

School Accountability Report Card Reported Using Data from the 2020–2021 School Year

California Department of Education

The Bridge School

Address: 545 Eucalyptus Ave., Hillsborough, CA 94010 **Phone:** 650-696-7295
Principal: Dr. Vicki Casella **Grade Span:** PreK-5

About This School

Table 1: District Contact Information (School Year 2021–2022)

| Entity | Contact Information |
|-----------------------|-----------------------------------|
| District Name | Hillsborough City School District |
| Phone Number | 650-342-5193 |
| Superintendent | Louann Carlomagno |
| Email Address | lcarlomagno@hcsdk8.org |
| Website | www.hcsdk8.org |

Table 2: School Contact Information (School Year 2021–2022)

| Entity | Contact Information |
|--|---------------------------|
| School Name | The Bridge School |
| Street | 545 Eucalyptus Ave. |
| City, State, Zip | Hillsborough, CA 94010 |
| Phone Number | 650-696-7295 |
| Principal | Dr. Vicki Casella |
| Email Address | vcasella@bridgeschool.org |
| Website | www.bridgeschool.org |
| County-District-School (CDS) Code | 41689087031446 |

Table 3: School Description and Mission Statement (School Year 2021–2022)

The mission of The Bridge School is to ensure that individuals with severe physical and speech impairments achieve full participation in their communities through the use of effective multimodal communication systems and assistive technologies, and to develop, implement and disseminate innovative and effective life-long educational strategies. Located in the San Francisco Bay Area, our educational program is a full-time transitional placement (preschool through grade 5) that serves up to 14 students each year having complex communication needs associated with severe speech and physical impairments. Our school year calendar and daily schedule are closely aligned with those of the North Hillsborough Elementary School.

The design of The Bridge School's Education Program is guided by our values of:

- Supporting our students' abilities to communicate functionally in the educational environment
- Identifying the most effective and efficient modes of communication across communication partners, environments, instructional contexts, and social activities

- Providing students access to the general education curriculum through active participation in all classroom activities
- Supporting the functional use of assistive technologies, including augmentative and alternative communication devices, techniques and strategies to maximize participation in daily life
- Supporting inclusion experiences and meaningful participation, both academically and socially, in appropriate grade-level general education settings and the community at large
- Using both student-centered and family-centered planning approaches that incorporate each student's and family's preferences and priorities
- As part of instruction, providing training for communication partners in students' environments including home, school, and community
- Ensuring educational accountability such that student assessment appropriately measures and tracks student progress to report to families, to guide instructional adjustments and decision-making, and for IEP purposes
- Building functional and age-appropriate life skills across domains
- Expanding our students' social networks and development of friendships
- Encouraging self-determination as a life skill that leads to a positive quality of life
- Using research findings as a resource for practice
- Transitioning students to their home school districts in the least restrictive environment
- Providing long-term support to students and their educational teams in the home school district

By focusing on the development of augmentative and alternative communication (AAC) systems for each student, our program aims to:

- Assist students in working towards communicative competence through the use of AAC systems and strategies
- Provide students access to the general education curriculum through active participation in all classroom activities
- Maximize each student's educational potential by providing access to assistive technologies for learning and literacy development
- Provide long-term, ongoing, individualized support to students and their educational teams in their home school districts

Table 4: Student Enrollment by Grade Level (School Year 2020–2021)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 2 |
| Grade 1 | 3 |
| Grade 2 | 2 |
| Grade 3 | 2 |
| Grade 4 | 0 |
| Grade 5 | 0 |
| Grade 6 | 1 |
| Grade 7 | N/A |
| Grade 8 | N/A |
| Grade 9 | N/A |
| Grade 10 | N/A |
| Grade 11 | N/A |
| Grade 12 | N/A |
| Total Enrollment | 10 |

Table 5: Student Enrollment by Student Group (School Year 2020–2021)

| Student Group | Percent of Total Enrollment |
|--|------------------------------------|
| Female | 60% |
| Male | 40% |
| Non-Binary | 0% |
| American Indian or Alaska Native | 0% |
| Asian | 40% |
| Black or African American | 0% |
| Filipino | 0% |
| Hispanic or Latino | 20% |
| Native Hawaiian or Pacific Islander | 0% |
| Two or More Races | 10% |
| White | 30% |
| English Learners | 0% |
| Foster Youth | 0% |
| Homeless | 0% |
| Migrant | 0% |
| Socioeconomically Disadvantaged | 10% |
| Students with Disabilities | 100% |

