2019-2020 School Accountability Report Card

School Accountability Report Card
Reported Using Data from the 2019–2020 School Year
California Department of Education

By February 1 of each year, every school in California is required by law to produce a School Accountability Report Card (SARC) that contains information about the school's academic performance and characteristics. For more information about the 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 CDE's accountability reporting requirements, see the Accountability Reporting Overview page at http://www.cde.ca.gov/ta/ac/ar/.

To make this report easy to access and understand, the California Department of Education (CDE) SARC web page at http://www.cde.ca.gov/ta/ac/sa/ has the following features:

- The information about the school is presented in easy-to-read, plain-language sections that contain the school's progress for the school year.

Ed-Data

Ed-Data is a joint effort between the CDE and the EdSource organization. Visit the Ed-Data website at http://www.ed-data.org/ for more information about California public elementary and secondary schools and districts. Ed-Data provides easy access to financial information, demographic information, and student achievement information, including SARC information, in easy-to-understand formats (charts and graphs) regarding California schools.

Contact Information

California School Dashboard

The California School Dashboard (Dashboard) is a new tool that assists California schools and districts with accountability and continuous improvement. The Dashboard is designed to be easy to use and to focus on the state and local indicators that matter most for California students and parents. The Dashboard also facilitates the collection, analysis, and based groups on a set of state and local measures to assist in identifying strengths, challenges and areas in need of improvement.

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About Our School

CHALKBOARD

Our Mission: Antonio Sanchez Charter Academy is a public school that prepares students for college success and beyond by providing a rigorous, relevant, and supportive learning environment that fosters critical thinking, creativity, and a lifelong commitment to learning and service. Our Vision: Our students will be prepared for success in college and beyond by developing the skills, knowledge, and attributes necessary for academic success, civic engagement, and personal fulfillment. Our Core Values: Our core values are the foundation of our school community and guide our decisions and actions. Our core values are: Excellence, Integrity, Compassion, Leadership, Community, Respect, Diversity, Resilience, Joy, Gratitude, Hope, Kindness, Humility, Curiosity, Creativity, Courage, Perseverance, Grit, Growth Mindset, Self-Reflection, Self-Discipline, Self-Control, Self-Confidence, Self-Esteem, Self-Sufficiency, Self-Reliance, Self-Sacrifice, Self-Pride, Self-Respect, Self-Worth, Self-Love, Self-Care, Self-Compassion, Self-Acceptance, Self-Awareness, Self-Discovery, Self-Expression, Self-Improvement, Self-Mastery, Self-Transformation, Self-Transcendence, Self-Actualization, Self-Realization, Self-Fulfillment, Self-Actualization, Self-Realization, Self-Fulfillment, Self-Actualization, Self-Realization, Self-Fulfillment

Last updated: 11/7/2021

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:
(data collected between July through June, each full school year respectively)

Rate	School 2017-2018	School 2018-2019	District 2017-2018	District 2018-2019	State 2017-2018	State 2018-2019
Suspensions	3.40%	3.50%	0.80%	0.70%	3.50%	3.50%
Expulsions	0.05%	0.00%	0.00%	0.00%	0.10%	0.10%

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	0.15%	0.30%	2.50%
Expulsions	0.00%	0.01%	0.10%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

Last updated: 10/31/2021

School Safety Plan (School Year 2020-2021)

Emergency Response plan

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 present. Although we can never be completely prepared for every possible situation, we can be reasonably prepared. We can be prepared with management plans for foreseeable emergencies and for all staff members to know 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 accordance with the Los Angeles Unified School District, California. The Plan addresses an emergency organization to direct and control operations during a disaster 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 addresses the California Emergency Services Act 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 Plan addresses emergencies our schools. It addresses a broad range of emergencies, such events include crimes committed on campus, hazardous materials emergencies, weather emergencies, earthquakes 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 school property and facilities.
- Enable the School to restore normal conditions with minimal confusion in the shortest time possible.

Frequency:
Our staff is trained annually during In-Service Professional Development held in August.

COVID-19 SAFETY PROTOCOLS

PLC Schools has implemented several procedures to protect team members, students and visitors.
Temperature taking and screening questions: Everyone is required to take a temperature check when entering the school site plus fill out a screening questionnaire to determine their exposure to the virus and grant or deny access to the facilities.
Disinfecting Protocol: Maintenance distributes the facilities daily covering all surfaces using electrostatic sprayers.
Air purifiers: HVAC filters have been upgraded to MERV 13 and implemented an annual sanitation of the air stream to always ensure clean air.
Plexiglass: All front offices has plexiglass protection for our staff and every desk in classrooms that are planning to be use for in-person instruction.
Mask wearing: guidelines to strictly enforce mask wearing at PLC facilities have been implemented.
Quarantine: Students and staff who test positive for COVID-19 are required to stay home and isolate. Virtual, classrooms getting ready for in-person instruction are prepared by assigning every desk to a 6ft. distance on every direction.

