Google Translated to: Spanish Show original Options ▼

California Department of EDUCATION

Informe de responsabilidad escolar 2019-2020

Descargo de responsabilidad de traducción
Spanish
Powered by Google Translate

Informe de responsabilidad escolar

Reportado usando datos del año escolar 2019-2020

Departamento de Educación de California

Para el 1 de febrero de cada año, la ley estatal exige que todas las escuelas de California publiquen un Informe de responsabilidad escolar (SARC). El SARC contiene información sobre la condición y el rendimiento de cada escuela pública de California. Bajo la Fórmula de Financiamiento de Control Local (LCFF), todas las agencias educativas locales (LEA) deben preparar un Plan de Responsabilidad y Control Local (LCAP), 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 reportados en un LCAP deben ser consistentes con los datos reportados en el SARC.

- Para obtener más información sobre los requisitos del SARC, 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 miembros de la comunidad deben comunicarse con el director de la escuela o la oficina del distrito.

DataQuest

DataQuest es una herramienta de datos en línea ubicada en la página web de CDE DataQuest en https://dq.cde.ca.gov/dataquest/ que contiene información adicional sobre esta escuela y comparaciones de la escuela con el distrito y el condado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para la rendición de cuentas (por ejemplo, datos de exámenes, inscripción, graduados de la escuela secundaria, abandonos, inscripciones en cursos, dotación de personal y datos sobre los estudiantes de inglés).

Panel de control de la escuela de California

El Tablero de Escuelas de California (Tablero) https://www.caschooldashboard.org/ refleja el nuevo sistema de mejoramiento continuo y responsabilidad de California y brinda información sobre cómo las LEA y las escuelas satisfacen las necesidades de la diversa población estudiantil de California. El Tablero contiene informes que muestran el desempeño de las LEA, las escuelas y los grupos de estudiantes en un conjunto de medidas estatales y locales para ayudar a identificar las fortalezas, los desafíos y las áreas que necesitan mejorar.

Omar Urquieta, Director

Directora, PUC Inspire Charter Academy

Acerca de nuestra escuela

PUC Inspire Charter Academy is proud to be the 15th PUC School. Like all of our sister schools, PUC Inspire is grounded in one mission: to graduate students prepared for high school and college success. In order to track our progress towards this mission, we have created three commitments: five times more college graduates in the communities we serve, after four years with us students are proficient, and students commit to uplift their communities now and forever. These commitments serve as a guide to our daily work: any and all decisions we make should support our students in meeting our three commitments. Our philosophy for behavior and academic support is that every PUC Inspire student deserves the opportunity and challenge of growing every day. All behavior and academic support is grounded in the following growth cycle: learn, reflect, change course and practice new skills. This growth mindset is not only instilled in our students but also modeled by our teachers. In our second year, teachers have focused on collaborative, inquiry driven units that highlight student engagement, academic discourse, and the infusion of technology as a vehicle for learning. PUC Inspire firmly believes that learning takes place in community. Teachers collaborate as a grade level team to ensure all students' needs are met, particularly those who are English Learners or students with IEPs. Parents and extended family members are our most critical partners in helping our school achieve our goals. Together, we believe every student can grow every day.

Contact

PUC Inspire Charter Academy
12550 Van Nuys Blvd.
Pacoima, CA 91331-1354

Phone: 818-492-1880
Email: c.rivas@pucschools.org

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2020–2021)	
School Name	PUC Inspire Charter Academy
Street	12550 Van Nuys Blvd.
City, State, Zip	Pacoima, Ca, 91331-1354
Phone Number	818-492-1880
Principal	Omar Urquieta, Principal
Email Address	c.rivas@pucschools.org
Website	http://pucschools.org
County-District-School (CDS) Code	19647330129593

Last updated: 1/17/2021

School Description and Mission Statement (School Year 2020–2021)

PUC's Three 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, PICA is replicating key design elements of the PUC model that have proven highly successful. Implementation of the PUC model will include the following design elements:

* The school curriculum will prepare students with a common core of know ledge, irrespective of primary language or ethnic background.
* The school provides a small, nurturing environment.
* Teachers use assessments and data to identify and fill learning gaps for individual students.
* The school infuses theater, arts and physical education and health education into the academic program for all students.
* The school offers an extended day (after-school) program that will provide 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 fosters exposure to higher education through the College Connection will support the vision of college graduation for all children becoming a reality.
* The school encourages supportive and purposeful teaching as the norm.
* The school implements an inclusion model for students with special needs, an immersion program for ELL students, as w ell as strategies, such as pre-teaching, in order to build confidence and w ell-being.
* The school strategically cultivate a positive school environment characterized by mutual respect through participation in the Community Circle from the * Tribes program. -The school will prioritize each child's emotional and physical health in addition to their academic needs. Services will be identified and offered to alleviate the barriers to learning.

