

# PUC Community Charter Elementary

## School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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, 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/fq/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).

### 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.



### Jocelyn Velez, Principal

Principal, PUC Community Charter Elementary

#### About Our School

PUC Community Charter Elementary School was approved by the Los Angeles Unified School District on February 11, 2014 and opened its doors on September 3, 2014. PUC Community Charter Elementary School serves 315 Transitional Kindergarten through Fifth grade students in the Northeast San Fernando Valley.

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

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

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

Since its first year, PCCES has committed to offering a high quality, rigorous and standards based academic program that focuses on the core content areas: language, mathematics, social studies, science, and physical education. PCCES operates in a safe, caring and disciplined environment where the entire community can learn, grow and live strong character values. PCCES provides many opportunities for parents to be actively involved in the educational development of their children.

#### Contact

*PUC Community Charter Elementary*  
14019 Sayre St.  
Sylmar, CA 91342-4265

Phone: 818-492-1890  
Email: [c.rivas@pucschools.org](mailto:c.rivas@pucschools.org)



## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Austin Beutner
<b>Email Address</b>	<a href="mailto:austin.beutner@lausd.net">austin.beutner@lausd.net</a>
<b>Website</b>	<a href="http://www.lausd.net">www.lausd.net</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	PUC Community Charter Elementary
<b>Street</b>	14019 Sayre St.
<b>City, State, Zip</b>	Sylmar, Ca, 91342-4265
<b>Phone Number</b>	818-492-1890
<b>Principal</b>	Jocelyn Velez, Principal
<b>Email Address</b>	<a href="mailto:c.rivas@pucschools.org">c.rivas@pucschools.org</a>
<b>Website</b>	<a href="http://pucschools.org">http://pucschools.org</a>
<b>County-District-School (CDS) Code</b>	19647330129619

*Last updated: 1/23/2020*

### School Description and Mission Statement (School Year 2019—20)

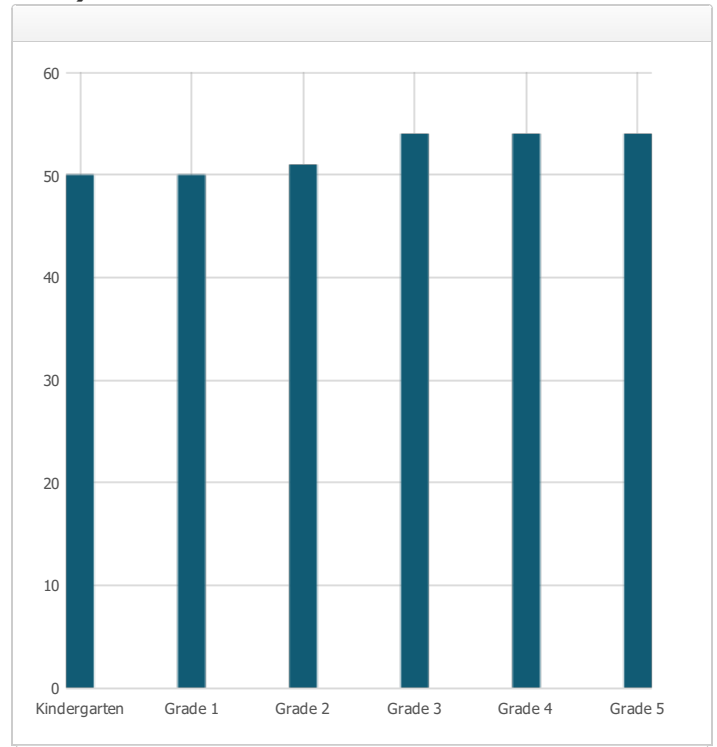
The mission of PCCES is to ensure that every student culminates from fifth grade prepared for future success by providing students with a rigorous and world-class educational foundation. PCCES will take definite steps to ensure it is a highly effective school that enhances student achievement and thus fulfills our mission. We are committed to challenging students to develop to their fullest potential in order to enrich and serve their communities. PCCES will guide and nurture all students as they discover and cultivate their unique gifts and talents, while challenging each individual to achieve his or her full potential. The vision and mission for PCCES is guided by PUC's 3 Commitments: 1. Five times more college graduates within the communities we serve. 2. After four years with us, students are proficient. 3. Students commit to uplift our communities now and forever. In order to achieve this mission and vision, PCCES is replicating key design elements of the PUC model that have proven to be highly successful. Implementation of the PUC model will include the following design elements:

