

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.



Claudio Estrada, CCMS & Monique Hernandez, CCECHS

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

About Our School

Partnerships to Uplift Communities (PUC) Community Charter Middle School and Community Charter Early College High School were merged in 2014, becoming PUC Community Charter Middle and Early College High School, to facilitate easier transition between the middle and high school programs. PUC Community Charter High School (PUC CCECHS) was founded in 2004 to meet the educational needs of students living in the Northeast San Fernando Valley, with a concentration on the communities of Lakeview Terrace, Sylmar, San Fernando, and Pacoima. PUC CCECHS was founded as an extension of Community Charter Middle School, founded in 1999, as the first PUC school. PUC CCECHS was designed to provide the same high level of educational excellence as PUC CCMS, for students coming from PUC CCMS and students coming from other middle schools alike. At PUC Community Charter Middle School (PUC CCMS) our enthusiastic and energetic staff is skilled at guiding students to become college-ready in academics and skilled in the social arena. These experiences begin with our CSUN week for sixth grade students and culminate with graduation ceremonies on a college site! Students have multiple opportunities to extend learning beyond the classroom through field trips (two per grade level), assemblies, instruction in the fine arts, and student government. Parents are active participants, participating in the School Advisory Council (SAC), attending special events and supporting various fundraisers. Our intervention programs and after school support enrich students' studies and propel them to success. The powerful triad of students, parents, and school provide a positive school environment for all at Community Charter Middle School. Community Charter Early College High School (CCECHS) has a tradition of high expectations and academic achievement, citizenship, and community service. Since PUC CCECHS opened its doors in 2004 and moved to our current site at the PUC Education Complex in 2007, we have focused efforts on creating a community of scholars who are prepared for college success. As part of the PUC family, we hold the commitments of student proficiency, college readiness, and community service as our core principles. PUC CCECHS is proud to be recognized as a California Distinguished School. We are excited to offer academically challenging courses. The Advanced Placement program offers challenges to all students. All seniors participate in Expository Reading Writing Course (ERWC) along with AP Government & Politics, Spanish Literature, Spanish Language, English Language and Composition, Biology, Environmental Science, U.S. History, European History and Statistics round out the AP offerings at the school. Our focus is to increase the academic rigor our students must achieve to gain admission to the colleges of their choice. Our arts program continues to thrive. Students participate in Art, Music and Dance – earning awards throughout the year. Our Visual Arts and Performing Arts Department organize two family events throughout the school year to showcase our students' many talents and continues to provide a balance of opportunity and development. PUC CCECHS is pleased to receive outstanding support of our parents and community. This involvement ensures that a balanced program is provided to all students. We continue to support and challenge our athletes as we provide a variety of CIF sports. The main goal of the school is to prepare students for their future academic endeavors by providing the highest possible level of instruction that will foster student success and achievement.

Contact

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

Phone: 818-485-0951

Email: c.rivas@pucschools.org

About This School

Contact Information (School Year 2019—20)

We will notify the parents that for the 2013-14 SARC PUC Community Charter Middle School and PUC Community Charter Early College High School will be reported separately. For the 2014-15 SARC report they will be reported as one school.

District Contact Information (School Year 2019—20)	
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 2019—20)	
School Name	PUC Community Charter Middle and PUC Community Charter Early College High
Street	11500 Eldridge Ave.
City, State, Zip	Lake View Terrace, Ca, 91342-6522
Phone Number	818-485-0951
Principal	Claudio Estrada, CCMS & Monique Hernandez, CCECHS
Email Address	c.rivas@pucschools.org
Website	http://pucschools.org
County-District-School (CDS) Code	19647336116750

Last updated: 12/27/2019

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

School's Mission and Vision

The vision and mission for PUC Schools 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.

