

PUC Community Charter Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) 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).

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.



Jocelyn M. Velez, Principal

Principal, PUC Community Charter Elementary

About Our School

PUC Community Charter Elementary School was approved by Los Angeles Unified School District on February 11, 2014. We opened on September 3, 2014 in the Northeast San Fernando Valley. PCCES serves elementary students, grades Kindergarten through Third grade during its first year. PCCES currently serves 300 Kindergarten through Fifth grade students.

The first PUC school, Community Charter Middle School was founded in 1999. PCCES was named after its sister middle school. The API scores for the PUC schools in the Northeast San Fernando Valley have consistently exceeded those of the schools in the same geographic areas.

Since its first year, PCCES has committed to offering a high quality, rigorous and standards based academic program that focuses on the core content areas: language, mathematics, social studies, science, and physical education. It operates in a safe, caring and disciplined environment where the entire community can learn, grow and live strong character values. It provides ample opportunities for parents to be actively involved in the educational development of their children.

Contact

PUC Community Charter Elementary
14019 Sayre St.
Sylmar, CA 91342-4265

Phone: 818-492-1890
E-mail: a.abich@pucschools.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2016-17)	
School Name	PUC Community Charter Elementary
Street	14019 Sayre St.
City, State, Zip	Sylmar, Ca, 91342-4265
Phone Number	818-492-1890
Principal	Jocelyn M. Velez, Principal
E-mail Address	a.abich@pucschools.org
Web Site	www.pucschools.org
County-District-School (CDS) Code	19647330129619

Last updated: 12/9/2016

School Description and Mission Statement (School Year 2016-17)

The mission of PCCE is to ensure that every student culminates from fifth grade prepared for future success by providing students with a rigorous and world-class educational foundation. PCCE will take definite steps to ensure it is a highly effective school that enhances student achievement and thus fulfill our mission. We are committed to challenging students to develop to their fullest potential in order to enrich and serve their communities. PCCE will guide and nurture its students as they discover and cultivate their unique gifts and talents, challenging each individual to achieve his or her full potential.

The vision and mission for PCCE is guided by PUC's 3 Commitments:

1. Five times more college graduates within the communities we serve.
2. After four years with us, students are proficient.
3. Students commit to uplift our communities now and forever.

In order to achieve this mission and vision, PCCE is replicating key design elements of the PUC model that have proven highly successful.

Implementation of the PUC model will include the following design elements:

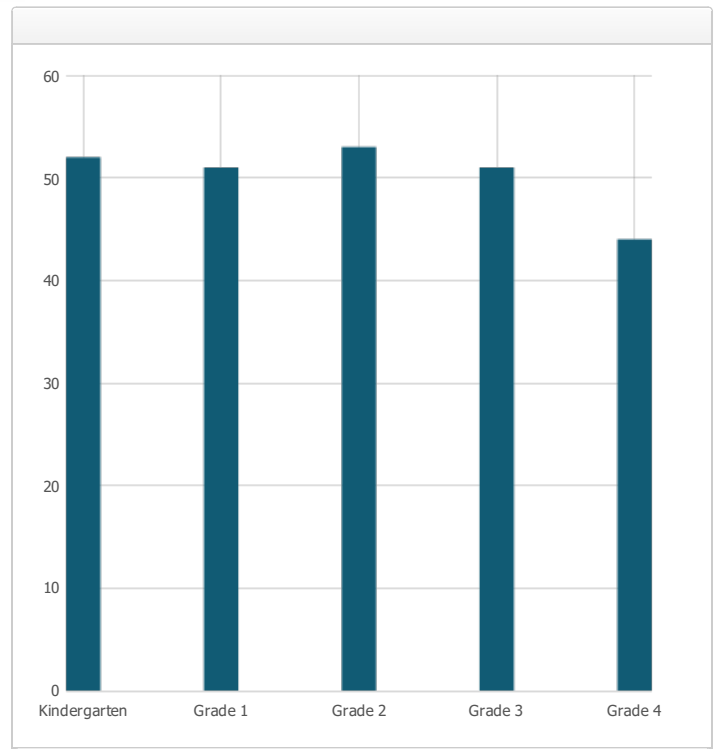
- The school provides a small, nurturing environment.
- Teachers uses assessments and data to identify and fill learning gaps for individual students.
- The school infuses arts and physical education and health education into the academic program for all students.
- The school offers an extended day (after-school) program provides students with a safe place, academic support, arts, athletics, clubs, as well as enrichment in a variety of areas. The program is custom built to the interests and needs of the students.
- The school encourages supportive and purposeful teaching (including Guided Reading) as the norm.
- The school implements an inclusion model for students with special needs, an immersion program for ELL students, as well as strategies, such as pre-teaching, in order to build confidence and well-being.
- The school strategically cultivate a positive school environment characterized by mutual respect through participation in the Community Circle from the Tribes program. The school will prioritize each student's emotional and physical health in addition to their academic needs. Services will be identified and

offered to alleviate the barriers to learning.