- \* The school provides a small, nurturing environment
- \* Teachers use assessments and data to identify and fill learning gaps for individual students
- \* The school infuses visual and performing arts and physical education and health education into the academic program for all students
- \* The school offers an extended day (after-school) program provides students with a safe place, academic support, arts, athletics, clubs, as well as enrichment in a variety of areas. The program is custom built to the interests and needs of the students.
- \* The school encourages supportive and purposeful teaching (including Guided Reading) as the norm.
- \* The school implements an inclusion model for students with special needs, an immersion program for ELL students, as well as strategies, such as pre-teaching, in order to build confidence and well-being.
- \* The school strategically cultivate a positive school environment characterized by mutual respect through participation in the Community Circle from the Tribes program.
- \* The school will prioritize each student's emotional and physical health in addition to their academic needs. Services will be identified and offered to alleviate the barriers to learning.

*Last updated: 1/12/2020*

**Student Enrollment by Grade Level (School Year 2018—19)**

Grade Level	Number of Students
Kindergarten	50
Grade 1	50
Grade 2	51
Grade 3	54
Grade 4	54
Grade 5	54
<b>Total Enrollment</b>	<b>313</b>



Last updated: 12/28/2019

**Student Enrollment by Student Group (School Year 2018—19)**

Student Group	Percent of Total Enrollment
Black or African American	0.30 %
American Indian or Alaska Native	0.30 %
Asian	0.30 %
Filipino	0.30 %
Hispanic or Latino	95.50 %
Native Hawaiian or Pacific Islander	0.00 %
White	1.30 %
Two or More Races	0.30 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	76.70 %
English Learners	15.00 %
Students with Disabilities	12.80 %
Foster Youth	0.30 %
Homeless	0.00 %

## A. Conditions of Learning

### State Priority: Basic

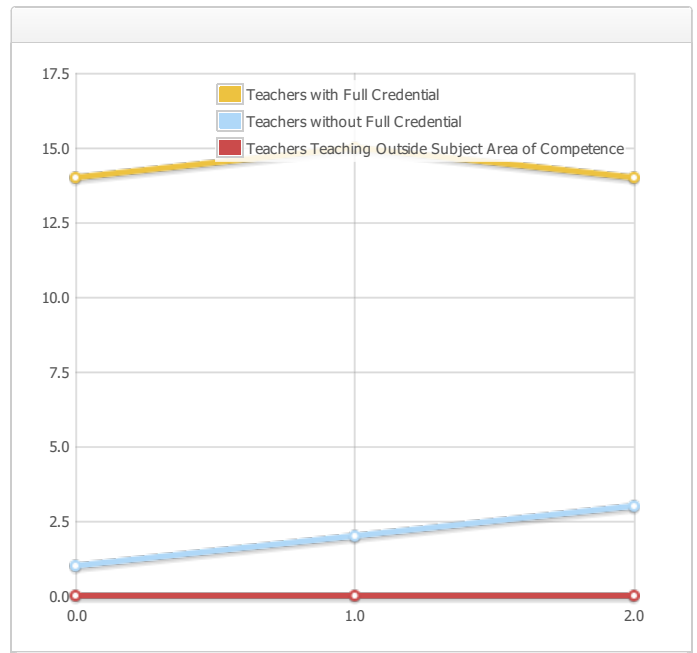
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- 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 Credentials