The mission of PUC Schools is to develop and manage high-quality charter schools in densely populated urban communities with overcrowded and low achieving schools. We create school programs and cultures that result in college graduation for all students. We uplift and revitalize communities through the development of educational and other supportive partnerships. PUC Community Charter Middle and Early College High School operates on an early college model, and has developed successful partnerships with California State University- Northridge, Mission College, and other institutions, allowing all students to take college classes during their time at the school. The Early College model is designed to graduate students with significant college experience and credits, who are fully ready to succeed in a 4-year college or university. Some students graduate from us with enough college credits to earn an Associate of Arts or Science degree, along with their high school diploma. The educational program at PUC Community Charter is recognized for its high quality and sound results, resulting in both the high school and middle school being named California Distinguished Schools. PUC Schools uses an educational model based on high expectations for all students, highly qualified teachers and principals, and parents as partners. The school operates on a traditional August-June academic calendar. PUC Community Charter Class of 2019 seniors will be our school's tenth graduating class. PUC Community Charter Middle and Early College High School is located in Lakeview Terrace, on 37,500 square foot campus of the PUC Education Complex, and shares space with PUC Community Charter Middle School, creating a common culture across the two schools that eases the transition from middle to high school. In our 16th year of operation, we are eager to highlight our successes to date, transparently call attention to our challenges, and discuss ways in which we aim to continuously improve.

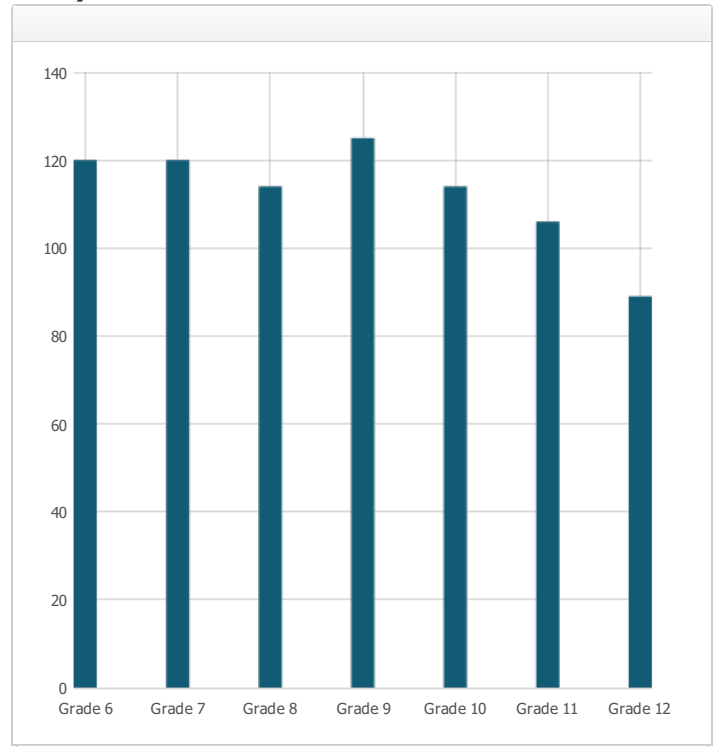
We believe it is our responsibility to identify the strengths and talents of every child and to support his/her individual development. We believe in empowering students to embrace the power of scholarship, leadership, and citizenship. We believe the arts are an integral part of the human experience and that our students must be able to experience and express their ideas, emotions, and perspectives through the arts. We believe that parents and community members are a key part of our educational model. We believe in the power of finding one's passion and work to create an experience rich in the arts, athletics, world language, and technology. We believe that children learn rigorous material and critical skills best when given the opportunity to engage in meaningful, interdisciplinary projects with opportunities to integrate art and technology. We believe in the whole child approach to secondary school experience and thus provide a council

2018-19 SARC - PUC Community Charter Middle and PUC Community Charter Early College High
advisory program to address the social-emotional needs of each student. We believe in empowering our students to become change agents within their
community. "Our mission is to ensure every student graduates high school prepared for college success."

Last updated: 12/27/2019

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

Grade Level	Number of Students
Grade 6	120
Grade 7	120
Grade 8	114
Grade 9	125
Grade 10	114
Grade 11	106
Grade 12	89
Total Enrollment	788



Last updated: 12/27/2019

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

Student Group	Percent of Total Enrollment
Black or African American	2.50 %
American Indian or Alaska Native	0.30 %
Asian	0.50 %
Filipino	1.30 %
Hispanic or Latino	93.00 %
Native Hawaiian or Pacific Islander	%
White	0.80 %
Two or More Races	0.10 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	78.80 %
English Learners	7.60 %
Students with Disabilities	16.90 %
Foster Youth	0.10 %
Homeless	0.10 %

