

PUC Community Charter Middle and PUC Community Charter Early College High
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address:	11500 Eldridge Ave. Lake View Terrace, CA , 91342-6522	Principal:	Claudio Estrada (MS) Monique Hernandez (HS)
Phone:	818-485-0952	Grade Span:	

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

Internet Access

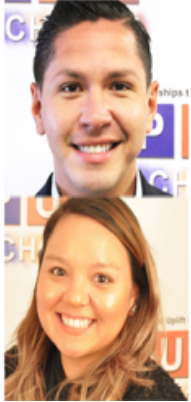
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation,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

About This School

Claudio Estrada (MS) Monique Hernandez (HS)

Principal, PUC Community Charter Middle and PUC Community Charter Early College High

About Our School



Partnerships to Uplift Communities (PUC) Community Charter Middle School and Community Charter Early College High School were merged in 2014, becoming PUC Community Charter Middle and Early College High School, to facilitate easier transition between the middle and high school programs. PUC Community Charter Early College High School (PUC CCECHS) was founded in 2004 to meet the educational needs of students living in the Northeast San Fernando Valley, with a concentration on the communities of Lakeview Terrace, Sylmar, San Fernando, and Pacoima.

PUC CCECHS was founded as an extension of Community Charter Middle School, founded in 1999, as the first PUC school. PUC CCECHS was designed to provide the same high level of educational excellence as PUC CCMS, for students coming from PUC CCMS and students coming from other middle schools alike. At PUC Community Charter Middle School (PUC CCMS) our enthusiastic and energetic staff is skilled at guiding students to become college-ready in academics and skilled in the social arena. Through the middle school experience, our students continue to learn more about various experiences of living on campus. They engage in deep research projects in class researching universities. By the time our students finish middle school, they already would have visited a local, private and UC university campus. Therefore when they enter high school and they meet with their counselor, they have a much clear idea of what route they wish to pursue.

Students have multiple opportunities to extend learning beyond the classroom through field trips (two per grade level), assemblies, instruction in the performance and visual arts, and student government. Parents are active participants, participating in the School Site Council (SSC) and English Language Advisory Council (ELAC), attending special events and supporting various fundraisers. Our intervention programs and after school support enrich students' studies and propel them to success. Evidence of our efforts include the California Distinguished School designation for 2013 and also a nomination for the National Blue-Ribbon Award. The powerful triad of students, parents, and school provide a positive school environment for all at Community Charter Middle School.

Community Charter Early College High School (CCECHS) has a tradition of high expectations and academic achievement, positive character, and community service. Since CCECHS opened its doors in 2004 and moved to our current site at the PUC Education Complex in 2007, we have focused efforts on creating a community of scholars who are prepared for college and career success. As part of the PUC family, we hold the commitments of student proficiency, college and career readiness, and community service as our core principles. CCECHS is proud to be recognized as a California Distinguished School.

At the high school we are excited to offer academically challenging courses. The Advanced Placement program offers challenges to all students. Our focus is to increase the academic rigor our students must achieve to gain admission to the colleges of their choice. Additionally, PUC CCECHS also offers the dual enrollment program through our partnership with LA Mission College. This allows our students to take various college courses prior to graduating from high school.

Our middle to high school arts program continues to thrive. Students participate in Art, Music and Dance – earning awards throughout the year. The visual arts program has had student work displayed at Cal State Northridge and continues to provide a balance of opportunity and development. Dance team members represent CCMS and CCECHS with high-quality and energetic performances throughout the area and in competitions.

All seniors participate in Expository Reading Writing Course (ERWC) along with AP Government & Politics, Spanish Language, and US History

round out the AP offerings at the school. Our collective focus is to increase the academic rigor our students must achieve to gain admission to the colleges of their choice. Our arts program continues to thrive. Students participate in Art, Music and Dance – earning awards throughout the year. Our Visual Arts and Performing Arts Department organize two family events throughout the school year to showcase our students' many talents and continue to provide a balance of opportunity and development.