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

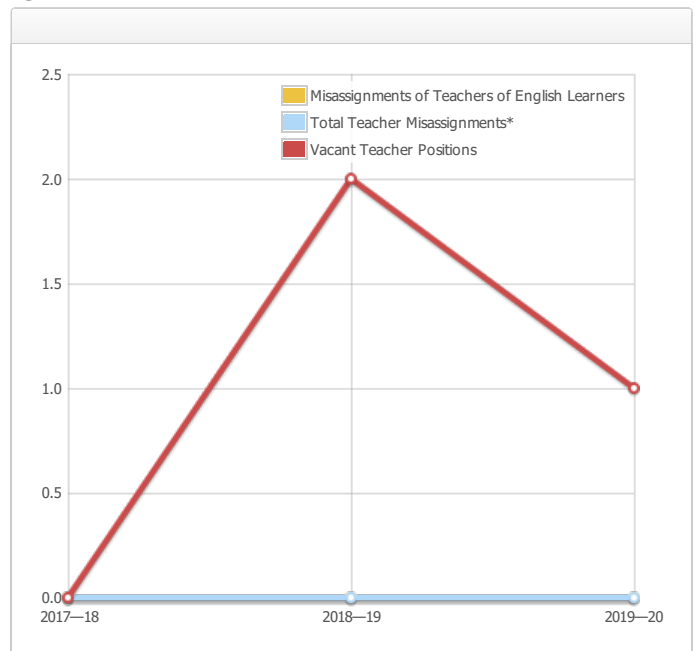
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	14	15	14	21054
Without Full Credential	1	2	3	783
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1103



Last updated: 1/30/2020

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	2	1



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
 \* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/28/2019

# Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p style="text-align: center;"><b>KINDERGARTEN:</b></p> <p>Subject: Phonics, Title: SRA Open Court Reading, 2015, Author: Mc Graw Hill Education            Subject: Reading, Title: Fountas &amp; Pinnell, 2011, Author: Irene C. Fountas &amp; Gay Su Pinnell 2nd Edition            Subject: Writing, Title: Unit 1: Launching the Writing Workshop, 2013, Author: Lucy Calkins            Subject: Writing, TITLE: Unit 2: Writing for Readers, 2013, Author: Lucy Calkins            Subject: Writing, T IT LE: Unit 3: How to Books: Writing to Teach Others, 2013, Author: Lucy Calkins            Subject: Writing, T IT LE: Unit 4: Persuasive Writing of All Kinds: Using Words to make a Change, 2013, Author: Lucy Calkins            Subject: Reading, T IT LE: Unit 1: We Are Readers, 2013, Author: Lucy Calkins            Subject: Reading, T IT LE: Unit 2: Super Powers: Reading with Print Strategies and Sight Word Power, 2013, Author: Lucy Calkins            Subject: Reading, T IT LE: Unit 3: Bigger Books, Bigger Reading Muscles, 2013, Author: Lucy Calkins            Subject: Reading, T IT LE: Unit 4: Becoming Avid Readers, 2013, Author: Lucy Calkins            GUIDED READING BOOKS: VARIOUS TITLES AND LEVELS            OTHER RESOURCES: Smarty Ants, Zearn, Scholastics Magazine, Core Knowledge, Reading A-Z, ReadWorks.org</p> <p style="text-align: center;"><b>FIRST GRADE:</b></p> <p>SUBJECT : Writing Units of Study in Opinion, Information, and Narrative Writing 2015 Lucy Calkins Aug 2015            SUBJECT : Reading Units of Study for Teaching Reading Gr1 2015 Lucy Calkins Aug 2015            SUBJECT : Reading Word Detectives Strategies for using High frequency words and decoding Gr1 2016 Lucy Calkins Aug 2016            SUBJECT : Phonics SRA Open Court Reading Foundational Skills Kit Teacher's Guide SRA 2015 McGraw Hill Education Aug 2015            SUBJECT : Phonics SRA Open Court Reading Decodable Takehomes BLM 2015 McGraw Hill Education Aug 2015            SUBJECT : Reading Fountas &amp; Pinnell 2011 Irene C. Fountas &amp; Gay Su Pinnell 2nd Aug 2015            SUBJECT : Phonics Open Court Reading Decodables 2015 McGraw Hill Education Aug 2015            SUBJECT : GUIDED READING BOOKS: VARIOUS TITLES AND LEVELS OTHER RESOURCES: Reading A-Z, Scholastic Magazine</p> <p style="text-align: center;"><b>SECOND GRADE:</b></p> <p>SUBJECT : Phonics, TIT LE: SRA Open Court Reading Foundational Skills Kit Teacher's Guide SRA 2015 McGraw Hill Education August 2015            SUBJECT : Phonics, TIT LE: SRA Open Court Reading Decodable Takehomes BLM 2015 McGraw Hill Education First August 2015            SUBJECT : Writing, TIT LE: Units of Study in Opinion, Information, and Narrative Writing 2013 Lucy Calkins First August 2015            SUBJECT : Reading, TIT LE: Fountas &amp; Pinnell 2011 Irene C. Fountas &amp; Gay Su Pinnell Second August 2015            SUBJECT : Reading, TIT LE: Units of Study for Teaching Reading Grade 2 2015 Lucy Calkins First August 2015            SUBJECT : GUIDED READING BOOKS: VARIOUS TITLES AND LEVELS            OTHER RESOURCES: Reading A-Z, Scholastic Magazine, ACHIEVE 3000, READWORKS.ORG</p> <p style="text-align: center;"><b>THIRD GRADE:</b></p> <p>SUBJECT : Writing, TIT LE: Writers Workshop- Units of Study 2013, AUTHOR: Lucy Calkins 2013            SUBJECT : Reading, TIT LE: Reader's Workshop- Units of Study 2015, AUTHOR: Lucy Calkins No 0.0 %            SUBJECT : Reading, TIT LE: Reader's Workshop- Units of Study 2015, AUTHOR: Lucy Calkins 2013            SUBJECT : GUIDED READING BOOKS: VARIOUS TITLES AND LEVELS            OTHER RESOURCES: Reading A-Z, Scholastic Magazine, NEW SELA, ACHIEVE 3000</p> <p style="text-align: center;"><b>FOURTH GRADE:</b></p> <p>SUBJECT : Reading, TIT LE: Readers Workshop 2013 Lucy Calkins and Kathleen Tolan            SUBJECT : Writing, TIT LE: Writers Workshop 2015 Lucy Calkins and Kathleen Tolan            SUBJECT : GUIDED READING BOOKS: VARIOUS TITLES AND LEVELS            OTHER RESOURCES: Reading A-Z, Scholastic Magazine, ACHIEVE 3000, NEW SELA</p> <p style="text-align: center;"><b>FIFTH GRADE:</b></p> <p>SUBJECT: READING, TIT LE: Unit 1: Interpretation Books Clubs - Analyzing Themes 2013 Lucy Calkins            SUBJECT: READING, TIT LE: Unit 2: Tackling Complexity - Moving Up Levels of Nonfiction 2013 Lucy Calkins            SUBJECT: READING, TIT LE: Unit 3: Argument and Advocacy - Researching Debatable Issues 2013 Lucy Calkins            SUBJECT: READING, TIT LE: Unit 4: Fantasy Book Clubs - The Magic of Themes and Symbols</p>	Yes	0.00 %

