Escuela primaria autónoma de la comunidad PUC
Informe de responsabilidad escolar 2021–22
Reportado utilizando datos del año escolar 2021–22
Departamento de Educación de California

Dirección:	14019 Sayre St. Sylmar, CA, 91342-4265	**Director de escuela:**	Jocelyn Vélez
Teléfono:	818-492-1890	**Rango de grado:**	

Para el 1 de febrero de cada año, la ley estatal requiere que todas las escuelas de California publiquen un Informe de responsabilidad escolar (SARC). El SARC contiene información sobre la condición y el desempeño de cada escuela pública de California. Bajo la Fórmula de Financiamiento de Control Local (LCFF, por sus siglas en inglés), todas las agencias educativas locales (LEA, por sus siglas en inglés) deben preparar un Plan de Responsabilidad y Control Local (LCAP, por sus siglas en inglés), que describe cómo pretenden cumplir las metas anuales específicas de la escuela para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos informados en un LCAP deben ser consistentes con los datos informados en el SARC.

- Para obtener más información sobre los requisitos del SARC y el acceso a los informes del año anterior, consulte la página web del SARC del Departamento de Educación de California (CDE) en https://www.cde.ca.gov/ta/ac/sa/ .

- Para obtener más información sobre LCFF o LCAP, consulte la página web de CDE LCFF en https://www.cde.ca.gov/fg/aa/lc/ .

- Para obtener información adicional sobre la escuela, los padres/tutores y la comunidad de la escuela o la oficina del distrito.

Original text

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

Contribute a better translation

búsqueda de datos

DataQuest es una herramienta de datos en línea ubicada en la página web de CDE que contiene información adicional sobre esta escuela y comparaciones de la escuela con el distrito, el condado y el estado, dinámico que proporciona informes para la rendición de cuentas (p. ej., datos de exámenes, matriculación, graduados de la escuela secundaria, abandonos, matriculación en cursos, dotación de personal y datos sobre los estudiantes de inglés).

Tablero de la escuela de California

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Jocelyn Velez

📍 Principal, PUC Community Charter Elementary

About Our School

This year marks the ninth year for CCES! Despite our young age, we have accomplished so much! We have been nationally recognized as a high-performing school, our data has been stellar throughout the years, and we have even outperformed local elementary schools in our neighborhood. This summer, our waitlist reached over 200 students. This is amazing given that some schools have been struggling with enrollment. We thank you for spreading the word and telling your friends, family, and neighbors about our school.

*Our mission at CCES remains the same, and it is to **inspire** students to become **lifelong learners**, **critical thinkers,** and **agents of change**. We are committed to supporting students to develop their voices as community leaders prepared to voice their ideas and **inspire** others to do the same. Our students will be prepared with the tools they need to succeed as they move on to middle school and beyond. Our students are our top priority, and we firmly believe that each child has the potential to succeed. Our goal is for our students to reach grade-level proficiency (and beyond), and we will continue to tailor the instruction in the classroom to meet the needs of every child. We are excited to partner with you in making sure your child is successful!*

As mentioned before, we believe families are our partners and together we share a mutual goal and that is for your child to be successful! We will work extremely hard for your child and we ask that you support us at home too. This could be: reading to your children every day, reviewing sight words/spelling words, and practicing multiplication flashcards. A few minutes a day spent supporting your child goes a long way.

We thank you for your trust and the opportunity to work with your child(ren). As always, please do not hesitate to reach out to us if you need anything; we are here for you!

PUC Community Charter Elementary School was approved by the Los Angeles Unified School District on February 11, 2014 and opened its doors on September 3, 2014. PUC Community Charter Elementary School serves 300 Transitional Kindergarten through Fifth grade students in the Northeast San Fernando Valley.