PUC CCMS and CCECHS is pleased to receive outstanding support from our parents and community. This involvement ensures that a balanced program is provided to all students. We continue to support and challenge our athletes as we provide a variety of CIF sports. The main goal of the school is to prepare students for their future academic endeavors by providing the highest possible level of instruction that will foster student success and achievement.

In order to maximize the effectiveness of our program we attempt to align our school's mission to PUC Three Commitments as well as our Expected School-wide Learning Results (ESLRS) below ensuring students graduate as leaders, citizens and scholars in order to be prepared for college life.

1. The vision for PUC Community Charter 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.

Contact

PUC Community Charter Middle and PUC Community Charter Early College High
 11500 Eldridge Ave.
 Lake View Terrace, CA 91342-6522

Phone: [818-485-0952](tel:818-485-0952)
 Email: c.estrada@pucschols.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/ccms/>

School Contact Information (School Year 2022–23)

School Name PUC Community Charter Middle and PUC Community Charter Early College High
Street 11500 Eldridge Ave.
City, State, Zip Lake View Terrace, CA , 91342-6522
Phone Number 818-485-0952
Principal Claudio Estrada (MS) Monique Hernandez (HS)
Email Address c.rivas@pucschools.org
Website <https://www.pucschools.org/ccms/>
County-District-School (CDS) Code 19647336116750

Last updated: 1/19/23

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

The mission of PUC Schools is to develop and manage high-quality charter schools in densely populated urban communities with overcrowded and low achieving schools. We create school programs and cultures that result in college graduation for all students. We uplift and revitalize communities through the development of educational and other supportive partnerships.

PUC Community Charter Middle and Early College High School operates on an early college model, and has developed successful partnerships with California State University- Northridge, Mission College, and other institutions, allowing all students to take college classes during their time at the school. The Early College model is designed to graduate students with significant college experience and credits, who are fully ready to succeed in a 4-year college or university. Some students graduate from us with enough college credits to earn an Associate of Arts or Science degree, along with their high school diploma. The educational program at PUC Community Charter is recognized for its high quality and sound results, resulting in both the high school and middle school being named California Distinguished Schools.

PUC Schools uses an educational model based on high expectations for all students, highly qualified teachers and principals, and parents as partners. The school operates on a traditional August-June academic calendar. PUC Community Charter Class of 2023 seniors will be our school's fourteenth graduating class. PUC Community Charter Middle and Early College High School is located in Lakeview Terrace, on a 37,500 square foot campus of the PUC Education Complex, and shares space with PUC Community Charter Middle School, creating a common culture across the two schools that eases the transition from middle to high school.

In our 22nd year of operation, we are eager to highlight our successes to date, transparently call attention to our challenges, and discuss ways in which we aim to continuously improve.

School's Mission and Vision:

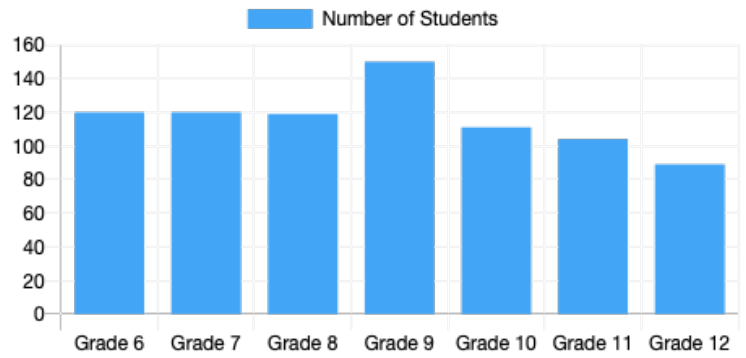
We believe it is our responsibility to identify the strengths and talents of every child and to support his/her individual development. We believe in empowering students to embrace the power of scholarship, leadership, and citizenship. We believe the arts are an integral part of the human experience and that our students must be able to experience and express their ideas, emotions, and perspectives through the arts. We believe that parents and community members are a key part of our educational model.

