

Academia Chárter PUC Nueva Esperanza
Informe de responsabilidad escolar 2021–22
Reportado utilizando datos del año escolar 2021–22
Departamento de Educación de California

Dirección: 1218 North Fourth St.
San Fernando, CA, 91340-2314

Director de escuela: Mónica Wagner

Teléfono: 818-256-1951

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 los miembros de la comunidad deben comunicarse con el director de la escuela o la oficina del distrito.

búsqueda de datos

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 (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

Monica Wagner

Principal, PUC Nueva Esperanza Charter Academy

About Our School



This year provides yet another opportunity for PUC NECA to be a positive impact on the community. With ten years in the community, we have built strong relationships with our students and their families. We are very fortunate to have multiple generations of family members attend our school. The small charter school setting allows for staff to know our students well and support them effectively both in behavior and academics. As a school we continue to be committed to every student's education. We also worked diligently to ensure that every family has what they need in order for their student to be engaged daily in our instructional program.

Contact

PUC Nueva Esperanza Charter Academy
1218 North Fourth St.
San Fernando, CA 91340-2314

Phone: [818-256-1951](tel:818-256-1951)

Email: m.wagner@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/neca/>

School Contact Information (School Year 2022–23)

School Name PUC Nueva Esperanza Charter Academy
Street 1218 North Fourth St.
City, State, Zip San Fernando, CA , 91340-2314
Phone Number 818-256-1951
Principal Monica Wagner
Email Address c.rivas@pucschools.org
Website <https://www.pucschools.org/neca/>
County-District-School (CDS) Code 19647330133280

Last updated: 1/19/23

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

PUC Nueva Esperanza Charter Academy, founded in 2009, is an independent public charter school sponsored by the Los Angeles Unified School District. It is the fourth middle school that Partnerships to Uplift Communities (PUC) started in the Northeast San Fernando Valley. The school was established, by Dr. Jacqueline Elliot, as a response to the community and the need for a charter alternative to the existing public middle schools serving the Northeast San Fernando Valley. In the Fall of 2011, PUC NECA moved to an independent facility on 1218 Fourth St, San Fernando, CA 91340, where the campus is currently located.

PUC NECA is situated in an urban area within the Northeast San Fernando Valley on the outskirts of Los Angeles County. The San Fernando area is characterized with low-achieving schools and with average English and Math scores in Orange on the California Dashboard. In the school community the bulk of our parents are first-generation immigrants and 18.4% percent of our parents within the school community reported not having finished high school. 97% of the students at NECA report their ethnicity as Hispanic or Latino with the next largest racial group being 0.8 percent of students as White, and 0.5 % American Indian or Alaskan Native and 0.8% not reported. NECA qualifies for the Community Eligibility Provision (CEP) which allows all of our students to receive breakfast and lunch at no cost to families.

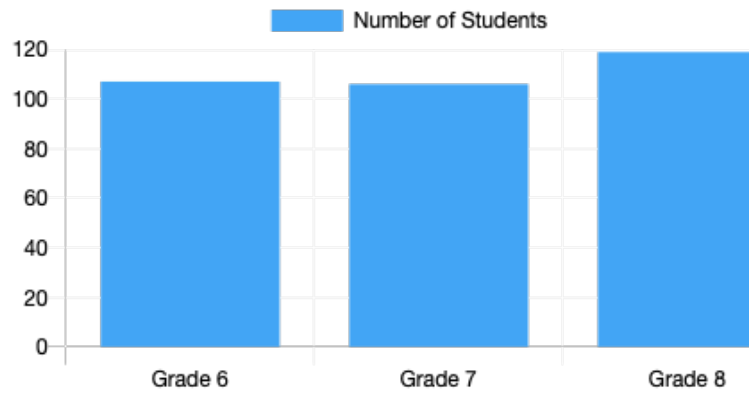
We believe it is the responsibility of the school with the families to identify the strengths and talents of every student and to support their individual development. At PUC NECA, we believe in the potential of every student. By building positive relationships with all stakeholders and implementing an equitable educational program, we strive to equip students with the critical thinking skills and emotional intelligence needed to thrive in high school and beyond. In order to maximize the effectiveness of those programs, PUC NECA aligns the school's mission to PUC's three Commitments ensuring that students graduate as leaders, citizens and scholars in order to be prepared for college and career success.