	<p>2013 Lucy Calkins</p> <p>SUBJECT : READING, T IT LE: Reading Fountas &amp; Pinnell 2011 Irene C. Fountas &amp; Gay Su Pinnell</p> <p>SUBJECT : W riting, T IT LE: Unit 1: Narrative Craft 2013 Lucy Calkins</p> <p>SUBJECT : W RIT ING, T IT LE: Unit 2: T he Lens of History: Research Reports 2013 Lucy Calkins</p> <p>SUBJECT : W RIT ING, T IT LE: Unit 3: Shaping T exts: From Essay and Narrative to Memoir 2013 Lucy Calkins</p> <p>SUBJECT : W RIT ING: T IT LE: Unit 4: T he Research-Based Argument Essay 2013 Lucy Calkins</p> <p>SUBJECT : GUIDED READING BOOKS: VARIOUS T IT LES AND LEVELS</p> <p>OT HER RESOURCES: Reading A-Z, Scholastic Magazine, ACHIEVE 3000, NEW SELA</p>		
Mathematics	<p>KINDERGARTEN GRADE:</p> <p>T IT LE: Math Engage NY , 2015, AUT HOR: NY SED</p> <p>OT HER RESOURCES: ZEARN, CORE KNOW LEDGE, MAT H GRAB AND GO CLASSROOM</p> <p>FIRST GRADE:</p> <p>T IT LE: Math Engage NY , 2015, AUT HOR: NY SED OT HER RESOURCES: ZEARN, CORE KNOW LEDGE</p> <p>SECOND GRADE:</p> <p>T IT LE: Eureka Math: A Story of Units, Grade 2, 2015, AUT HOR: Great Minds, August 2017</p> <p>T IT LE: Math Engage NY , 2015, AUT HOR: NY SED OT HER RESOURCES: ZEARN, CORE KNOW LEDGE</p> <p>THIRD GRADE:</p> <p>T IT LE: Math Engage NY , 2015, AUT HOR: NY SED OT HER RESOURCES: ZEARN, IMAGINE MAT H</p> <p>FOURTH GRADE:</p> <p>T IT LE: Math Engage NY , 2015, AUT HOR: NY SED OT HER RESOURCES: ZEARN, IMAGINE MAT H</p> <p>FIFTH GRADE:</p> <p>T IT LE: Eureka Math, 2015, AUT HOR: Great Minds, August 2017</p> <p>T IT LE: Math Engage NY , 2015, AUT HOR: NY SED OTHER RESOURCES: ZEARN, WWW.BRAINPOP.COM,</p>	Yes	0.00 %
Science	<p>Science Curriculum K-5:</p> <p>Title: California Science Interactive Text</p> <p>Title: California Science Reading and Writing in Science</p> <p>Title: California Science Activity Lab Book</p> <p>Author: Macmillan/McGraw-Hill</p> <p>SBE Adopted November 2019</p>	Yes	0.00 %
History-Social Science	<p>Social Studies Curriculum K-5:</p> <p>Title: Impact California Social Studies Author: McGraw Hill, SBE Approved November 2017.</p> <p>Research Companion: This text serves as the primary source of information and learning to answer the Essential Questions. This is the tool students use to learn the art of research and critical analysis of social studies.</p> <p>Inquiry Journal: An interactive text that begins the inquiry process with an Essential Question and image, intended to inspire thought, wonder and collaboration. Students use the text to also record their learning and cite evidence to prove their opinions.</p>	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/16/2020