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

Table 6: Teacher Preparation and Placement (School Year 2019–2020)

| 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) | 1 | 50 | 2 | 100 | 2 | 100 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 0 | 0 | 0 | 0 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1 | 50 | 0 | 0 | 0 | 0 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0 | 0 | 0 | 0 | 0 | 0 |
| Unknown | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Teaching Positions | 2 | 100 | 2 | 100 | 2 | 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Table 7: Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA) (School Year 2019–2020)**

| Authorization/Assignment | Number |
|--|---------------|
| Permits and Waivers | 1 |
| Misassignments | 0 |
| Vacant Positions | 0 |
| Total Teachers Without Credentials and Misassignments | 1 |

**Table 8: Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2019–2020)**

| Indicator | Number |
|---|---------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0 |
| Local Assignment Options | 0 |
| Total Out-of-Field Teachers | 0 |

Table 9: Class Assignments (School Year 2019–2020)

| Indicator | Percent |
|---|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 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) | 0% |

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

Table 10: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)**Year and month in which the data were collected:** January 2022

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|--|-----------------------------------|---|
| Reading/ Language Arts | Benchmark Advance/ Benchmark Publishing-2017 Adopted 2015 | Yes | 0% |
| Mathematics | Math Expressions/Houghton Mifflin Harcourt-2021; (https://www-k6.thinkcentral.com/) Big Ideas Math/Big Ideas Learning-2015 (https://www.bigideasmath.com/students/) Adopted 2014 | Yes | 0% |
| Science | FOSS Science Curriculum: Next Generation/Delta Education https://www.fossweb.com/foss-modules -2020 | Yes | 0% |
| History-Social Science | California History-Social Science: My World Interactive/ Pearson Scott Foresman/Prentice Hall-2020 Adopted 2017; National Geographic World History/National Geographic Learning-2018 Adopted 2015 | Yes | 0% |
| Foreign Language | Benchmark Advance/ Benchmark Publishing-2017 | Yes | 0% |
| Health | Health & Wellness Macmillan/McGraw-Hill 2008 Adopted 2004 | Yes | 0% |
| Visual and Performing Arts | Theater Arts Connections SRA/McGraw-Hill 2005 Scott Foresman Art 2005 Adopted 2006 | Yes | 0% |
| Science Laboratory Equipment (grades 9-12) | N/A | N/A | N/A |

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

Table 11: School Facility Conditions and Planned Improvements

The Bridge School has an Injury and Illness Prevention Program, an Emergency Action Plan, a Fire Prevention Plan, and a Hazard Communication Program in compliance with Cal/OSHA. The school performs monthly Hazard Inspections for compliance with the Code of Safe Practices. The school passes annual inspections for: Fire Extinguishers; Building Alarm (service for burglary and fire); and Fire Department Clearance.

The school receives safety inspections and health inspections when any changes are made to the facilities.

In terms of Cleanliness:

The Bridge School has routine daily janitorial services for classrooms, office, common areas and restrooms, additional services on a monthly basis, and additional services during weeks when the school is closed. (A four-page contract, which lists the routine janitorial services is available upon request.)

In terms of Adequacy of School Facilities and the Condition and Cleanliness of the School Grounds, Buildings, and Restrooms:

Hillsborough School District is responsible for maintenance and upkeep of the grounds and facilities of the Bridge School. They maintain compliance with school district standards.

Table 12: School Facility Good Repair Status

Using the **most recently collected** 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: December 21, 2021

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

Overall Facility Rate

Year and month of the most recent FIT report: December 21, 2021

Table 13: Overall Rating

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

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

**Table 14: CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2019– 2020 | School 2020– 2021 | District 2019– 2020 | District 2020– 2021 | State 2019– 2020 | State 2020– 2021 |
|---|----------------------------------|----------------------------------|------------------------------------|------------------------------------|---------------------------------|---------------------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Table 15: CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | NT | NT | NT | NT | NT |
| Female | NT | NT | NT | NT | NT |
| Male | NT | NT | NT | NT | NT |
| American Indian or Alaska Native | NT | NT | NT | NT | NT |
| Asian | NT | NT | NT | NT | NT |
| Black or African American | NT | NT | NT | NT | NT |
| Filipino | NT | NT | NT | NT | NT |
| Hispanic or Latino | NT | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | NT | NT | NT | NT | NT |
| Two or More Races | NT | NT | NT | NT | NT |
| White | NT | NT | NT | NT | NT |
| English Learners | NT | NT | NT | NT | NT |
| Foster Youth | NT | NT | NT | NT | NT |
| Homeless | | | | | |
| Military | NT | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | NT | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | NT | NT | NT | NT | NT |
| Students with Disabilities | NT | NT | NT | NT | NT |