A. Conditions of Learning

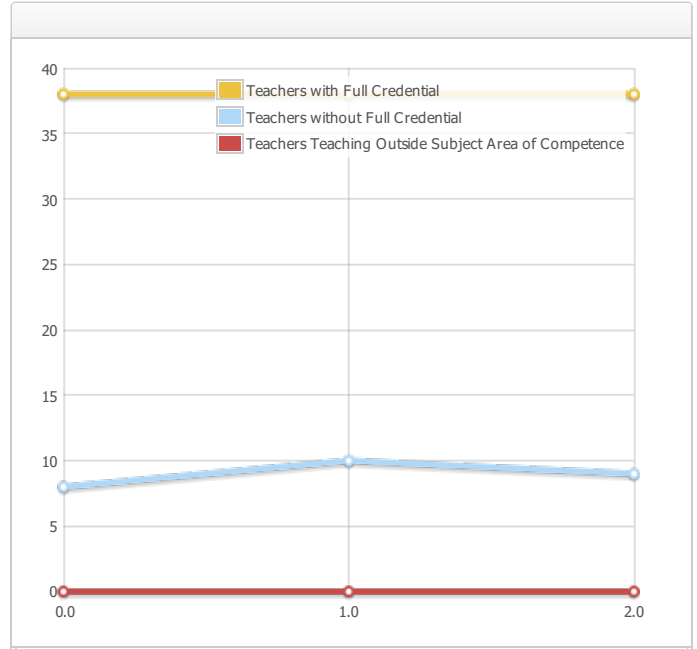
State Priority: Basic

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

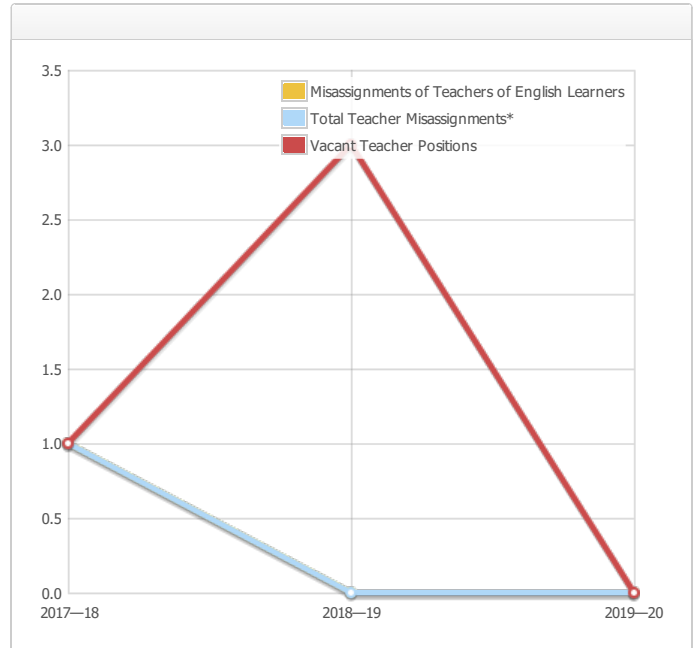
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	38	38	38	21054
Without Full Credential	8	10	9	783
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1103