We believe in the power of finding one's passion and work to create an experience rich in the arts, athletics, world language, and technology. We believe that children learn rigorous material and critical skills best when given the opportunity to engage in meaningful, interdisciplinary projects with opportunities to integrate art and technology. We believe in the whole child approach to secondary school experience and thus provide a council advisory program to address the social-emotional needs of each student. We believe in empowering our students to become change agents within their community. "Our mission is to ensure every student graduates high school prepared for college success."

Last updated: 1/19/23

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

Grade Level	Number of Students
Grade 6	120
Grade 7	120
Grade 8	119
Grade 9	150
Grade 10	111
Grade 11	104
Grade 12	89
Total Enrollment	813



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	47.80%
Male	52.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.40%
Black or African American	1.50%
Filipino	0.20%
Hispanic or Latino	93.60%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.40%
White	1.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	10.80%
Foster Youth	0.10%
Homeless	0.10%
Migrant	0.00%
Socioeconomically Disadvantaged	90.70%
Students with Disabilities	15.30%

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)	33.30	83.32	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	7.50	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	2.50	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	5.00	1060.30	3.90	12115.80	4.41
Unknown	0.60	1.65	1651.30	6.07	18854.30	6.86
Total Teaching Positions	40.00	100.00	27194.20	100.00	274759.10	100.00

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

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	1.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

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	1.00	
Local Assignment Options	1.00	
Total Out-of-Field Teachers	2.00	

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)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.00	

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	CCMS Text: Houghton Mifflin Harcourt Into Literature, 2021, Houghton Mifflin Harcourt, online: https://www.hmhco.com/programs/into-literature OTHER INSTRUCTIONAL MATERIALS: EL Achieve (Systemic ELD curriculum), 2018, Date of Adoption: Not SBE Adopted	No	0%
Mathematics			0%
Science			0%
History-Social Science			0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			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	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Working on quotes to update students restrooms.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences		Repaired electric gates.

Overall Facility Rate

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

Overall Rating	Good
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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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 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	55%	N/A	41%	N/A	47%
Mathematics (grades 3–8 and 11)	N/A	36%	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	461	458	99.35	0.65	55.46
Female	229	227	99.13	0.87	57.71
Male	232	231	99.57	0.43	53.25
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	431	428	99.30	0.70	55.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	66.67
White	--	--	--	--	--
English Learners	50	50	100.00	0.00	6.00
Foster Youth	0	0	0	0	0
Homeless				--	
Military	--	--	--	--	--
Socioeconomically Disadvantaged	413	410	99.27	0.73	54.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	60	100.00	0.00	13.33

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	461	458	99.35	0.65	36.46
Female	229	227	99.13	0.87	31.28
Male	232	231	99.57	0.43	41.56
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	431	428	99.30	0.70	36.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	33.33
White	--	--	--	--	--
English Learners	50	50	100.00	0.00	2.00
Foster Youth	0	0	0	0	0
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	413	410	99.27	0.73	36.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	60	100.00	0.00	8.33

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)	31.39	35.65	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	216	216	100.00	0.00	35.65
Female	92	92	100.00	0.00	32.61
Male	124	124	100.00	0.00	37.90
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	197	197	100.00	0.00	33.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	54.55
White	--	--	--	--	--
English Learners	17	17	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	195	195	100.00	0.00	34.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	37	100.00	0.00	5.41

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

Career Technical Education (CTE) Programs (School Year 2021–22)

Starting the 2023–2024 school year:
 PUC high schools that do not offer an Advanced Placement program (AP) are required to offer a Career Technical Education (CTE) pathway.
 If an AP program is offered, a CTE pathway is optional.

Last updated: 1/24/23

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

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

Last updated: 1/24/23

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.46%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	72.55%

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	%	%	%	%	%
7	100%	100%	100%	100%	100%
9	80.0%	84.0%	84.0%	85.0%	87.0%

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)

Parents have the opportunity to participate in a variety of councils and clubs at PUC CCMS and PUC CCECHS. Opportunities for involvement include the School Site Council, which monitor and support all aspects of the school. Other opportunities include parents' support for music, dance, and sports, where parents participate in planning, set-up and production of many events that their scholars are involved with. Additionally, PUC CCMS and PUC CCECHS host a minimum of 8 monthly family nights that include Back to School Night, Data Nights, Student-Led Conferences, Parent-Teacher Conferences, and more. Parents are always welcome at the school site and often come to visit and discuss student progress and meet with staff to prepare events. Monthly parent meetings focused on a specific content area have been a positive draw attracting a majority of our parent population at these critical events.