## School Facility Conditions and Planned Improvements

PUC Schools takes great efforts to ensure that all schools are clean, 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 Manager 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 Manager 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 Manager 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 Superintendent.

*Last updated: 1/16/2020*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Not applicable.
<b>Interior:</b> Interior Surfaces	Good	Not applicable.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	Established Pest Management Program in place.
<b>Electrical:</b> Electrical	Good	Not applicable.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	Not applicable.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Annual Fire-Life Safety Testing passed in 2019.
<b>Structural:</b> Structural Damage, Roofs	Fair	Roof Maintenance in 2020.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	New Artificial turf play space surfacing installed in 2019.

## Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good
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*Last updated: 1/16/2020*



## 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, 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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	44%	58%	43%	40%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	41%	46%	32%	30%	38.0%	39.0%

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: 12/29/2019*

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	161	161	100.00%		58.39%
Male	76	76	100.00%		61.84%
Female	85	85	100.00%		55.29%
Black or African American	--	--	--		
American Indian or Alaska Native					
Asian					
Filipino	--	--	--		
Hispanic or Latino	154	154	100.00%		57.14%
Native Hawaiian or Pacific Islander					
White	--	--	--		
Two or More Races					
Socioeconomically Disadvantaged	130	130	100.00%		55.38%
English Learners	70	70	100.00%		50.00%
Students with Disabilities	22	22	100.00%		31.82%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--		
Homeless					

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: 12/29/2019*

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	161	161	100.00%		45.96%
Male	76	76	100.00%		53.95%
Female	85	85	100.00%		38.82%
Black or African American	--	--	--		
American Indian or Alaska Native					
Asian					
Filipino	--	--	--		
Hispanic or Latino	154	154	100.00%		44.81%
Native Hawaiian or Pacific Islander					
White	--	--	--		
Two or More Races					
Socioeconomically Disadvantaged	130	130	100.00%		43.08%
English Learners	70	70	100.00%		37.14%
Students with Disabilities	22	22	100.00%		22.73%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--		
Homeless					