We continue to be committed to the whole child's success. In an effort to support the social emotional well-being of all students, we have incorporated the use of SEL curriculum weekly during our Advisory class. We have also added an Associate Marriage and Family Therapist (AMFT) to our staff. This individual meets with our students with highest emotional need and is in addition to our three clinical counselors available to support students. In the classroom, we have continued to have a second adult present to assist the teacher with the delivery of instruction. These individuals support with small group learning opportunities as well as the overall effectiveness of the daily classroom routine.

Last updated: 1/21/23

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

Grade Level	Number of Students
Grade 6	107
Grade 7	106
Grade 8	119
Total Enrollment	332



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: 1/21/23

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

Student Group	Percent of Total Enrollment
Female	48.20%
Male	51.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	0.00%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	97.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	1.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	21.40%
Foster Youth	0.00%
Homeless	0.90%
Migrant	0.00%
Socioeconomically Disadvantaged	91.30%
Students with Disabilities	13.00%

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	68.73	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	6.25	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	6.25	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	12.51	1060.30	3.90	12115.80	4.41
Unknown	1.00	6.25	1651.30	6.07	18854.30	6.86
Total Teaching Positions	15.90	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: 1/21/23

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: 1/21/23

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	2.00	
Local Assignment Options	0.00	
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)	10.70	

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	<p>For 6th through 8th Grade:</p> <p>Title: iReady Reading, online:</p> <p>Title: Engage New York, online: http://www.nysed.gov/curriculum-instruction/engageny</p> <p>Online Instructional Material. Every student is assigned a laptop to access.</p> <p>Reading Novels:</p> <p>6th:</p> <p>Title: The Lightning Thief (Percy Jackson and the Olympians, Rick Riordan</p> <p>Title: Bud, Not Buddy, Christopher Paul Curtis</p> <p>Title: A World without Fish, Mark Kurfansky</p> <p>Title: Up the Ladder Writing 3-6, Lucy Calkins</p> <p>7th:</p> <p>Title: Inside Out and Back Again, Thanhha Lai</p> <p>Title: A Long Walk to Water by Linda Sue Park</p> <p>Title: The Absolutely True Diary of a Part-Time Indian</p> <p>Title: Up the Ladder Writing 3-6, Lucy Calkins</p> <p>8th:</p> <p>Title: We Are Not From Here, Jenny Torres Sanchez</p> <p>Title: Farewell to Manzanar, Jeanne Wakatsuki Houston & James D. Houston</p> <p>Title: The Giver, Lois Lowry</p> <p>Title: Up the Ladder Writing 3-6, Lucy Calkins</p>		0%
Mathematics	<p>Math 6-8, Title: Big Ideas Math: Modeling Real Life Common Core, Author: Larson, online student</p> <p>resources: https://nglstore.cengage.com/webapp/wcs/stores/servlet/ProductDisplay?partNumber=9781642086232&langId=-1&storeId=11755&catalogId=12005</p> <p>Title: iReady, Subject: Math 6-8,</p> <p>Online Instructional Material. Every student is assigned a laptop to access.</p>	Yes	0%

Science	Title: Amplify, Subject: Science 6-8, digital online instructional material. Online Instructional Material. Every student is assigned a laptop to access.	Yes	0%
History-Social Science	Title: History Alive-TCI, Subject: History for Grades 6-8, digital online instructional material. Online Instructional Material. Every student is assigned a laptop to access.	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	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Working on upgrading boys restrooms.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: 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:

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	38%	N/A	41%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	16%	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	336	334	99.40	0.60	37.54
Female	162	161	99.38	0.62	42.86
Male	174	173	99.43	0.57	32.56
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	325	323	99.38	0.62	36.84
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	71	71	100.00	0.00	5.71
Foster Youth	--	--	--	--	--
Homeless				--	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	304	302	99.34	0.66	36.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	41	100.00	0.00	19.51

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: 1/21/23

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	336	334	99.40	0.60	15.57
Female	162	162	100.00	0.00	16.05
Male	174	172	98.85	1.15	15.12
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	325	324	99.69	0.31	15.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	71	70	98.59	1.41	4.29
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	304	302	99.34	0.66	15.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	41	100.00	0.00	4.88