To participate in our school activities, please call our front office (818) 485-0933 (CCMS) or (818) 485-0951 (CCECHS).

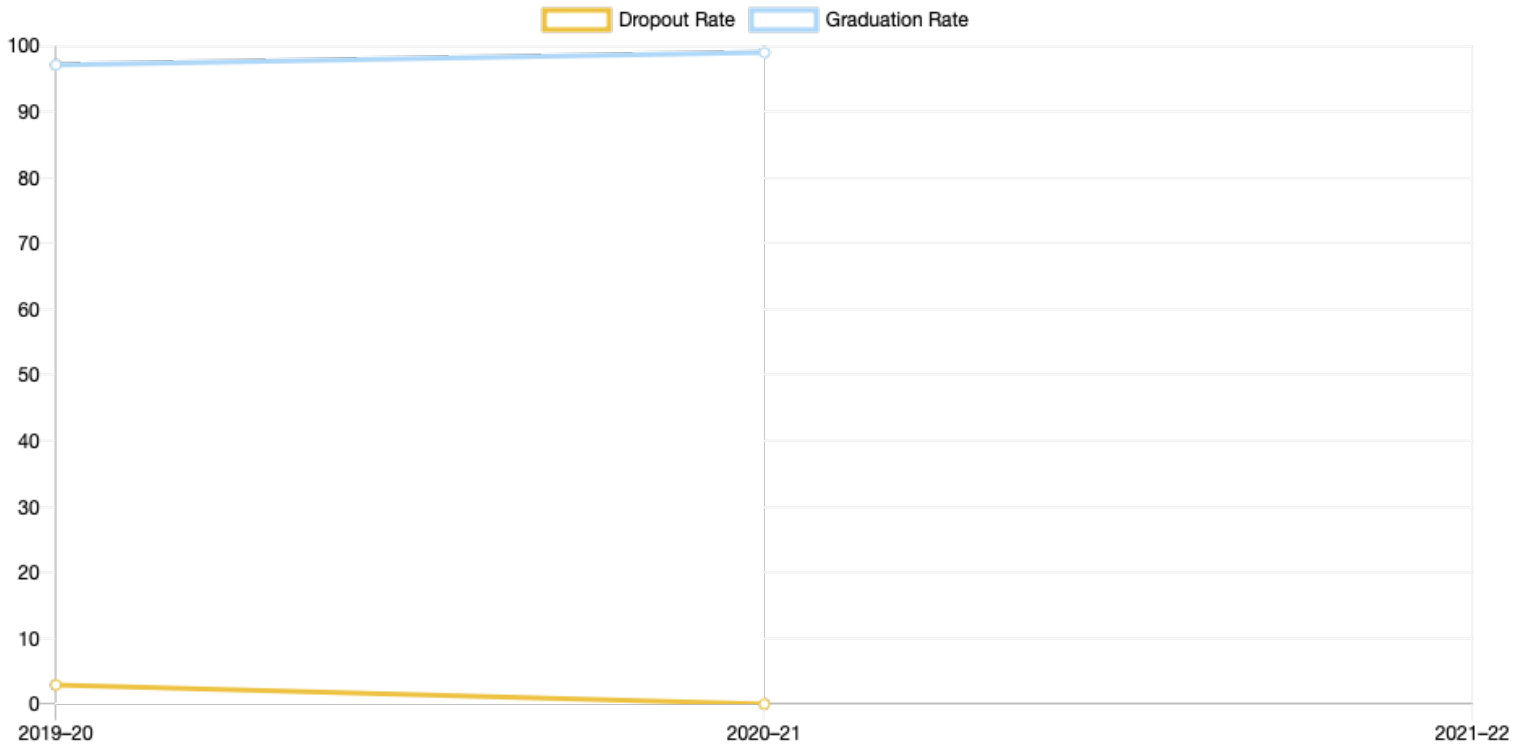
State Priority: Pupil Engagement

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		2.90%	0.00%		8.90%	7.80%	8.9%	9.4%	7.8%
Graduation Rate		97.10%	99.00%		82.90%	87.40%	84.2%	83.6%	87.0%