PUC Community Charter Elementary School operates on four core values that grounds teacher development, fosters relationships, and supports academic growth. Data Driven Instruction is a key feature at PCCES and instruction is constantly tailored to meet the specific needs of every student. At PCCES teachers are continuously reviewing data and making strategic decisions based on data to support small group instruction, after school intervention supports, and teacher professional development.

The Collaborative Approach we have at PCCES speaks volumes. Teachers meet weekly to lesson plan and share best practices. Teachers also partake in "Learning Walks" which offer them an opportunity to observe their colleagues and learn from each other. Countless school-wide promising practices can be observed across all grade levels.

Relationships are also extremely important at PCCES; our positive relationships amongst our staff, families, students, and our community at large is critical to the success of our scholars and our school. We maintain a two-way communication with our families and make it a point to

keep our school doors open to the families we serve.

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. PCCES operates in a safe, caring and disciplined environment where the entire community can learn, grow and live strong character values. PCCES provides many 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
Email: j.velez@pucschools.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Los Angeles Unified
Phone Number	
Superintendent	Carvalho, Alberto
Email Address	alberto.carvalho@lausd.net
Website	https://www.pucschools.org/cces/

School Contact Information (School Year 2022–23)

School Name	PUC Community Charter Elementary
Street	14019 Sayre St.
City, State, Zip	Sylmar, CA , 91342-4265
Phone Number	818-492-1890
Principal	Jocelyn Velez
Email Address	c.rivas@pucschools.org
Website	https://www.pucschools.org/cces/
County-District-School (CDS) Code	19647330129619

Last updated: 1/19/23

School Description and Mission Statement (School Year 2022–23)

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Our Vision Statement

PUC Community Charter Elementary School's vision is to **inspire** students to become **lifelong learners**, **critical thinkers** and **agents of change**. We are committed to supporting students to develop their voice as community leaders prepared to voice their ideas and **inspire** others to do the same. Our students will be prepared with the tools they need to succeed as they move on to middle school and beyond.

The mission of PCCES 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. PCCES will take definite steps to ensure it is a highly effective school that enhances student achievement and thus fulfills our mission. We are committed to challenging students to develop to their fullest potential in order to enrich and serve their communities. PCCES will guide and nurture all students as they discover and cultivate their unique gifts and talents, while 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, PCCES is replicating key design elements of the PUC model that have proven to be highly successful. Implementation of the PUC model will include the following design elements:

* The school provides a small, nurturing environment
* Teachers use assessments and data to identify and fill learning gaps for individual students
* The school infuses visual and performing arts and physical education and health education into the academic program for all students
* The school offers an extended day (after-school) program that 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 cultivates 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.

At PUC Community Charter Elementary School stakeholder feedback is an important core practice to our work with our parents, teachers, students, and school staff. Throughout the 2020-2021 school year, PUC Community Charter Elementary School, collected feedback from parents, teachers, students, and school staff related to student needs and use of supplemental funding using the following platforms: online surveys, virtual meetings, and one-to-one virtual meetings to support our school's response to the school year under COVID-19. Our stakeholder feedback structure and yearlong survey cadence has allowed us at PUC Community Charter Elementary School to remain responsible, relational, responsive, and adaptive to the ever changing demands caused by COVID-19 on our students, school staff, families, and communities throughout the academic school year.

PUC Community Charter Elementary provides extended day programming, data driven student intervention, and supports and services for the school's significant subgroups. This year, our after school program includes an Academic Enrichment component where students are receiving intensive academic support in Reading and Math. Our support staff is partaking in professional development every month, conducting data dives, and collaborating with teachers in order to be well equipped with the resources and skills needed to host this Academic Enrichment program. In addition, our teachers have begun targeted intervention in both Reading and Math. Teachers used MAP and i-Ready data in order to identify the tier 3 students who needed the additional academic support and used the data to plan a six-week cycle focused on standards that needed to be addressed. Our inclusion team has also begun this type of intervention and meets with students five days a week. Another focus for PUC CCES has been around EL instruction, and we have designated a coordinator to lead a new initiative that supports EL students and their language development.