Last updated: 1/24/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	52
Grade 1	51
Grade 2	53
Grade 3	51
Grade 4	44
Total Enrollment	251



Last updated: 12/9/2016

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.4 %
American Indian or Alaska Native	0.8 %
Asian	0.0 %
Filipino	0.4 %
Hispanic or Latino	93.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	1.2 %
Two or More Races	0.0 %
Other	3.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	80.1 %
English Learners	39.0 %
Students with Disabilities	7.2 %
Foster Youth	0.4 %

Last updated: 12/9/2016

A. Conditions of Learning

State Priority: Basic

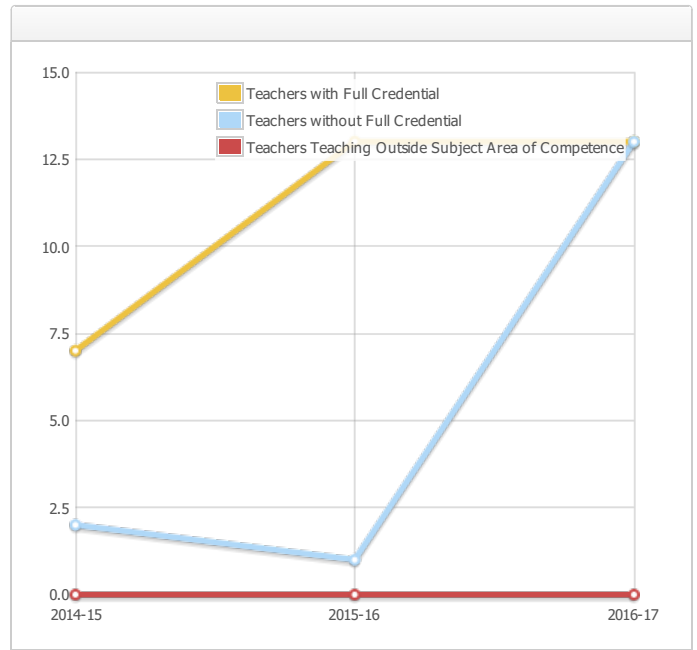
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- 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 Credentials

CCES was not in existence during the 2013-2014 school year.

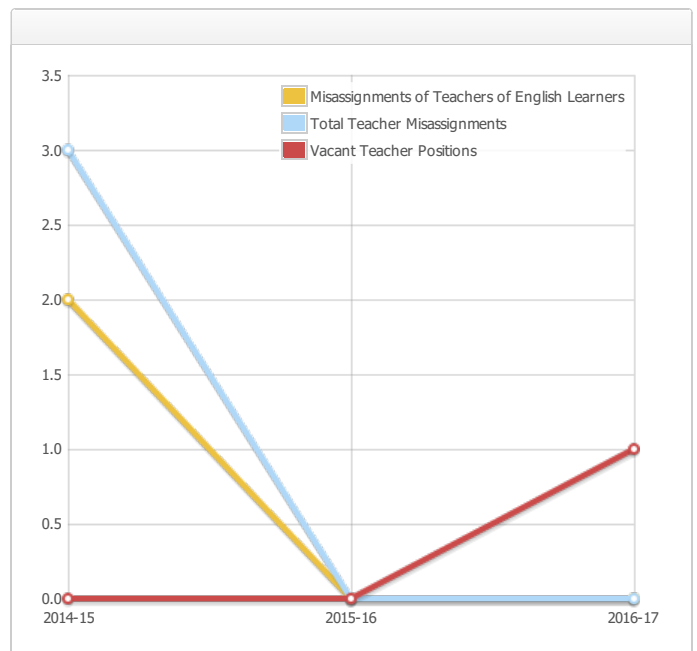
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	7	13	13	
Without Full Credential	2	1	13	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/25/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	2	0	0
Total Teacher Misassignments*	3	0	0
Vacant Teacher Positions	0	0	1