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

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

Table 16: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | NT | NT | NT | NT | NT |
| Female | NT | NT | NT | NT | NT |
| Male | NT | NT | NT | NT | NT |
| American Indian or Alaska Native | NT | NT | NT | NT | NT |
| Asian | NT | NT | NT | NT | NT |
| Black or African American | NT | NT | NT | NT | NT |
| Filipino | NT | NT | NT | NT | NT |
| Hispanic or Latino | NT | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | NT | NT | NT | NT | NT |
| Two or More Races | NT | NT | NT | NT | NT |
| White | NT | NT | NT | NT | NT |
| English Learners | NT | NT | NT | NT | NT |
| Foster Youth | NT | NT | NT | NT | NT |
| Homeless | | | | | |
| Military | NT | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | NT | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | NT | NT | NT | NT | NT |
| Students with Disabilities | NT | NT | NT | NT | NT |

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

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

Table 17: Local Assessment Test Results in ELA by Student Group

Assessment Name(s): N/A

Grades Three through Eight and Grade Eleven (School Year 2020–2021)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent At or Above Grade Level |
|--|-------------------------|----------------------|-----------------------|---------------------------|--|
| All Students | 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 |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |
| Military | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | 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.

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

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

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

Table 18: Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s): N/A

Grades Three through Eight and Grade Eleven (School Year 2020–2021)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent At or Above Grade Level |
|--|-------------------------|----------------------|-----------------------|---------------------------|--|
| All Students | 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 |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |
| Military | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | 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.

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

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

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

**Table 19: CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2019– 2020 | School 2020– 2021 | District 2019– 2020 | District 2020– 2021 | State 2019– 2020 | State 2020– 2021 |
|--|----------------------------------|----------------------------------|------------------------------------|------------------------------------|---------------------------------|---------------------------------|
| Science (grades 5, 8 and high school) | N/A | NT | N/A | NT | N/A | NT |

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

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

**Table 20: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2020–2021)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|-----------------------------|--------------------------|---------------------------|-----------------------------------|--|
| All Students | NT | NT | NT | NT | NT |
| Female | NT | NT | NT | NT | NT |
| Male | NT | NT | NT | NT | NT |
| American Indian or Alaska Native | NT | NT | NT | NT | NT |
| Asian | NT | NT | NT | NT | NT |
| Black or African American | NT | NT | NT | NT | NT |
| Filipino | NT | NT | NT | NT | NT |
| Hispanic or Latino | NT | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | NT | NT | NT | NT | NT |
| Two or More Races | NT | NT | NT | NT | NT |
| White | NT | NT | NT | NT | NT |
| English Learners | NT | NT | NT | NT | NT |
| Foster Youth | NT | NT | NT | NT | NT |
| Homeless | | | | | |
| Military | NT | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | NT | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | NT | NT | NT | NT | NT |
| Students with Disabilities | NT | NT | NT | NT | NT |

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

Table 21: Career Technical Education Programs (School Year 2020–2021)

| |
|-----|
| N/A |
|-----|

Table 22: Career Technical Education (CTE) Participation (School Year 2020–2021)

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

Table 23: 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 | N/A |
| 2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission | N/A |

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

Table 24: California Physical Fitness Test Results (School Year 2020–2021)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

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

Table 25: Opportunities for Parental Involvement (School Year 2021–2022)

Our Parent Group coordinators are Joey Enos and Anna MacNeil. They can be reached via the main school number at: 650-696-7295. The Parent Group Coordinators organize volunteer opportunities which may include: assisting during classroom activities and community trip experiences; and assisting with classroom parties/holiday events throughout the school year, as well as fundraising events. Parents are encouraged to make virtual visits to the classroom and to contribute to the whole school environment and success of our program.

General and ongoing communication with parents is considered an essential component of The Bridge School educational program, and, therefore, communication through the online app Remind occurs daily in addition to a daily notebook maintained between home and school. The Remind app is a texting tool used between teachers and parents when students are in virtual learning, when photos are exchanged between the classroom and families, and for daily reminders between home and school. The school notebook is designed to: encourage a student's communication efforts in both of these environments by noting highlights about the day so that adults in the student's environments can encourage communication exchanges, share daily information between home and school that will help the team coordinate and be aware of changing needs in supporting the student. We also regularly schedule parent-teacher conferences to coincide with annual goal planning, progress reporting, AAC system development and other student-specific issues.