Last updated: 1/30/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	1	3	0



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 data-bbox="719 387 775 409">CCMS:</p> <p data-bbox="268 434 1225 510">At CCMS utilize a variety of grade-level appropriate text and create the foundation to our teacher created curriculum under the direct partnership of our assistant principal of academics to ensure it high level in rigor and common state standards aligned and college career ready.</p> <p data-bbox="711 533 783 555">CCECHS:</p> <p data-bbox="651 577 842 600">Reading/Language Arts</p> <p data-bbox="300 602 1193 651">Literature varies by grade level and unit of study. No textbooks for Reading/Language Arts. The school uses fiction/non-fiction standards aligned text sets in addition to a variety of anchor novels.</p> <p data-bbox="703 701 786 723">9th Grade</p> <p data-bbox="619 725 871 748">CSU ERWC 9th grade Modules.</p> <p data-bbox="651 750 839 772">Date of Adoption: 2018</p> <p data-bbox="571 797 919 819">Alchemist, Cohelo. Date of Adoption: 2018</p> <p data-bbox="539 844 951 866">To Kill A Mockingbird, Lee. Date of Adoption: 2018</p> <p data-bbox="539 891 951 913">Lord of the Flies, Golding. Date of Adoption: 2010</p> <p data-bbox="515 938 983 960">Romeo and Juliet, Shakespeare. Date of Adoption: 2010</p> <p data-bbox="531 983 967 1005">Raisin in the Sun, Hansberry. Date of Adoption: 2017</p> <p data-bbox="531 1028 967 1050">Catcher in the Rye, Salinger. Date of Adoption: 2017</p> <p data-bbox="579 1072 919 1095">Fences, Wilson. Date of Adoption: 2017</p> <p data-bbox="699 1117 791 1140">10th Grade</p> <p data-bbox="515 1142 983 1164">CSU ERWC 10th grade Modules. Date of Adoption: 2018</p> <p data-bbox="539 1187 951 1209">Fahrenheit 451, Bradbury. Date of Adoption: 2010</p> <p data-bbox="507 1232 983 1254">Merchant of Venice, Shakespeare. Date of Adoption: 2010</p> <p data-bbox="555 1276 935 1299">Othello, Shakespeare. Date of Adoption: 2010</p> <p data-bbox="555 1321 935 1344">Antigone, Sophocles. Date of Adoption: 2018</p> <p data-bbox="419 1366 1078 1388">The Absolute True Diary of a Part Time Indian, Alexie. Date of Adoption: 2020</p> <p data-bbox="699 1411 791 1433">11th Grade</p> <p data-bbox="515 1435 983 1458">CSU ERWC 11th grade Modules. Date of Adoption: 2018</p> <p data-bbox="531 1480 967 1503">The Great Gatsby, Fitzgerald. Date of Adoption: 2010</p> <p data-bbox="475 1525 1023 1547">Their Eyes Were Watching God, Hurston. Date of Adoption: 2010</p> <p data-bbox="571 1570 927 1592">Beloved, Morrison. Date of Adoption: 2010</p> <p data-bbox="531 1615 967 1637">Death of a Salesman, Miller. Date of Adoption: 2010</p> <p data-bbox="515 1659 983 1682">Freakonomics, Levitt & Dubner. Date of Adoption: 2019</p> <p data-bbox="523 1704 975 1727">Nickel and Dime, Ehrenreich. Date of Adoption: 2019</p> <p data-bbox="507 1749 991 1771">Thank You For Arguing, Heinrichs. Date of Adoption: 2018</p> <p data-bbox="699 1794 791 1816">12th Grade</p> <p data-bbox="288 1818 1209 1883">12th Grade Reading/Language Arts follows the full CSU Expository Reading and Writing Framework (ERWC). Full length texts incorporated into the ERWC curriculum are as follows:</p> <p data-bbox="547 1883 951 1906">Into The Wild, Krauker. Date of Adoption: 2018</p> <p data-bbox="539 1928 959 1951">Brave New World, Huxley. Date of Adoption: 2018</p> <p data-bbox="587 1973 911 1995">1984, Orwell. Date of Adoption: 2018</p> <p data-bbox="523 2018 975 2040">Hamlet, William Shakespeare. Date of Adoption: 2010</p>	Yes	0.00 %

