 1 letters will be issued to families emphasizing the importance of attendance for 5-7 absences; tier 2 letters will include information from LAUSD regarding chronic absenteeism. Continued absences will trigger a Tier 3 response involving a SART meeting to provide personalized support and develop tailored plans to address specific challenges. Puente will increase the frequency of home visits to connect with families more effectively, as needed.

Puente will implement PBIS practices through positive reinforcement strategies, recognition initiatives, and incentives to further motivate and engage students. Our students have access to various clubs, including Cooking, Spanish, Bracelet Making, Sports, and Coding/Drone, contingent on good behavior and consistent attendance. These extracurricular opportunities, facilitated by dedicated teachers and staff,

enhance student engagement and foster a positive school atmosphere. We are also considering adding morning activities, including clubs, to assist working parents and encourage daily student attendance. An analysis of absences revealed that most are from students in grades TK-1. Our maintenance team will ensure additional cleaning of school equipment to prevent absences due to illness. Puente plans to expand student attendance incentives to maintain motivation and momentum. Puente will also host schoolwide events to engage families and build trust and community.

Puente plans to build strong and intentional community partnerships to ensure student learning and whole-child and family development through home-school collaboration combined with culturally responsive community partnerships.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	318	314	101	32.2%
Female	160	157	47	29.9%
Male	158	157	54	34.4%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	313	309	98	31.7%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	86	84	28	33.3%
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	272	270	87	32.2%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	45	45	18	40.0%

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

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

The Dean of Engagement and Vice Principal lead student discipline, PBIS, and school culture initiatives. Behavior Interventionists will collaborate with teachers to develop and implement student behavior plans and model strategies for use in the classroom to address behavior challenges. The Behavior Interventionist collaborates with the Dean and Vice Principal to develop schoolwide practices to improve student interaction skills, including identifying and changing learned behavior that negatively impacts students. In addition, the BIIs provide professional development on addressing student behavioral challenges and implementing classroom structures to ensure consistency and facilitate parent/staff engagement activities and events to foster a culture of community and respect. They monitor daily student attendance, implement and lead SART meetings, meet with families, including home visits, and ensure the school's attendance policy is adhered to.

The Community Schools Coordinator (CSC) serves as the foster youth and homeless liaison. The CSC connects families with resources and leads parent workshops to support the SEL and mental health needs of our students and families.

Rate	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	0.00%	0.00%	0.00%	0.46%	0.55%	0.60%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.02%	0.02%	0.07%	0.08%	0.07%

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

Suspensions and Expulsions by Student Group (School Year 2023–24)

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

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

School Safety Plan (School Year 2024–25)

Puente Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) 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, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- 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 schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- 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 at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

D. Other SARC information

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

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

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

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

** "Other" category is for multi-grade level classes.

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

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

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023– 24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00		2	
1	29.00		2	
2	26.00		2	
3	17.00	2		
4	23.00		2	
5	21.00	1	1	
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	0

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2023–24)

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

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$20946.00	$9884.00	$11062.00	$66000.00
District	N/A	N/A	--	$85275.00
Percent Difference – School Site and District	N/A	N/A	--	-25.50%
State	N/A	N/A	$10770.62	$94625.00
Percent Difference – School Site and State	N/A	N/A	2.70%	-35.60%

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

Types of Services Funded (Fiscal Year 2023–24)

MTSS: ACADEMIC INTERVENTIONS

Puente utilizes universal academic screeners (NWEA MAP, F&P) to establish student baseline performance, identify learning gaps, refer students to MTSS, establish annual growth targets, and measure program effectiveness.

Using the MTSS framework, all classroom teachers provide Tier 1 and 2 support, and the Intervention teacher will provide Tier 3 academic support for identified students in reading and math. Paraprofessionals assist classroom teachers and provide Tier 1 support through small-group instruction. An intervention block is embedded throughout the instructional day to support struggling learners including intervention platforms (iXL Math, iXL ELA ELA, Raz Kids, Epic) to further reinforce skills and gaps in learning. Puente provides students with additional academic support through the expanded learning opportunities program after school and through summer programming.

MTSS: SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS

An area of focus is the chronic absenteeism indicator on the 2023 CA Schools Dashboard. Puente received a RED Performance level for all students (34.1%), English Learners (41.1%), Socioeconomically Disadvantaged (35.9%), and Hispanic (33.1%) student groups.