In addition to our online webinars, biannual AAC By The Bay conference, and CVI Summer Session, The Bridge School provides ongoing opportunities for continuing education for professionals and parents in a variety of formats. The content and process of continuing educational activities is responsive to the needs and preferences of our students, staff and families. A wide range of topics have included: literacy and AAC; educational and communication interventions for students with cortical visual impairment; independent mobility for discovery; supportive interaction strategies; communication strategies to support peer interactions and social skill development outside of the school setting; communication and language assessment; development of self-determination; strategies for adapting toys, software and other creative access approaches.

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

Table 26: Dropout Rate and Graduation Rate (Four-Year Cohort Rate) – N/A deleted table

Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2020–2021) – N/A deleted table

Table 28: Chronic Absenteeism by Student Group (School Year 2020–2021)

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|--|------------------------------|--|----------------------------------|---------------------------------|
| All Students | 10 | 0 | 0 | 0 |
| Female | 6 | 0 | 0 | 0 |
| Male | 4 | 0 | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 |
| Asian | 4 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 2 | 0 | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 |
| Two or More Races | 1 | 0 | 0 | 0 |
| White | 3 | 0 | 0 | 0 |
| English Learners | 0 | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 1 | 0 | 0 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 |
| Students with Disabilities | 10 | 0 | 0 | 0 |

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

Table 29: Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

| Rate | School 2018– 2019 | School 2020– 2021 | District 2018– 2019 | District 2020– 2021 | State 2018– 2019 | State 2020– 2021 |
|--------------------|-------------------------|-------------------------|---------------------------|---------------------------|------------------------|------------------------|
| Suspensions | 0 | 0 | 0 | 0 | 0 | 0 |
| Expulsions | 0 | 0 | 0 | 0 | 0 | 0 |

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

Table 30: Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019– 2020 | District 2019– 2020 | State 2019– 2020 |
|--------------------|-------------------------|---------------------------|------------------------|
| Suspensions | 0 | 0 | 0 |
| Expulsions | 0 | 0 | 0 |

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

Table 31: Suspensions and Expulsions by Student Group
(School Year 2020–2021)

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

Table 32: School Safety Plan (School Year 2021–2022)

An Emergency Procedures Plan has been developed for The Bridge School and is available in the office of the Health and Safety Officer. This plan was last reviewed in January 2022 and staff members receive training on the Emergency Plan annually. The document describes the process used when disaster strikes. The complete plan identifies key components of an emergency management organization, based upon the Incident Command System (ICS) and the Standardized Emergency Management System (SEMS).

The Bridge School requires all staff to be fully vaccinated against COVID-19 and to receive a booster shot when eligible. The Bridge School's COVID-19 Prevention Program was last updated on January 12, 2022 and was reviewed with staff on January 13, 2022, along with updated COVID-19 Exposure Flowcharts from the Pandemic Recovery Framework which are used when determining isolation and quarantine protocols.

All staff members with direct contact with students (teachers, speech-language pathologists, instructional assistants) are required to maintain First Aid and CPR certification as well as annual training in Universal Precautions.

The Hillsborough Fire Department, in conjunction with North Hillsborough Elementary School, conducts monthly fire drills, semi-annual earthquake and lock-down/secure drills.

There is a fire warning system in place, which is inspected annually. A complete fire inspection and clearance is completed annually.

Each classroom has a fully supplied First Aid kit and quick access to earthquake survival supplies maintained on our school site as well as those maintained as part of the North Elementary School general community supplies.

It is the policy of The Bridge School to comply with Labor Code 6401.7 (SB198) and General Industry Safety Order 3202, Injury and Illness Prevention Program to provide a work environment that is as free of hazard to injury and illness as is possible within the mission of the organization to provide education and other services for individuals with special learning needs. The staff members with authority to implement the injury and illness prevention program are the Executive Director, the Director of Education and the Health and Safety Officer. Codes of Safe Practice have been developed with respect to health and safety in the areas of: fires and attempts to control fires; earthquakes; electrical power; operating equipment; vermin, communicable diseases, flu, colds and other ailments; wheelchair operation and positioning; and miscellaneous hazards. Monthly inspections are conducted by the Health and Safety Officer.

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.

**Table 33: Average Class Size and Class Size Distribution (Elementary)
(School Year 2018–2019)**

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| Other** | 7 | 2 | N/A | N/A |

*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.

**Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2019–2020)**

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| Other** | 7 | 2 | N/A | N/A |

*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.

**Table 35: Average Class Size and Class Size Distribution (Elementary)
(School Year 2020–2021)**

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| Other** | 7 | 2 | N/A | N/A |

*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.

**Table 36: Average Class Size and Class Size Distribution (Secondary)
(School Year 2018–2019)**

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|------------------------------|---------------------------|------------------------------------|-------------------------------------|-----------------------------------|
| English Language Arts | N/A | N/A | N/A | N/A |
| Mathematics | N/A | N/A | N/A | N/A |
| Science | N/A | N/A | N/A | N/A |
| Social Science | N/A | N/A | N/A | N/A |

*Number of classes indicates how many classrooms 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.

**Table 37: Average Class Size and Class Size Distribution (Secondary)
(School Year 2019–2020)**

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|------------------------------|---------------------------|------------------------------------|-------------------------------------|-----------------------------------|
| English Language Arts | N/A | N/A | N/A | N/A |
| Mathematics | N/A | N/A | N/A | N/A |
| Science | N/A | N/A | N/A | N/A |
| Social Science | N/A | N/A | N/A | N/A |

*Number of classes indicates how many classrooms 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.

**Table 38: Average Class Size and Class Size Distribution (Secondary)
(School Year 2020–2021)**

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|------------------------------|---------------------------|------------------------------------|-------------------------------------|-----------------------------------|
| English Language Arts | N/A | N/A | N/A | N/A |
| Mathematics | N/A | N/A | N/A | N/A |
| Science | N/A | N/A | N/A | N/A |
| Social Science | N/A | N/A | N/A | N/A |

*Number of classes indicates how many classrooms 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.

Table 39: Ratio of Pupils to Academic Counselor (School Year 2020–2021)

| Title | Ratio |
|--------------------------------------|--------------|
| Pupils to Academic Counselor* | N/A |

*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.

Table 40: Student Support Services Staff (School Year 2020–2021)

| Title | Number of FTE* Assigned to School |
|--|--|
| Counselor (Academic, Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0 |
| Social Worker | 0 |
| Nurse | 0 |
| Speech/Language/Hearing Specialist | 3 |
| Resource Specialist (non-teaching) | 0 |
| Other – Assistive Technologist | 1 |

*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.

Table 41: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019–2020)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 92820 | 0 | 92820 | 92737 |
| District | N/A | N/A | N/A | 115539 |
| Percent Difference – School Site and District | N/A | N/A | N/A | -22 |
| State | N/A | N/A | 8443.83 | 82431 |
| Percent Difference – School Site and State | N/A | N/A | 167 | 12 |

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

Table 42: Types of Services Funded (Fiscal Year 2020–2021)

The Bridge School provides high quality academic and social experiences that encompass a broad range of knowledge, skills and abilities across all subject areas with concurrent emphasis on supporting students' use of assistive technologies, development of communicative competence with augmentative and alternative communication (AAC) systems, and attainment of self-determination skills.

The organization and structure of The Bridge School staff promote the development of the individual within the context of a multidisciplinary team.

The classroom staff includes special educators and speech-language therapists supported by an assistive technology specialist, instructional assistants, an occupational therapist and external consultants with specialized areas of expertise such as cortical vision impairments, vision impairments, physical impairments specific to a given student and a registered nurse.

Table 43: Teacher and Administrative Salaries (Fiscal Year 2019–2020)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | 64691 | 51450 |
| Mid-Range Teacher Salary | 108839 | 80263 |
| Highest Teacher Salary | 142773 | 101012 |
| Average Principal Salary (Elementary) | 165169 | 128082 |
| Average Principal Salary (Middle) | 192166 | 132453 |
| Average Principal Salary (High) | 0 | 134792 |
| Superintendent Salary | 249600 | 197968 |
| Percent of Budget for Teacher Salaries | 39 | 34 |
| Percent of Budget for Administrative Salaries | 8 | 6 |

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

Table 44: Advanced Placement (AP) Courses (School Year 2020–2021)

Percent of Students in AP Courses: N/A

| Subject | Number of AP Courses Offered* |
|----------------------------------|--------------------------------------|
| Computer Science | N/A |
| English | N/A |
| Fine and Performing Arts | N/A |
| Foreign Language | N/A |
| Mathematics | N/A |
| Science | N/A |
| Social Science | N/A |
| Total AP Courses Offered* | N/A |

*Where there are student course enrollments of at least one student.