In addition, the school provides mental health counseling and restorative practices for behavior, to further support the unique needs of all students, particularly those disproportionately impacted by COVID-19. This year, we have initiated weekly Wellness Groups for our students led by our clinical counselors. The wellness groups are focused around social emotional health; students are able to partake in different activities such as mindfulness, yoga, art therapy, and group discussions. In addition, we are working with a social worker (intern) to provide additional support for specific students and families. Our social worker will also be providing push in support in the classrooms in efforts to foster and provide non-academic support for students. As a school, we are continuing to explore different resources and programs that support the social emotional and behavioral needs of students. At this time, the school has also purchased social emotional learning books
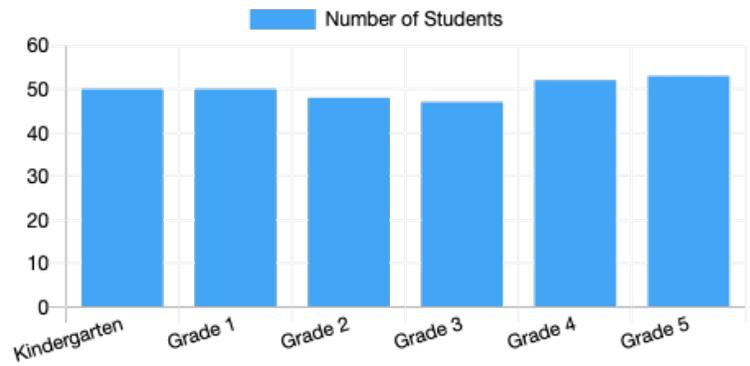
to address student behavior and facilitate social stories, and restorative conversations.

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Last updated: 1/19/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	50
Grade 1	50
Grade 2	48
Grade 3	47
Grade 4	52
Grade 5	53
Total Enrollment	300

Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/19/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	55.30%
Male	44.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	0.70%
Black or African American	0.00%
Filipino	0.70%
Hispanic or Latino	94.70%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	2.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	14.70%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	87.70%
Students with Disabilities	16.00%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.90	73.32	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	6.67	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.90	6.60	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.90	13.01	1060.30	3.90	12115.80	4.41
Unknown	0.00	0.27	1651.30	6.07	18854.30	6.86
Total Teaching Positions	14.90	100.00	27194.20	100.00	274759.10	100.00

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

Last updated: 1/20/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						

Total Teaching Positions

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

Last updated: 1/20/23

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	
Misassignments	0.90	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.90	

Last updated: 1/11/23

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

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.90	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	1.90	

Last updated: 1/11/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	20.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	21.50	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: AUGUST 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	KINDER THROUGH FIFTH GRADE Title: Open Court Phonics, Author: Mc Graw Hill, 2015 Title: Readers Workshop, Author: Lucy Caulkins/Heinemann, 2017 Title: Writers Workshop, Author: Lucy Caulkins/Heinemann, 2017 Title: Patterns of Power, Zaner Bloser, 2017 Title: Wonders, Author: Mc GrawHil, 2020	No	0%
Mathematics	KINDER THROUGH FIFTH GRADE: Title: Eureka Math, Author: Great Minds,	No	0%
Science	Science Curriculum K-5: Title: California Inspire Science, Author: Mc Graw Hill,	Yes	0%
History-Social Science	Social Studies Curriculum K-5: Title: Impact California Social Studies Author: McGraw Hill, SBE Approved November 2017.	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/22/23

School Facility Conditions and Planned Improvements

PUC Schools takes great efforts to ensure that all schools are clean, disinfected, safe, and functional. To assist in this effort, PUC Schools uses a facility survey instrument developed by the State of California OPSC to evaluate facilities on an annual basis.

Maintenance and Repair:

Facilities Technicians ensure that necessary repairs to keep the school in good working order are completed in a timely manner. A work order process is used to ensure efficient service metrics and that emergency repairs are given the highest priority. The Facilities Director manages this process centrally.