Last updated: 12/14/2020.

Last updated: 11/8/2021

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 (2017–2018)

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	18.00		28	
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 (2019–2019)

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	26.00		16	
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 (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	26.00		12	
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.

Last updated: 11/7/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	9	12	
Mathematics	22.00	10	12	
Science	24.00	8	12	
Social Science	25.00	4	13	

*Number of classes indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2019)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	12	9	1
Mathematics	20.00	16	5	
Science	21.00	11	9	
Social Science	20.00	13	6	

*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.

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	23.00	12	15	
Mathematics	21.00	14	9	
Science	22.00	7	11	
Social Science	22.00	4	5	

*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.

Last updated: 11/7/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	1.0

*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.

Last updated: 11/8/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.00
Nurse	0.50
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	1.00

*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.

Last updated: 11/8/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14806.00	$3836.00	$11273.00	$80469.00
District	N/A	N/A	$9890.00	$78960.00
Percent Difference – School Site and District	N/A	N/A	24.50%	-17.10%
State	N/A	N/A	$7755.12	$80002.00
Percent Difference – School Site and State	N/A	N/A	45.50%	-21.20%

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

Last updated: 10/31/2021

Types of Services Funded (Fiscal Year 2019–2020)

PLC CoCo MS

PLC CoCo MS offers additional academic and scholarly support for all incoming sixth graders through SRK and moving intervention block for students who are struggling students at a differentiated pace. Incoming Lions looked each the Teen Bio program where students are reading within their zone of proximal development. Students receive targeted support in math and literacy, including a focus on writing development in a small group setting.
PLC CoCo Middle School provides intervention sessions in 7th and 8th grade for students not meeting academic expectations and struggling with the content. Students are able to receive academic based review sessions and accelerated lessons to allow them to receive targeted small group intervention.
PLC CoCo Middle Schools also focus on reading through school wide Sustained Silent Reading (SSR) into the school schedule and in the English Language Arts classes. Each grade level begin with a school-wide book club and where assessed for their Lexile score in collaboration with their English Language Arts teachers based on their choice that are in alignment with their Lexile levels and reflect on their selected literature in the traditional reading class.
PLC CoCo MS offers an intervention program that meets on a daily basis from 3:10 p.m. to 4:10 p.m. The afterschool program includes academic support in English language arts and mathematics, homework assistance, and enrichment opportunities in music, computer time, and physical education. Our school has one full time Intervention specialist and four assistants who support students in the classroom as part of our inclusion program. We also provide speech or physical therapy through outside services. Counseling interns help our students with socioeconomical development and family sessions are provided to families in need. The resource specialist and special education team provide strategic intervention and support with homework, organization, and content scaffolding throughout the school year after school.

PLC CoCo ES EHS

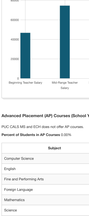
PLC CoCo ES EHS offers a variety of outside of the classroom support to ensure the success of the whole child. We leverage the support of a full time on site clinical counseling program, college counseling program, special education program, athletic program, internship program, and mentorship program. Students receive these supports based on their needs, data, and/or personal interest.
PLC CoCo ES EHS provides a college and career readiness program that includes college visits, college counselors, college readiness despite our small school budget. Our school has always funded and continues to fund college classes for our students. These courses are taken afterschool at the school site through our partnership with local community colleges. In order to support our students' extracurricular needs, we offer a variety of sports for both girls and boys that include short-term enrichment offerings to CIF sport offerings. We offer the following sports: cross-country, boys' basketball, girls' basketball, boys' soccer, girls soccer, volleyball, baseball, and softball during the school year in preparation for Common Core we are transitioning to more computers per student and online services to support literacy needs.

Last updated: 11/7/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$45,597	$50,029
Mid-Range Teacher Salary	$74,412	$77,680
Highest Teacher Salary	$92,389	$102,143
Average Principal Salary (Elementary)	$117,849	$139,529
Average Principal Salary (Middle)	$131,367	$153,574
Average Principal Salary (High)	$135,702	$147,006
Superintendent Salary	$350,000	$284,738
Percent of Budget for Teacher Salaries	39.00%	33.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated: 11/7/2021

Advanced Placement (AP) Courses (School Year 2019–2020)

PLC CoCo MS and ECI does not offer AP courses.

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

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

Last updated: 11/7/2021

Professional Development

PLC CoCo MS HS used the highest number for each year and the breakdown is as follows:

	2018-19	2019-20	2020-21
FULL DAYS:	MS-10/HS-10	MS-9/HS-5	MS-10/HS-10
PARTIAL:	MS-32/HS-30	MS-31/HS-33	MS-64/HS-44
TOTAL DAYS:	42	36	74

Measure	2018-2019	2019-2020	2020-2021
Number of school days dedicated to Staff Development and Continuous Improvement	60	58	54