Mathematics	<p>CCMS:</p> <p>At CCMS utilize a variety of grade-level appropriate text and create the foundation to our teacher created curriculum under the direct partnership of our assistant principal of academics to ensure it high level in rigor and common state standards aligned and college career ready. We are currently using Eureka Math and Imagine Math to extend the learning at home.</p> <p>CCECHS:</p> <p>EngageNY.org of the New York State Education Department. Algebra I. Adoption: 2019</p> <p>EngageNY.org of the New York State Education Department. Geometry. Adoption: 2019</p> <p>Carnegie Learning, Course 2, Integrated II, Adoption: 2014</p> <p>Carnegie Learning, Course 3, Integrated II, Adoption: 2014</p> <p>PreCalculus, Pre-Calculus, Adoption: 2009</p> <p>Calculus, Pearson, Adoption: 2018</p> <p>Statistical Reasoning in Sports. Tabor & Franklin, Adoption: 2018</p> <p>Statistics Through Application, Freeman, Adoption: 2018</p>	Yes 0.00 %
Science	<p>CCMS:</p> <p>At CCMS utilize a variety of grade-level appropriate text and create the foundation to our teacher created curriculum under the direct partnership of our assistant principal of academics to ensure it high level in rigor and common state standards and NGSSS aligned and college career ready.</p> <p>CCEHS:</p> <p>Biology, Subject: Biology 2006, Adoption: 2016</p> <p>Prentice Hall Chemistry, Subject: Chemistry, 2007, Adoption: 2016</p> <p>NGSS Aligned Units of Study. https://www.californiaeei.org/curriculum/science-units/ Adoption: 2016</p>	Yes 0.00 %
History-Social Science	<p>CCMS:</p> <p>At CCMS utilize a variety of grade-level appropriate text and create the foundation to our teacher created curriculum under the direct partnership of our assistant principal of academics to ensure it high level in rigor and common state standards aligned and college career ready. We are currently using History Alive to extend the learning at home.</p> <p>CCECHS:</p> <p>The Cultural Landscape, Rubenstein Adoption: 2019.</p> <p>World History: Modern Times, Glencoe McGraw Hill, Adoption: 2015</p> <p>Western Civilization, Spielvogel Adoption: 2016</p> <p>Call to Freedom: 1865 to Present, Stuck, Adoption: 2016</p> <p>The American Pageant, Kennedy, Adoption: 2016</p> <p>AMSCO United States Govt & Politics, Wolford Adoption: 2019.</p>	Yes 0.00 %
Foreign Language	<p>CCECHS:</p> <p>Title: Nuevas Vistas Uno Spanish 1, Adoption: 2003.</p> <p>Title: En Espanol 1 Spanish 1 Adoption: 2000</p> <p>Title: En Espanol 2 Spanish 2 Adoption: 2000</p>	No 0.00 %
Health	<p>CCECHS:</p> <p>Peer Health Exchange, Adoption 2015</p>	Yes 0.00 %
Visual and Performing Arts	<p>CCMS & CCECHS:</p> <p>We believe arts education serves as the building blocks of every child's development and is integral to every learner's creative exploration of the world. At the middle and high school level, our students are given an array of experiences to the arts with opportunities to concrete and refine their skill in advance or AP VAPA coursework with the extension to extend their learning at the local community college.</p>	0.0 %

Science Lab Eqpmt (Grades 9- 12)	N/A	N/A	0.0 %
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Note: Cells with N/A values do not require data.

Last updated: 1/18/2020

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Not applicable.
Interior: Interior Surfaces	Good	Not applicable.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Established Pest Management Program in place.
Electrical: Electrical	Good	L.E.D. lighting upgrade installed in 2019.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Filtered drinking fountain installed in 2019.
Safety: Fire Safety, Hazardous Materials	Good	Annual Fire-Life Safety Testing passed in 2019.
Structural: Structural Damage, Roofs	Good	Not applicable.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	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	Exemplary
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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)	43%	54%	43%	40%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	38%	42%	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	457	452	98.91%	1.09%	53.98%
Male	236	234	99.15%	0.85%	46.58%
Female	221	218	98.64%	1.36%	61.93%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	428	424	99.07%	0.93%	53.30%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	381	377	98.95%	1.05%	51.99%
English Learners	132	130	98.48%	1.52%	33.85%
Students with Disabilities	69	68	98.55%	1.45%	22.06%
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: 12/30/2019

**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	457	453	99.12%	0.88%	41.72%
Male	236	234	99.15%	0.85%	41.45%
Female	221	219	99.10%	0.90%	42.01%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	428	424	99.07%	0.93%	41.51%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	381	378	99.21%	0.79%	41.53%
English Learners	132	130	98.48%	1.52%	26.92%
Students with Disabilities	69	68	98.55%	1.45%	13.24%
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: 12/30/2019

**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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
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

Career Technical Education (CTE) Programs (School Year 2018—19)

Not Applicable. PUC Community Charter Middle and PUC Community Charter Early College High does not offer CTE programming.

Last updated: 1/14/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Not Applicable. PUC Community Charter Middle and PUC Community Charter Early College High does not offer CTE programming.