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: 12/29/2019*

**CAASPP Test Results in Science for All Students  
Grades Five, Eight and High School  
Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2017–18</b>	<b>School 2018–19</b>	<b>District 2017–18</b>	<b>District 2018–19</b>	<b>State 2017–18</b>	<b>State 2018–19</b>
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

*Last updated: 12/29/2019*

# 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 2018—19)

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
5	34.50%	16.40%	3.60%

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: 1/30/2020*

## 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 for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2019—20)

PUC Community Charter Elementary School believes that parent involvement and engagement translates into increased student growth and achievement. The philosophy of PCCES is to encourage, honor and respect the parent voice. Parent involvement and the inclusion of the parent voice will be ensured in the following manner:

- \* School parent meetings will be held regularly throughout the school year.
- \* Parents will be encouraged to serve on the School Site Advisory Council.
- \* Parents will be consulted and advised regarding the school's educational programs and student progress through meetings and informational bulletins on an ongoing basis.
- \* Parents shall be informed regarding progress of students through student led and parent/teacher/student conferences, monthly progress reports, report cards, evaluations on portfolio projects, and access to PowerSchool.
- \* Parents will be encouraged to provide service to the school in areas that will enhance the educational development of their children.
- \* School Leaders, Teachers and Parents consistently engage in ongoing two – way communication via ClassDojo.
- \* School leaders facilitate regular Coffee with the Principal sessions.

Data from every facet of the school culture, from academic performance to parent and student satisfaction will be gathered and analyzed by all stakeholders on an ongoing basis throughout the school year. Facilitated by the School Leaders, all stakeholders will reflect on the data and revise school programs in order to meet the needs of all students.

### State Priority: Pupil Engagement

*Last updated: 1/30/2020*

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

PCCES was not in existence during 2011-12, 2012-13 and 2013-14 school years.

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.30%	0.30%	0.00%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

*Last updated: 12/29/2019*

## School Safety Plan (School Year 2019—20)

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.

Last updated September 2019.

*Last updated: 1/16/2020*

## 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 (2016—17)

PUC Community Charter Elementary offers 2 core classes per grade level and each class has 3 additional courses (PE, Performing Arts, and Visual Arts) totaling to 8 classes.

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.00		6	
1	27.00		6	
2	26.00		6	
3	26.00		6	
4	25.00		6	
5	22.00		6	
6				
Other**				

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

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

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.00		8	
1	25.00		8	
2	26.00		8	
3	26.00		8	
4	28.00		8	
5	27.00		8	
6				
Other**				

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

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

### Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

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



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

*Last updated: 1/12/2020*

**Ratio of Academic Counselors to Pupils (School Year 2018—19)**

Title	Ratio**
Counselors*	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.

\*\*Average Number of Pupils per Counselor

*Last updated: 1/30/2020*

**Student Support Services Staff (School Year 2018—19)**

PCCES was not in existence during the 2013-14 school year.

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.25
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: 12/28/2019*

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11434.00	\$2172.00	\$9262.00	\$72402.00
District	N/A	N/A	\$8068.00	\$74789.00
Percent Difference – School Site and District	N/A	N/A	14.80%	-3.20%
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	23.40%	-12.10%