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/25/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	92.0%	9.0%
Low-Poverty Schools in District	98.0%	2.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/4/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Title: Journeys, Houghton Mifflin Harcourt	Yes	0.0 %
Mathematics	Title: Go Math, Houghton Mifflin Harcourt (K-6)	Yes	0.0 %
Science	Title: Full Option Science System (K-5), Delta Education	Yes	0.0 %
History-Social Science	Title: Core Knowledge Sequence Title: What Every____Should Know (K-5)		0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts	Title: What Every____Grader Should Know (K-5) Title: Core Knowledge Sequence Title: Discovering Great Artist, Bright Ideas for Learning Title: At Masterpieces to Color, Dover Title: Adventures in Art, Davis Publications, Inc. Title: A Journey Through Time, Teh Cave Painter of Lascaux, Crystal Productions Title: Vincent's Colors, Chronicle Books Title: 13 Artists Children Should Know, Prestel Title: The First Drawing, Little, Brown and Company		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/24/2017

School Facility Conditions and Planned Improvements

PUC Schools takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, PUC Schools uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at our Home Office.

Maintenance and Repair:

Maintenance staff ensures that the repairs necessary to keep the school in good working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule:

PUC Schools' governing board has adopted cleaning standards for all schools in the organization. A summary of these standards is available at the Home Office. The Director of Operations works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Last updated: 1/31/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2016

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2016

Overall Rating	Good
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Last updated: 1/31/2017

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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	38.0%	29.0%	34.0%	39.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	5.0%	26.0%	25.0%	29.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/4/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	49	49	100.0%	30.6%
Male	25	25	100.0%	24.0%
Female	24	24	100.0%	37.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	46	46	100.0%	28.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	44	44	100.0%	27.3%
English Learners	17	17	100.0%	17.7%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

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.

Last updated: 1/4/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	44	44	100.0%	27.3%
Male	20	20	100.0%	20.0%
Female	24	24	100.0%	33.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	43	43	100.0%	25.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	37	100.0%	27.0%
English Learners	18	18	100.0%	11.1%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/4/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	49	49	100.0%	34.7%
Male	25	25	100.0%	32.0%
Female	24	24	100.0%	37.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	46	46	100.0%	32.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	44	44	100.0%	34.1%
English Learners	17	17	100.0%	17.7%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

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.

Last updated: 1/4/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	44	44	100.0%	15.9%
Male	20	20	100.0%	10.0%
Female	24	24	100.0%	20.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	43	43	100.0%	14.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	37	100.0%	13.5%
English Learners	18	18	100.0%	5.6%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

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.

Last updated: 1/4/2017

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 2015-16)

PCCES did not have 5th grade during the 2015-2016 school year.

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.0%	0.0%	0.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/4/2017

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

The school believes that parent involvement translates into increased student achievement. The philosophy of PCCE is to encourage, honor and respect the parent voice. Parent involvement and the inclusion of the parent voice will be ensured in the following manner:

- School parent meetings will be held regularly while throughout the school year.
- Parents will be encouraged to serve on the School Site Advisory Council.
- Parents will be consulted and advised regarding the school's educational programs and student progress through meetings and informational bulletins on an ongoing basis.
- Parents shall be informed regarding progress of students through student led and parent/teacher/student conferences, monthly progress reports, report cards, evaluations on portfolio projects, and access to PowerSchool.
- Parents will be encouraged to provide service to the school in areas that will enhance the educational development of their children. Data from every facet of the school culture, from academic performance to parent and student satisfaction will be gathered and analyzed by all stakeholders on an ongoing basis throughout the school year. Facilitated by the Principal, all stakeholders will reflect on the data and revise school programs in order to meet the needs of all students.

To participate in our school activities, please call our front office (818) 492-1890.