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

Last updated: 1/14/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	55.08%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	94.06%

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
7	17.80%	16.90%	16.10%
9	27.10%	14.40%	20.30%

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)

Parents have the opportunity to participate in a variety of councils and clubs at PUC CCMS and PUC CCECHS. Opportunities for involvement include the School Advisory Council and Parent Association, which monitor and support all aspects of the school. Other opportunities include parents support for music, dance, and sports, where parents participate in planning, set-up and production of many events that their scholars are involved with. Parents are invited to monthly "Coffee with Principal," a casual meeting to share concerns, ideas, and new initiatives at the school. Additionally, PUC CCMS and PUC CCECHS host a minimum of 8 monthly family nights that include Back to School Night, Data Nights, Student-Led Conferences, Parent-Teacher Conferences, and more. Other opportunities at CCMS 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 (818) 485-0933 (CCMS) or (818) 485-0951 (CCECHS).

State Priority: Pupil Engagement

Last updated: 1/14/2020

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

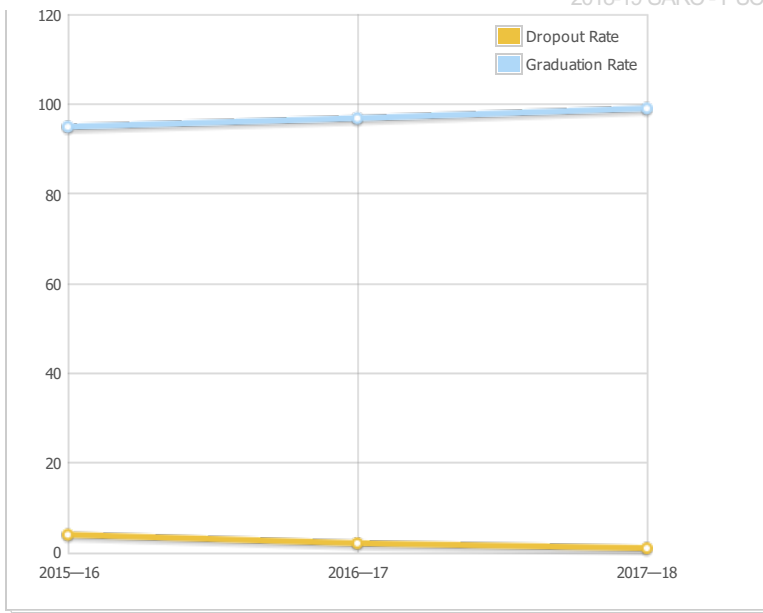
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	4.00%	13.70%	9.70%
Graduation Rate	94.90%	77.30%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	2.10%	1.00%	10.80%	11.30%	9.10%	9.60%
Graduation Rate	96.80%	99.00%	79.70%	96.00%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 12/30/2019

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

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	1.10%	1.60%	0.50%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	0.40%	0.10%	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)

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	32.00		32	2
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				
1				
2				
3				
4				
5				
6	32.00		32	2
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				
1				
2				
3				
4				
5				
6	32.00		36	2
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 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	10	25	
Mathematics	24.00	7	29	
Science	27.00	4	23	
Social Science	26.00	6	17	

* 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 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	17	19	
Mathematics	23.00	17	17	1
Science	26.00	6	21	1
Social Science	26.00	4	18	1

* 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—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	17	27	
Mathematics	22.00	19	17	
Science	24.00	9	20	
Social Science	25.00	8	14	1

* 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: 12/29/2019

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

Title	Ratio**
Counselors*	394.00

*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.

**Average Number of Pupils per Counselor

Last updated: 1/18/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.00
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: 12/28/2019

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

Note: CCMS and CCECHS were not merged in 2013-2014. However, the numbers provided were derived from adding CCMS and CCECHS totals in each category and then dividing by 2 to obtain an average.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$18257.00	\$3652.00	\$14605.00	\$74734.00
District	N/A	N/A	\$8068.00	\$74789.00
Percent Difference – School Site and District	N/A	N/A	81.00%	-0.10%
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	94.60%	-9.30%

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

Last updated: 1/30/2020

Types of Services Funded (Fiscal Year 2018–19)

PUC Community Charter Middle School and PUC Community Charter Early College High School provide programs and supplemental services funded through Title 1, ELAP, EIA and the LEA's general fund in the form of a Block grant. Funding was used to 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.

CCMS and CCECHS offer Achieve 3000, a computer-based individualized program that supports English Language Arts instruction. Our afterschool program enjoys support from After School Education and Safety (ASES) and Think Together tutors, who are college students that provide afterschool activities and academic support for students enrolled in the program. Activities include clubs and sports, such as football, volleyball, soccer, basketball, and students-run LA. The daily homework club subscribes all afterschool students where work is completed and staff enrich classroom learning. Additionally, our school developed a tutoring program, identifying students with specific needs and offering tutoring in small groups.