Last updated: 1/17/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Grade 6	77
Grade 7	110
Grade 8	106
Total Enrollment	293

Last updated: 1/17/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	1.40 %
American Indian or Alaska Native	%
Asian	%
Filipino	0.70 %
Hispanic or Latino	93.90 %
Native Hawaiian or Pacific Islander	%
White	0.30 %
Two or More Races	0.70 %
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	95.90 %
English Learners	29.00 %
Students with Disabilities	11.90 %
Foster Youth	1.00 %
Homeless	%

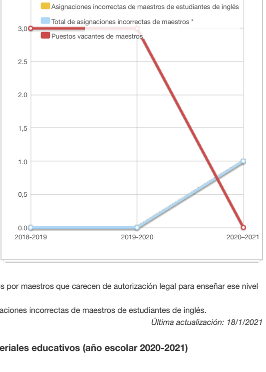
State Priority: Basic

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

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

Teacher Credentials

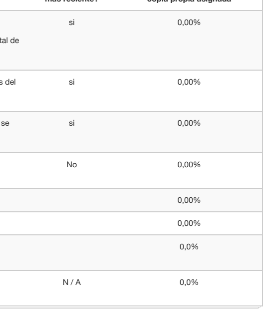
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	10	12	10	20610
Without Full Credential	5	6	8	669
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1337



Última actualización: 31/1/2021

Asignaciones incorrectas de maestros y puestos vacantes de maestros

Indicador	2018-2019	2019-2020	2020–2021
Asignaciones incorrectas de maestros de estudiantes de inglés	0	0	1
Total de asignaciones incorrectas de maestros *	0	0	1
Puestos vacantes de maestros	3	3	0



Nota: "Asignaciones incorrectas" se refiere a la cantidad de puestos ocupados por maestros que carecen de autorización legal para enseñar ese nivel de grado, materia, grupo de estudiantes, etc.
* El total de asignaciones incorrectas de maestros incluye el número de asignaciones incorrectas de maestros de estudiantes de inglés.

Última actualización: 18/1/2021

Calidad, vigencia, disponibilidad de libros de texto y otros materiales educativos (año escolar 2020-2021)

Año y mes en que se recopilaron los datos: diciembre de 2020

Tema	Libros de texto y otros materiales didácticos / año de adopción	¿De la adopción más reciente?	Porcentaje de estudiantes sin copia propia asignada
Lectura / Artes del lenguaje	Aprendizaje expedicionario Nota: los materiales se imprimen a través del Portal de aprendizaje expedicionario	si	0,00%
Matemáticas	Eureka Math: los materiales se imprimen a través del portal Eureka Math	si	0,00%
Ciencias	Amplify Science: los materiales son digitales y se imprimen desde Amplify Portal	si	0,00%
Historia-Ciencias Sociales	Historia viva	No	0,00%
Idioma extranjero			0,00%
Salud			0,00%
Artes visuales y escénicas			0,0%
Science Lab Eqpmt (Grados 9-12)	N / A	N / A	0,0%

Nota: las celdas con valores N / A no requieren datos.

Última actualización: 18/1/2021

Condiciones de las instalaciones escolares y mejoras planificadas

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: 1/18/2021

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: February 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Expanded HVAC services with sanitation of the airstream and upgraded filters to Merv-13
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Working with property owner to reroof 2 buildings
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Basketball court has been resurfaced and installed brand new awning for students.

Overall Facility Rate

Year and month of the most recent FIT report: February 2020

Overall Rating	Exemplary

Last updated: 1/18/2021

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	28%	N/A	40%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	18%	N/A	30%	N/A	39%	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
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: 1/17/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

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

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/17/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

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

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/17/2021

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	18	N/A	23	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Última actualización: 17/1/2021

Resultados de los exámenes CAASPP en ciencias por grupo de estudiantes de quinto, octavo grado y escuela secundaria (año escolar 2019-2020)

Grupo de estudiantes	Matrícula Total	Número probado	Porcentaje probado	Porcentaje no probado	Porcentaje alcanzado o superado
Todos los estudiantes	N / A	N / A	N / A	N / A	N / A
Masculino	N / A	N / A	N / A	N / A	N / A
Hembra	N / A	N / A	N / A	N / A	N / A
Negro o afroamericano	N / A	N / A	N / A	N / A	N / A
Indio americano o nativo de Alaska	N / A	N / A	N / A	N / A	N / A
asiático	N / A	N / A	N / A	N / A	N / A
Filipino	N / A	N / A	N / A	N / A	N / A
hispano o latino	N / A	N / A	N / A	N / A	N / A
Nativo de Hawái o de las islas del Pacífico	N / A	N / A	N / A	N / A	N / A
Blanco	N / A	N / A	N / A	N / A	N / A
Dos o mas carreras	N / A	N / A	N / A	N / A	N / A
En desventaja socioeconómica	N / A	N / A	N / A	N / A	N / A
Aprendices de ingles	N / A	N / A	N / A	N / A	N / A
Estudiantes con discapacidades	N / A	N / A	N / A	N / A	N / A
Estudiantes que reciben servicios de educación migrante	N / A	N / A	N / A	N / A	N / A
Juventud de crianza	N / A	N / A	N / A	N / A	N / A
Vagabundo	N / A	N / A	N / A	N / A	N / A

Nota: las celdas con valores N / A no requieren datos.
Nota: Los datos de 2019–2020 no están disponibles. Debido a la pandemia de COVID-19, se emitió la Orden Ejecutiva N-30-20 que eximió el requisito de exámenes estatales para el año escolar 2019-2020.