State Priority: Pupil Engagement

Last updated: 1/24/2017

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

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

State Priority: School Climate

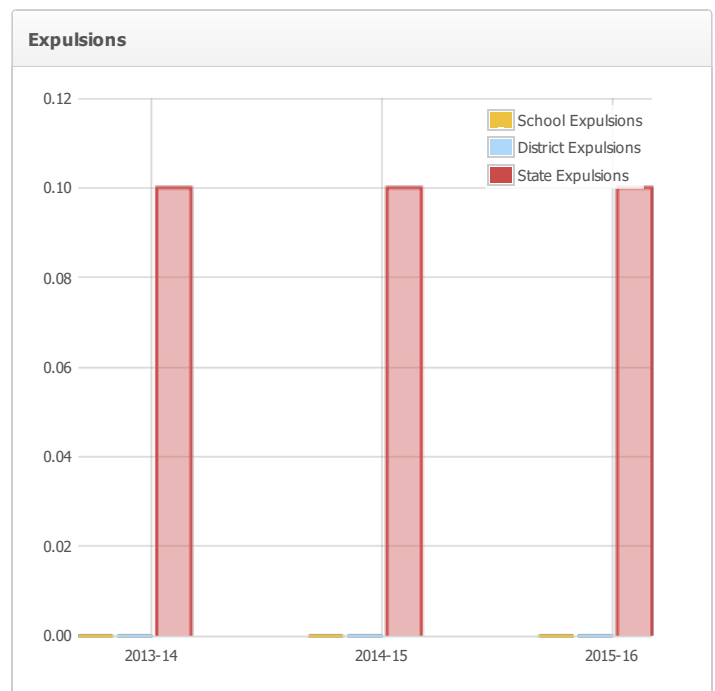
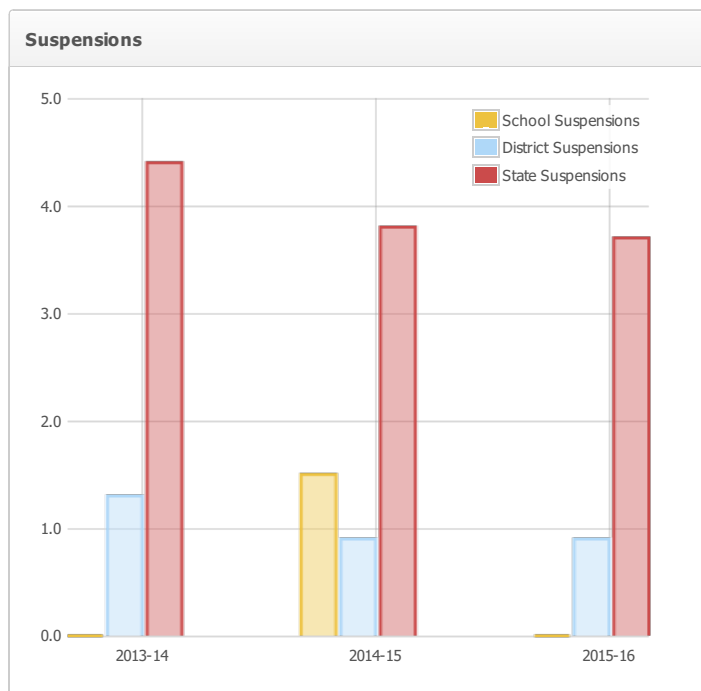
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

PCCES was not in existence during 2011-12, 2012-13 and 2013-14 school years.

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	1.5	0.0	1.3	0.9	0.9	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/25/2017

School Safety Plan (School Year 2016-17)

The Purpose of the School Emergency Response Plan is to protect the safety and welfare of the employees, visitors, volunteers, and students in our school, and to ensure the preservation of public property.

The School Emergency Response Plan provides a concise reference for staff when facing a crisis or an emergency. Accident and crisis prevention are particularly important whenever children are involved, but even the most thorough and imaginative forethought cannot prevent all emergencies. It is our responsibility to be prepared with management plans for foreseeable emergencies and for all staff members to be apprised of their roles in these plans.

The School Emergency Response Plan addresses our responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the School in coordination and with the county of Los Angeles, California. The Plan establishes an emergency organization to direct and control operations at the school site during a period of emergency by assigning responsibilities to specific personnel.

The School Emergency Response Plan:

- Conforms to the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing clear guidance for planning purposes.

- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements:

The Plan meets the requirements of the State of California and the County of Los Angeles policies on Emergency Response and Planning, the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS) and defines the primary and support roles of the individual schools in after-incident damage assessment and reporting requirements.

Scope:

The Scope encompasses our schools. It addresses a broad range of major emergencies; such events include crimes committed on campus, hazardous materials emergencies, weather emergencies, and fire. Also included are procedures for emergencies that may or may not require the full or partial activation of the School Emergency Response Team (SERT).