Table 45: Professional Development

| Measure | 2019–2020 | 2020–2021 | 2021–2022 |
|--|------------------|------------------|------------------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5 | 3 | 5 |

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (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 Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

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

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

**Table 1: LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| LEAwide | ETES | ENTS | EPTS | EPNTS | EMES |
| Female | ETEF | ENTF | EPTF | EPNTF | EMEF |
| Male | ETEM | ENTM | EPTM | EPNTM | EMEM |
| American Indian or Alaska Native | ETEAI | ENTAI | EPTAI | EPNTAI | EMEAI |
| Asian | ETEAS | ENTAS | EPTAS | EPNTAS | EMEAS |
| Black or African American | ETEAA | ENTAA | EPTAA | EPNTAA | EMEAA |
| Filipino | ETEFI | ENTFI | EPTFI | EPNTFI | EMEFI |
| Hispanic or Latino | ETEHI | ENTHI | EPTHI | EPNTHI | EMEHI |
| Native Hawaiian or Pacific Islander | ETEPI | ENTPI | EPTPI | EPNTPI | EMEPI |
| Two or More Races | EEMR | ENTMR | EPTMR | EPNTMR | EMEMR |
| White | ETEWH | ENTWH | EPTWH | EPNTWH | EMEWH |
| English Learners | ELEP | ENTLEP | EPTLEP | EPNTLEP | EMELEP |
| Foster Youth | EFEY | ENTFY | EPTFY | EPNTFY | EMEFY |
| Homeless | ETEH | ENTH | EPTH | EPNTH | EMEH |
| Military | EMIL | ENTMIL | EPTMIL | EPNTMIL | EMEMIL |
| Socioeconomically Disadvantaged | ETESD | ENTSD | EPTSD | EPNTSD | EMESD |
| Students Receiving Migrant Education Services | EMIG | ENTMIG | EPTMIG | EPNTMIG | EMEMIG |
| Students with Disabilities | ETEDI | ENTDI | EPTDI | EPNTDI | EMEDI |

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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

Table 2: LEA-Level CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| LEAwide | MTES | MNTS | MPTS | MPNTS | MMES |
| Female | MTEF | MNTF | MPTF | MPNTF | MMEF |
| Male | MTEM | MNTM | MPTM | MPNTM | MMEM |
| American Indian or Alaska Native | MTEAI | MNTAI | MPTAI | MPNTAI | MMEAI |
| Asian | MTEAS | MNTAS | MPTAS | MPNTAS | MMEAS |
| Black or African American | MTEAA | MNTAA | MPTAA | MPNTAA | MMEAA |
| Filipino | MTEFI | MNTFI | MPTFI | MPNTFI | MMEFI |
| Hispanic or Latino | MTEHI | MNTHI | MPTHI | MPNTHI | MMEHI |
| Native Hawaiian or Pacific Islander | MTEPI | MNTPI | MPTPI | MPNTPI | MMEPI |
| Two or More Races | MTEMR | MNTMR | MPTMR | MPNTMR | MMEMR |
| White | MTEWH | MNTWH | MPTWH | MPNTWH | MMEWH |
| English Learners | MTELEP | MNTLEP | MPTLEP | MPNTLEP | MMELEP |
| Foster Youth | MTEFY | MNTFY | MPTFY | MPNTFY | MMEFY |
| Homeless | MTEH | MNTH | MPTH | MPNTH | MMEH |
| Military | MTEMIL | MNTMIL | MPTMIL | MPNTMIL | MMEMIL |
| Socioeconomically Disadvantaged | MTESD | MNTSD | MPTSD | MPNTSD | MMESD |
| Students Receiving Migrant Education Services | MTEMIG | MNTMIG | MPTMIG | MPNTMIG | MMEMIG |
| Students with Disabilities | MTEDI | MNTDI | MPTDI | MPNTDI | MMEDI |

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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

Table 3: LEA-Level Local Assessment Test Results in ELA by Student Group

Assessment Name(s): N/A

Grades Three through Eight and Grade Eleven (School Year 2020–2021)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent At or Above Grade Level |
|--|-------------------------|----------------------|-----------------------|---------------------------|--|
| LEAwide | 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 |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |
| Military | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | 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.

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

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

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

Table 4: LEA-Level Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): N/A
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent At or Above Grade Level |
|--|-------------------------|----------------------|-----------------------|---------------------------|--|
| LEAwide | 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 |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |
| Military | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | 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.

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

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

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