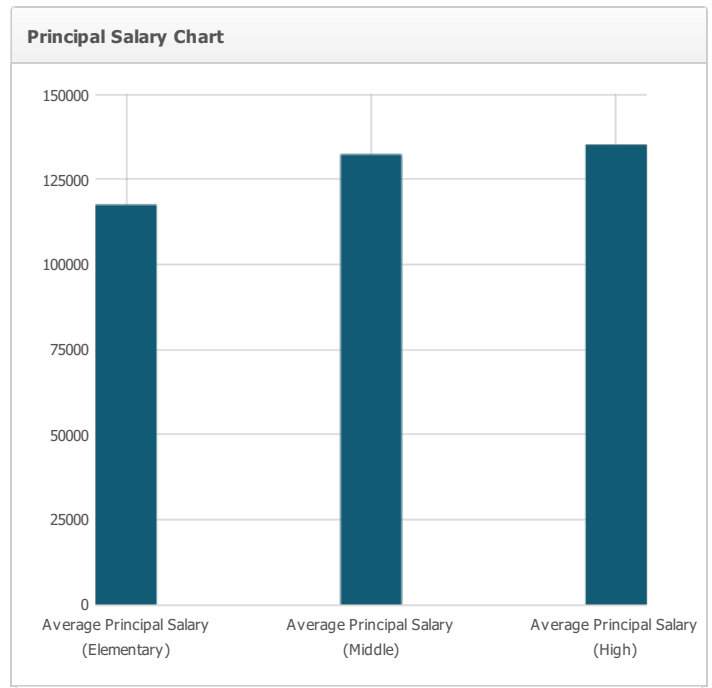
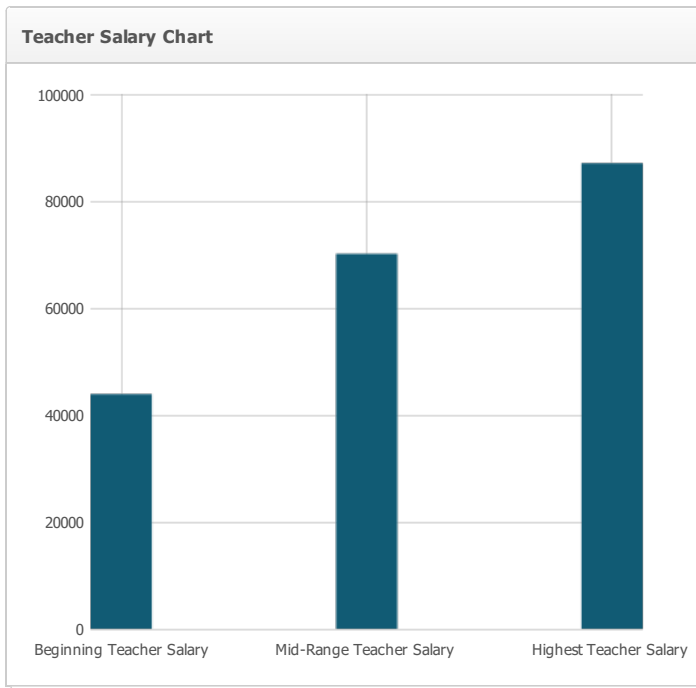
At PUC CCECHS, the Peer College Scholars program, run by the senior class counselor, provides community service from a select team of seniors to underclassmen peers. The goal of this program is to allow students to lead their peers to the best choices. Students serve as academic role models and assist underclassmen in preparing academically for college readiness. Our afterschool program also includes various student activities, academic enrichment, and tutoring for students.

Last updated: 1/14/2020

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

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	3	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	2	N/A
All Courses	8	18.20%

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

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

Last updated: 12/29/2019

Professional Development

PUC CCMS & PUC CCECHS breakdown of full and partial PD days is highlighted below. We used the highest number between the two schools.

	2017-18	2018-19	2019-20
FULL DAYS	MS-10/HS-10	MS-10/HS-10	MS-5/HS-5
PARTIAL	MS-40/HS-46	MS-49/HS-46	MS-53/HS-49
TOTAL DAYS	56	59	58

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	56	59	58