The objectives of the plan are to:

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the School's facilities and properties.
- Enable the School to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between the school and the City and/or County Emergency Operation Center (EOC) in Los Angeles, California.

Frequency:

All staff review the School Emergency Response Plan in its entirety once per year and individual scenarios are covered once per month. Each school's plan is updated annually and adjusted as needed to remain current.

At CCES, the administration reviews the Safety Plan and procedures during their August Professional Development week.

Last updated: 1/31/2017

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.

Federal Intervention Program (School Year 2016-17)

PCCES was not in existence during the 2013-2014 school year.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	645
Percent of Schools Currently in Program Improvement	N/A	71.2%

Note: Cells with NA values do not require data.

Last updated: 1/4/2017

Average Class Size and Class Size Distribution (Elementary)

PCCES was not in existence during the 2013-14 school year.

Grade Level	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	22.0	1	2	0	26.0	0	2	0
1	0.0	0	0	0	22.0	0	2	0	26.0	0	2	0
2	0.0	0	0	0	25.0	0	1	0	27.0	0	2	0
3	0.0	0	0	0	23.0	0	2	0	25.0	0	2	0
4	0.0	0	0	0	0.0	0	0	0	23.0	0	2	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/19/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

PCCES was not in existence during the 2013-14 school year.

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A

Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

*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.

Last updated: 1/25/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

PCCES was not in existence during the 2013-2014 school year.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$14537.0	\$3149.0	\$11388.0	\$39400.0
District	N/A	N/A	\$5729.0	\$72495.0
Percent Difference – School Site and District	--	--	99.0%	-46.0%
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	113.0%	-46.0%

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

Last updated: 1/31/2017

Types of Services Funded (Fiscal Year 2015-16)

PCCES was not in existence during the 2013-2014 school year.

PCCES works hard to ensure that all money spent benefits the students. The school's top priority is to ensure all students have the books and materials they need to learn. It is also essential that the staff receive extensive professional development to understand and implement the latest educational research and develop curriculum and instruction that ensures student success.

The school employs one special education resource teachers and two assistants to support not only students with special education Individual Education Programs (IEPs), but all students who have academic challenges. The extended-day program serves half of the school and provides literacy support and homework help.

Intervention is provided by the general education teachers and the resource team based on the RTI model during the school day. After school tutor is provided by the general teachers during second semester based on data determined needs.

In addition to support academic needs the school focuses on support the "whole child". Students receive PE two times a week for 50 minutes by trained staff. The staff uses a curriculum that develops the students' ability to work in teams, demonstrate sportsmanship, and develop physical fitness. In addition, students receive visual arts instruction for an hour.

Students and families with emotional needs are provided services through our counseling program. Families or teachers can request services for students. All new families meet with a counselor prior to school to provide support and ensure new students' needs are known and planned for.