Última actualización: 17/1/2021

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 2019–2020)

Data provided by CDE. Data not yet available. School will update report once data is provided.

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/17/2021

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020–2021)

Parents have the opportunity to participate in a variety of councils and clubs at PUC Inspire Charter Academy. Opportunities for involvement include the School Advisory Council and English Language Acquisition Committee, which monitor and support all aspects of the school. Other opportunities include parents support for all student led activities (dances, sports, etc.), where parents participate in planning, set-up and production of many events that their scholars are involved with. Parents are invited to monthly "Coffee with Principal," a casual meeting to share concerns, ideas, and new initiatives at the school. Additionally, PUC Inspire Charter Academy hosts a minimum of 8 monthly family nights that include Back to School Night, Parent-Teacher Conferences, and more. Other opportunities at PICA include CSUN week (sixth grade), chaperoning field trips (all grades), fund-raising (all grades), student government (dances, food drive, projects), 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 to participate.

Last updated: 1/17/2021

State Priority: Pupil Engagement

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

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

State Priority: School Climate

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

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

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

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	5.70%	1.70%	0.80%	0.70%	3.50%	3.50%
Expulsions	0.30%	0.00%	0.00%	0.00%	0.10%	0.10%

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

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	0.60%	0.30%	2.50%
Expulsions	0.00%	0.01%	0.10%

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

Last updated: 1/31/2021

School Safety Plan (School Year 2020–2021)

Emergency Response plan:

The Purpose of the School Emergency Response Plan is to protect the safety and welfare of the employees, visitors, volunteers, and students in our school, and to ensure the preservation of public property. The School Emergency Response Plan provides a concise reference for staff when facing a crisis or an emergency. Accident and crisis prevention are particularly important whenever children are 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 ____12/14/2020__

Last updated: 1/18/2021

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

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	23.00		24	
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 (2018–2019)

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

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	18.00	30	8	
Otro**				

* El número de clases indica cuántas clases se incluyen en cada categoría de tamaño (un rango del total de estudiantes por clase).
** La categoría "Otro" es para clases de niveles de varios grados.

Última actualización: 17/1/2021

Tamaño de clase promedio y distribución del tamaño de clase (secundaria) (año escolar 2017-2018)

Tema	Tamaño promedio de clase	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	26.00	1	7	
Mathematics	26.00	1	7	
Science	26.00	1	7	
Social Science	26.00	1	7	

* 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 2018–2019)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	29.00		16	
Mathematics	29.00		8	
Science	29.00		8	
Social Science	29.00		8	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	9	10	
Mathematics	27.00		8	
Science	27.00		8	
Social Science	27.00		8	

* 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: 1/17/2021

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

Title	Ratio
Pupils to Academic Counselor*	0.0

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

Last updated: 1/18/2021

Student Support Services Staff (School Year 2019–2020)

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

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.30
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
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: 1/18/2021

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12770.00	$1286.00	$9747.00	$65972.00
District	N/A	N/A	$9056.00	$78962.00
Percent Difference – School Site and District	N/A	N/A	7.60%	-16.50%
State	N/A	N/A	$7750.12	$83052.00
Percent Difference – School Site and State	N/A	N/A	25.80%	-20.60%

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

Last updated: 1/31/2021

Types of Services Funded (Fiscal Year 2019–2020)

PUC Inspire Charter Academy provides 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 support the curriculum 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 PUC-developed assessments and benchmarks via Illuminate allowing them to adjust curriculum to meet the needs of every student. PUC Inspire offers I-Ready, a computer-based individualized program that supports English Language Arts and Math instruction. Our own personnel support our students in after school activities that help bolster the instructional day's programs. Activities include clubs and sports, such as football, volleyball, soccer, basketball, leadership and other extra-curricular activities. Our afterschool program also includes various student activities, academic enrichment, and tutoring for students.

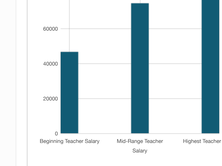
Last updated: 1/17/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

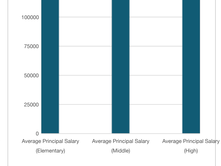
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,587	$50,029
Mid-Range Teacher Salary	$74,412	$77,680
Highest Teacher Salary	$92,389	$102,143
Average Principal Salary (Elementary)	$117,849	$128,526
Average Principal Salary (Middle)	$131,307	$133,574
Average Principal Salary (High)	$135,702	$147,006
Superintendent Salary	$350,000	$284,736
Percent of Budget for Teacher Salaries	29.00%	33.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/17/2021

Professional Development

PUC Inspire breakdown is as follows:

	2018-19	2019-20.	2020-21
FULL DAYS:	10	5	4
PARTIAL:	49	57	35
TOTAL DAYS:	59	62	39

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	59	62	39