The leadership team conducted a needs assessment and root cause analysis to identify the root causes of the escalating chronic absenteeism rates. We identified that chronic absenteeism is a case-by-case situation, and Puente is moving towards individualized attendance plans is our next step to improve overall daily

attendance. Our goal is to provide targeted assistance and correct misconceptions about attendance protocols and the importance of regular attendance, particularly in grades TK-1.

Before the 2024-25 school year started, leadership identified at-risk families needing resources and focused on building stronger relationships with those families. We establish regular communication channels to foster engagement and ensure our interactions are not solely problem-focused. Our team seeks to strengthen the relationship with these families to better understand and support their challenges. We administered a Family Attendance Survey during orientation prior to the start of the school year, which will help us understand each family's perspective on attendance policies and their views on school attendance so that our team can effectively address this early in the school year.

Once the school year started, we implemented a preventative approach through MTSS. This includes early identification of at-risk students, targeted communication with families, personalized support from the Student Attendance Review Team (SART), and ongoing data analysis to refine our interventions. Teachers continue to contact families when students are absent, delivering positive messages to show that the student was missed. Additionally, teachers use attendance charts and provide incentives for regular attendance, further strengthening our relationship with families.

Puente is committed to providing and strengthening social-emotional support through the schoolwide implementation of the Second Step SEL Curriculum, Calm Classroom, and restorative justice community circles.

The Counselor leads monthly theme-based class lessons and regular social skills groups for students identified for Tier 3 supports using the MTSS Framework. The Counselor also leads SEL curriculum implementation with teachers and hosts monthly Coffee with the Counselor to meet with families and refer them to Care Solace for mental health services.

The Dean of Engagement and Vice Principal lead student discipline, PBIS, and school culture initiatives. Behavior Interventionists will collaborate with teachers to develop and implement student behavior plans and model strategies for use in the classroom to address behavior challenges. The Behavior Interventionist collaborates with the Dean and Vice Principal to develop schoolwide practices to improve student interaction skills, including identifying and changing learned behavior that negatively impacts students. In addition, the BII provides professional development on addressing student behavioral challenges and implementing classroom structures to ensure consistency and facilitate parent/staff engagement activities and events to foster a culture of community and respect. They monitor student attendance, implement and lead SART meetings, meet with families, including home visits, and ensure the school's attendance policy is followed.

The Community Schools Coordinator (CSC) is the foster youth and homeless liaison. The CSC will connect families with resources and lead parent workshops to support the SEL and mental health needs of our students and families.

ENGLISH LEARNER SUPPORT SERVICES

Puente Charter School will provide the following services to support ELs with language acquisition:

- A 4-week summer program for newcomers (new to the U.S. within 12 months). ELs will utilize the Rosetta Stone language program.
- Benchmark Phonics with one-to-one support with a paraprofessional

The Intervention Coach will provide targeted tiered academic support, including small group instruction, to address language acquisition for ELs, improve performance on CAASPP and Summative ELPAC, and increase reclassification rates. The Intervention Coach will also train teachers and paraprofessionals on evidence-based pedagogical strategies to support ELs' diverse language learning needs.

Teachers will provide designated and integrated ELD for ELs. To support language acquisition, teachers will participate in professional development on effective strategies to support vocabulary and reading comprehension. Teachers will administer the Interim ELPAC assessment tool to familiarize ELs with the assessment format and reduce student testing anxiety.

Professional Development

To strengthen and build teacher capacity and expertise and maintain high teacher retention rates, Puente provides all teachers with robust professional learning opportunities, including instructional coaching, classroom observations, leading instructional labs, model lessons, feedback cycles, and peer observations.

- Diversity, Equity & Inclusion (DEI)
- Culturally Relevant Curriculum
- Foundational skills: literacy & math
- CA Frameworks: Health Standards
- Non-violent crisis intervention: prevention and verbal de-escalation skills, disengagement safety techniques, physical intervention techniques
- Behavior Intervention Plans
- SWD: IDEA & FAPE
- SWD: Accommodations & Modifications
- Co-teaching models
- Understanding and deciphering IEPs.
- Differentiated Instruction: Reading and writing
- Eureka2 Math Curriculum Implementation
- Cognitively Guided Instruction (CGI) Math
- Strategies to improve designated/integrated ELD (new ELD curriculum adoption)
- Social-emotional learning & Wellness
- Science curriculum adoption
- Positive Behavioral Intervention & Supports (PBIS)
- Health & Safety including CPR, & active shooter

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

To support the teacher pipeline, Puente has partnered with LACOE's Intern Program for teacher candidates to obtain a preliminary credential and LACOE's Induction Program for teachers to clear preliminary credentials.

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	49	49	49