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

*Last updated: 1/30/2020*

## Types of Services Funded (Fiscal Year 2018—19)

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

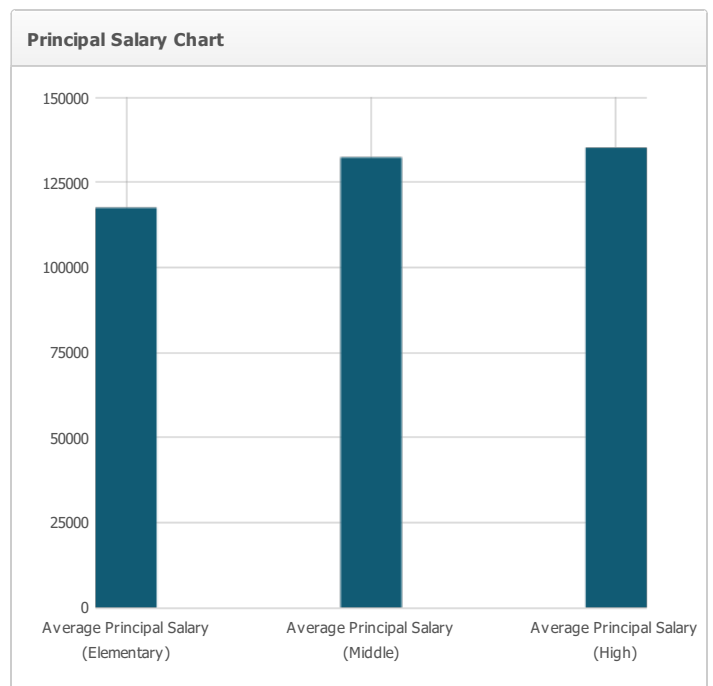
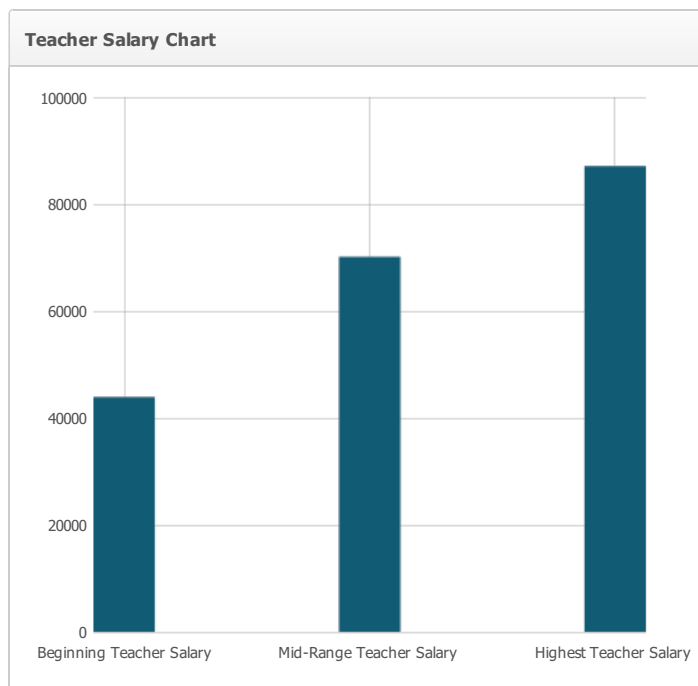
PCCES works hard to ensure that all money spent benefits the students. The school's top priority is to ensure all students have the books and materials they need to learn. It is also essential that the staff receive extensive professional development to understand and implement the latest educational research and develop curriculum and instruction that ensures student success. The school employs one special education resource teachers and two assistants to support not only students with special education Individual Education Programs (IEPs), but all students who have academic challenges. The extended-day program serves half of the school and provides literacy support and homework help. Intervention is provided by the general education teachers and the resource team based on the RTI model during the school day. After school tutor is provided by the general teachers during second semester based on data determined needs. In addition to support academic needs the school focuses on support the "whole child". Students receive PE two times a week for 50 minutes by trained staff. The staff uses a curriculum that develops the students' ability to work in teams, demonstrate sportsmanship, and develop physical fitness. In addition, students receive visual arts instruction for an hour. Students and families with emotional needs are provided services through our counseling program. Families or teachers can request services for students. All new families meet with a counselor prior to school to provide additional support in transitioning to the school.

*Last updated: 1/16/2020*

## Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$48,612
Mid-Range Teacher Salary	\$70,141	\$74,676
Highest Teacher Salary	\$87,085	\$99,791
Average Principal Salary (Elementary)	\$117,494	\$125,830
Average Principal Salary (Middle)	\$132,291	\$131,167
Average Principal Salary (High)	\$135,145	\$144,822
Superintendent Salary	\$350,000	\$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated: 12/29/2019

## Professional Development

PUC CCES breakdown of full and partial PD days is highlighted below.

	2017-18	2018-19	2019-20
FULL DAYS	8	10	5
PARTIAL	50	60	51
TOTAL DAYS	58	70	56

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	58	70	56