Last updated: 1/20/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	96	95	99.0
Female	46	45	97.8
Male	50	50	100.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	90	89	98.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	94	93	98.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	21	21	100.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Last updated: 1/27/23

**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	828	816	183	22.4
Female	395	390	95	24.4
Male	433	426	88	20.7
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	0	0.0
Black or African American	13	12	4	33.3
Filipino	3	2	0	0.0
Hispanic or Latino	772	763	170	22.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	1	33.3
White	9	9	2	22.2
English Learners	88	88	26	29.5
Foster Youth	1	1	1	100.0
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	752	746	172	23.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	129	126	35	27.8

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	0.24%	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				
1				
2				
3				
4				
5				
6	30.00		40	
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				
1				
2				
3				
4				
5				
6	30.00		33	
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				
1				
2				
3				
4				
5				
6	29.00	1	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 (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	27.00	6	31	
Mathematics	25.00	9	24	
Science	28.00		23	
Social Science	25.00	8	21	

* 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 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24.00	14	19	
Mathematics	26.00	8	20	
Science	25.00	10	18	
Social Science	25.00	6	22	

* 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 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24.00	10	22	

Mathematics	24.00	11	19
Science	25.00	9	19
Social Science	25.00	10	19

* 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: 1/20/23

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

Title	Ratio
Pupils to Academic Counselor*	406.50

* 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)	2.00
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	\$13634.00	\$2442.00	\$11192.00	\$84381.00
District	N/A	N/A	\$8796.00	\$78635.00
Percent Difference – School Site and District	N/A	N/A	27.20%	7.30%
State	N/A	N/A	\$6593.62	\$85368.00
Percent Difference – School Site and State	N/A	N/A	69.70%	-1.20%

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

Last updated: 1/24/23

Types of Services Funded (Fiscal Year 2021–22)

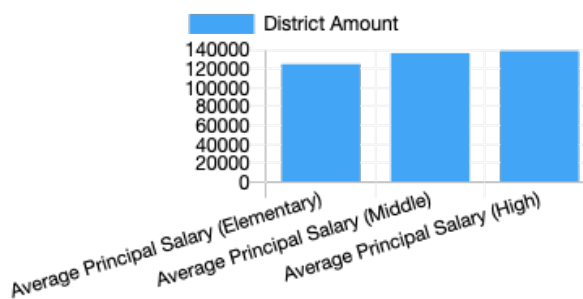
PUC Community Charter Middle School and PUC Community Charter Early College High School provide programs and supplemental services funded through Title 1, ELAP, EIA and the LEA's general fund in the form of a Block grant. Funding was used to purchase the curriculum, EL Achieve, with supplementary materials, new technology, extracurricular excursions, intervention programs, homework club, peer tutoring, after-school tutoring, and staff development. English Learners take the English Language Proficiency Assessment for California (ELPAC) each year. Teachers are able to analyze ELA Achieve assessments and units allowing them to adjust curriculum to meet the needs of every student. CCMS and CCECHS offer multiple computer-based individualized programs, such as iReady, NEWSELA, and Khan Academy, that support English Language Arts and Math instruction. Our afterschool program enjoys support from After School Education and Safety (ASES) and Think Together tutors, who are college students that provide after school activities and academic support for students enrolled in the program. Activities include clubs and sports, such as football, volleyball, soccer, basketball, and students-run LA. The daily homework club subscribes all afterschool students where work is completed and staff enrich classroom learning. Additionally, our school developed a tutoring program, identifying students with specific needs and offering tutoring in small groups.

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%

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



Last updated: 1/20/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	0
Social Science	1
Total AP Courses Offered*	3.00%

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

Last updated: 1/20/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	35	35	35

Last updated: 1/19/23