Cleaning Process and Schedule:

PUC Schools adopted cleaning standards for all schools in the organization to ensure a healthy learning environment. The Facilities Director establishes cleanliness standards and works with school site staff to develop cleaning schedules to ensure a clean and safe school.

Environmental Health and Safety:

The Facilities Coordinator performs monthly site inspections of each school to observe, detect, mitigate, and eliminate hazards that may contribute to illness or injury. An Injury and Illness Prevention Plan was adopted by the governing board of PUC Schools and is implemented by the CEO.

Last updated: 1/21/23

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: November 2022

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	Updated lighting in all classrooms
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Replaced students restrooms sinks and dividers, installed new water bottle station
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Resurfaced playground area

Overall Facility Rate

Year and month of the most recent FIT report: November 2022

Overall Rating	Good

Last updated: 1/21/23

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).

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

CAASPP Test Results in ELA and Mathematics for All Students
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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	43%	N/A	41%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	30%	N/A	27%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.
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.
Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/21/23

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 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	153	152	99.35	0.65	43.42
Female	87	86	98.85	1.15	47.67
Male	66	66	100.00	0.00	37.88
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	146	145	99.32	0.68	42.07
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	25	24	96.00	4.00	20.83
Foster Youth	0	0	0	0	0
Homeless				0	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	138	137	99.28	0.72	41.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	35	97.22	2.78	25.71

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
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.
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: 1/20/23

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 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	153	152	99.35	0.65	30.26
Female	87	86	98.85	1.15	29.07
Male	66	66	100.00	0.00	31.82
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	146	145	99.32	0.68	31.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	25	24	96.00	4.00	16.67
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	138	137	99.28	0.72	31.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	35	97.22	2.78	14.29

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
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.
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: 1/20/23

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	16.36	25.00	25.29	20.02	28.5	29.47

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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: 1/20/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	52	52	100.00	0.00	25.00
Female	31	31	100.00	0.00	19.35
Male	21	21	100.00	0.00	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	50	50	100.00	0.00	24.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	45	100.00	0.00	26.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

Last updated: 1/20/23

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 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	%	%	%	%	%
9	%	%	%	%	%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/20/23

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2022–23)

PUC Community Charter Elementary School believes that parent involvement and engagement translates into increased student growth and achievement. The philosophy of PCCES 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 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 services to the school in areas that will enhance the educational development of their children.

* Family Nights are planned throughout the entire school year to allow parents to engage in specific themed nights such as Data Night, Literacy Night, Math Night, etc.

* Parent-Teacher Conferences are set up every semester to ensure parents are receiving the most up to date information on their child's progress. This offers an opportunity for teachers to engage in dialogue with their child's teacher.
* School Leaders, Teachers and Parents consistently engage in ongoing two – way communication via ClassDojo.
* School leaders facilitate regular Coffee with the Principal sessions.

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 School Leaders, all stakeholders will reflect on the data and revise school programs in order to meet the needs of all students.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate					8.90%	7.80%	8.9%	9.4%	7.8%
Graduation Rate					82.90%	87.40%	84.2%	83.6%	87.0%

Last updated: 1/19/23

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	305	301	109	36.2
Female	169	166	63	38.0
Male	136	135	46	34.1
American Indian or Alaska Native	1	1	0	0.0
Asian	2	2	0	0.0
Black or African American	0	0	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	289	285	105	36.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	7	7	2	28.6
English Learners	47	45	11	24.4
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	267	264	95	36.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	60	59	17	28.8

Last updated: 1/20/23

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 for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.00%	0.00%	0.46%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.00%	0.07%

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.

Last updated: 1/20/23

Suspensions and Expulsions by Student Group
(School Year 2021–22)

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

Last updated: 1/20/23

School Safety Plan (School Year 2022–23)

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 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 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 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, 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 the School's facilities and properties.
• 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:

PUC 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 disinfects the facilities daily covering all surfaces using electrostatic sprayers.