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: 1/21/23

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)	11.76	21.55	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: 1/21/23

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	116	116	100.00	0.00	21.55
Female	55	55	100.00	0.00	27.27
Male	61	61	100.00	0.00	16.39
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	114	114	100.00	0.00	21.93
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	108	108	100.00	0.00	20.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	4.76

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: 1/21/23

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	98.0%	98.0%	98.0%	98.0%	98.0%
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: 1/21/23

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)

At PUC NECA we provide parents with many opportunities to become involved. Each quarter, we have a Family meeting where staff work with parents to support their student, share achievement information, and teach parents skills their child will need to be prepared for high school. We also have a small group of parents, students, teachers, and administrators on our School Site Council and our English Learner Advisory Committee, which provides the school with direction and support. These groups provide advice and recommendations on the direction of the school. They also provide parents with a deeper insight into the inner workings of the NECA. Each semester, we also hold parent conferences where families are able to meet with their child's Advisory teacher to discuss grades and assessment progress. This opens the opportunity for communication and collaboration with all stakeholders so that supports are in place to best support students' needs.

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: 1/21/23

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	346	345	96	27.8
Female	169	168	43	25.6
Male	177	177	53	29.9
American Indian or Alaska Native	1	1	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	334	333	89	26.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	5	5	2	40.0
English Learners	76	76	28	36.8
Foster Youth	1	1	0	0.0
Homeless	3	3	1	33.3
Socioeconomically Disadvantaged	313	313	86	27.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	47	47	19	40.4

Last updated: 1/21/23

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: 1/21/23

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: 1/21/23

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	29.00	1	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 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	21.00	6	25	
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	26.00	1	25	
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	30.00		8	
Mathematics	30.00		8	
Science	30.00		8	
Social Science	30.00		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 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	2	10	
Mathematics	24.00		10	
Science	24.00		10	

Social Science	24.00	10
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* 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	26.00	1	9	
Mathematics	28.00		8	
Science	28.00		8	
Social Science	28.00		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: 1/21/23

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: 1/21/23

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: 1/21/23

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	\$14738.00	\$4956.00	\$9782.00	\$76256.00
District	N/A	N/A	\$8796.00	\$78635.00
Percent Difference – School Site and District	N/A	N/A	11.20%	-3.00%
State	N/A	N/A	\$6593.62	\$85368.00
Percent Difference – School Site and State	N/A	N/A	48.40%	-10.70%

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

Last updated: 1/24/23

Types of Services Funded (Fiscal Year 2021–22)

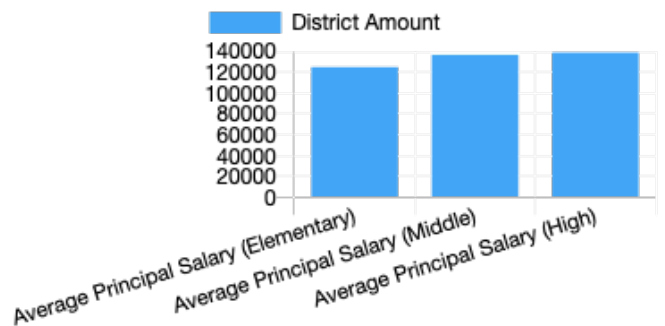
Our program provides students with a full academic and arts curriculum. While at NECA, all of our students receive instruction in English, Math, History, Science and PE as well as 1 course in the Arts. one course in Music. Students whose first language is not English are provided with a protected daily block of English Language Instruction four times a week. The iREADY program for ELA and Math are also utilized and provide instructional support at each student's individual level. Time to work on the program is provided during the Advisory period once weekly in both ELA and Math. In addition to this, our school provides an after school program focused on academic support and enrichment. In our academic support component we provide homework help for all students and targeted intervention to specific students who need additional intensive support. As part of our enrichment program, we offer a variety of sports and clubs in our afterschool program.

Last updated: 1/21/23

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: 1/21/23

Professional Development

Measure	2020–21	2021–22	2022–23
Número de días escolares dedicados al desarrollo del personal y la mejora continua	39	48	55

Última actualización: 21/01/23