Last updated: 1/24/2017

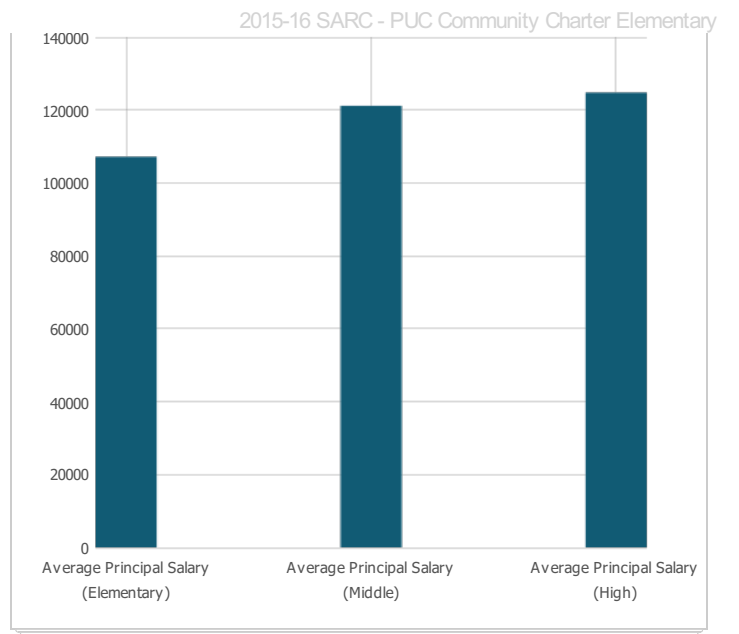
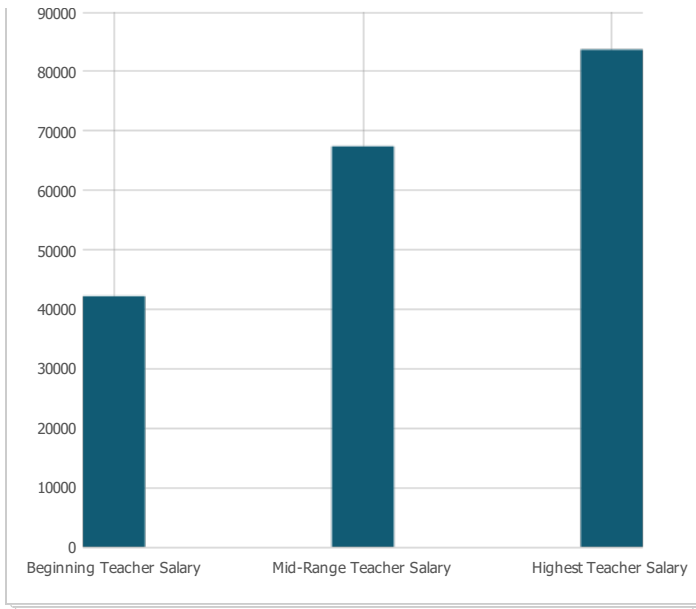
Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,207	\$45,092
Mid-Range Teacher Salary	\$67,417	\$71,627
Highest Teacher Salary	\$83,703	\$93,288
Average Principal Salary (Elementary)	\$107,190	\$115,631
Average Principal Salary (Middle)	\$121,149	\$120,915
Average Principal Salary (High)	\$124,798	\$132,029
Superintendent Salary	\$350,000	\$249,537
Percent of Budget for Teacher Salaries	34.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/6/2017

Professional Development

PUC-wide:

With the support of the Gates Foundation and a Teacher Incentive Fund(TIF) federal grant, PUC developed and implemented the Teacher Development System (TDS). It was created to provide high quality professional development in order to improve overall teacher effectiveness. It is based on the principal that teachers matter more to student learning than anything else inside a school. The ultimate goal is to create "highly effective" teachers. PUC defines "highly effective" as "one who drives student growth to more than one year of academic progress in a given year, and who keeps students on track to achieve college readiness by the time they graduate from high school." Teachers receive meaningful feedback throughout the year through observations(formal and informal), student feedback, review of student data, and peer and family surveys. In addition, teachers receive "high-quality" targeted supports that are aligned to PUC's evaluation system, to classroom practice, and to PUC values and mission. Some of the supports provided include the following:

- New Teacher Learning Lab: This is a week-long professional development for newly hired teachers where PUC values and its mission are communicated and reflected upon through various activities such as observations and debriefings.
- PUC's state approved Induction Program: This state accredited induction program is aligned with the Teacher Development System. This allows for teachers to focus on "meaningful classroom inquiry" while clearing their credential.
- Teacher Collaboration: Teachers meet weekly to collaborate by grade and/or department teams. In addition, teachers are given an opportunity to share out best practices through PUC-wide meetings.
- Instructional Coaching: Site-leaders and PUC instructional coaches provide one on one coaching using a teacher's personal growth goal.
- Online Resources: Teachers are introduced to PUC's online resources such as BloomBoard, PUC Teaching Clips that highlight best practices throughout the organization, and Growth Guides which help teachers implement effective college-ready practices.

PCCES is fortunate to support professional development through PUC sponsored workshops, Community of Practice, conference attendance, California Charter School Association conference, weekly staff meetings that include professional development, weekly meetings with administration, and after school workshops.

The structure of our Teacher Development System (TDS) provides formative support through the gathering of evidence in and out of the classroom. Teachers meet with site leaders or instructional coaches 1-2 times per month. Our BTSA program is aligned with our TDS system and works in harmony to develop a top-quality teaching staff. Our Illuminate system provides the necessary information in report form and also in graphs, allowing teachers an in-depth look at student performance. Teachers are supported to implement strategies gained through professional development through informal and formal observation feedback, planning reviews, coaching meetings, peer input during collaboration time, and through the provision of timely student achievement data.

Last updated: 1/25/2017