HVAC upgrades: All 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 all PUC Facilities have been implemented.

Social Distancing: Requirements to keep a minimum of 6ft on each direction is strictly enforced, classrooms getting ready for in-person instruction are prepared by separating every desk to a 6ft. distance on every direction.

Last updated: SEPTEMBER 2022

Last updated: 1/21/23

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	17.00	10	5	
1	25.00		10	
2	25.00		10	
3	27.00		10	
4	28.00		10	
5	29.00		10	
6				
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	17.00	10	5	
1	25.00		10	
2	25.00		10	
3	28.00		10	
4	28.00		10	
5	28.00		10	
6				
Other**				

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

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

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	16.00	10	5	
1	25.00		10	
2	24.00		10	
3	23.00		10	
4	26.00		10	
5	25.00		10	
6				
Other**	6.00	1		

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

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

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	.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: 1/20/23

Student Support Services Staff (School Year 2021–22)

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

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

Last updated: 1/20/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12599.00	$3060.00	$9538.00	$81748.00
District	N/A	N/A	$8796.00	$78635.00
Percent Difference – School Site and District	N/A	N/A	8.40%	4.00%
State	N/A	N/A	$6593.62	$85368.00
Percent Difference – School Site and State	N/A	N/A	44.70%	-4.20%

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

Last updated: 1/24/23

Types of Services Funded (Fiscal Year 2021–22)

The school leadership team reviewed student data before the beginning of the year and tailored professional development to ensure that we meet all students' needs. The school invested in professional development led by leading experts in their respective fields based on the data. The professional development included Capturing Kids Hearts, to address students' social-emotional needs, Hello Literacy, to address student growth areas in reading and writing, Patterns of Power, to address student growth areas in grammar, and Great Leaps, to provide a comprehensive intervention program for all students, particularly those disproportionately impacted by COVID-19. As mentioned above, we implemented an Academic Enrichment component to our after-school program that will utilize data to develop the next steps to target and address student needs. In addition, our Inclusion Department will be offering intervention and tutoring daily for the entirety of the school year.

At CCES, we believe in supporting the whole child, and we have enlisted the support of additional team members to help our students' academic and social-emotional needs.

Last updated: 1/19/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46587.00	$51080.95
Mid-Range Teacher Salary	$74412.00	$77514.16
Highest Teacher Salary	$92389.00	$105763.62
Average Principal Salary (Elementary)	$124878.00	$133420.78
Average Principal Salary (Middle)	$136594.00	$138593.75
Average Principal Salary (High)	$138948.00	$153391.60
Superintendent Salary	$350000.00	$298376.74
Percent of Budget for Teacher Salaries	27.02%	31.60%
Percent of Budget for Administrative Salaries	4.66%	4.97%

Para obtener información detallada sobre los salarios, consulte la página web de CDE Certificated Salaries & Benefits en https://www.cde.ca.gov/ds/fd/cs/ .
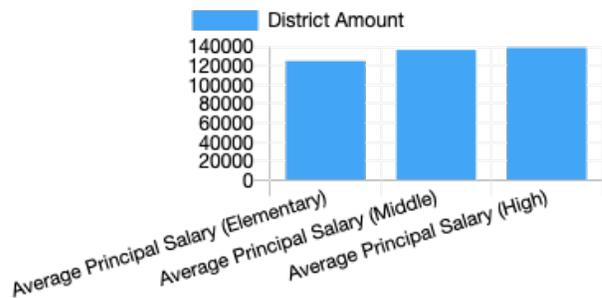
Última actualización: 20/01/23

Desarrollo profesional

Medida	2020-21	2021-22	2022-23
Número de días escolares dedicados al desarrollo del personal y la mejora continua	39	45	49

Última actualización: 19/01/23