

# PUC Nueva Esperanza Charter Academy

## 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.



### Monica Wagner, Principal

Principal, PUC Nueva Esperanza Charter Academy

#### About Our School

This year provides yet another opportunity for PUC Nueva Esperanza Charter Academy (PUC) 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.

#### Contact

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

*Phone: 818-256-1951  
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 Nueva Esperanza Charter Academy
<b>Street</b>	1218 North Fourth St.
<b>City, State, Zip</b>	San Fernando, Ca, 91340-2314
<b>Phone Number</b>	818-256-1951
<b>Principal</b>	Monica Wagner, 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>	19647330133280

*Last updated: 12/28/2019*

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

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.

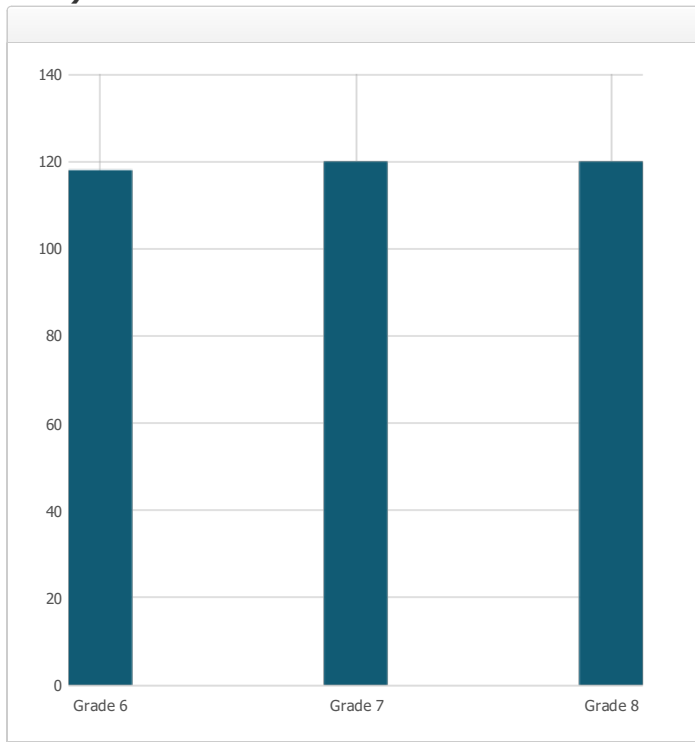
PUC NECA is situated in an urban area within the Northeast San Fernando Valley on the outskirts of Los Angeles County. The San Fernando area is characterized with low-achieving schools and with average English and Math scores in Orange on the California Dashboard. In the school community the bulk of our parents are first-generation immigrants and twenty-two percent of our parents within the school community reported not having finished high school. Ninety-eight percent 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 0.3 percent American Indian or Alaskan Native and 0.8 percent 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 will 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.

*Last updated: 12/29/2019*

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

Grade Level	Number of Students
Grade 6	118
Grade 7	120
Grade 8	120
<b>Total Enrollment</b>	<b>358</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	0.00 %
American Indian or Alaska Native	0.30 %
Asian	0.00 %
Filipino	0.00 %
Hispanic or Latino	98.00 %
Native Hawaiian or Pacific Islander	0.00 %
White	0.80 %
Two or More Races	0.00 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	80.20 %
English Learners	13.70 %
Students with Disabilities	12.30 %
Foster Youth	0.30 %
Homeless	0.00 %

# A. Conditions of Learning

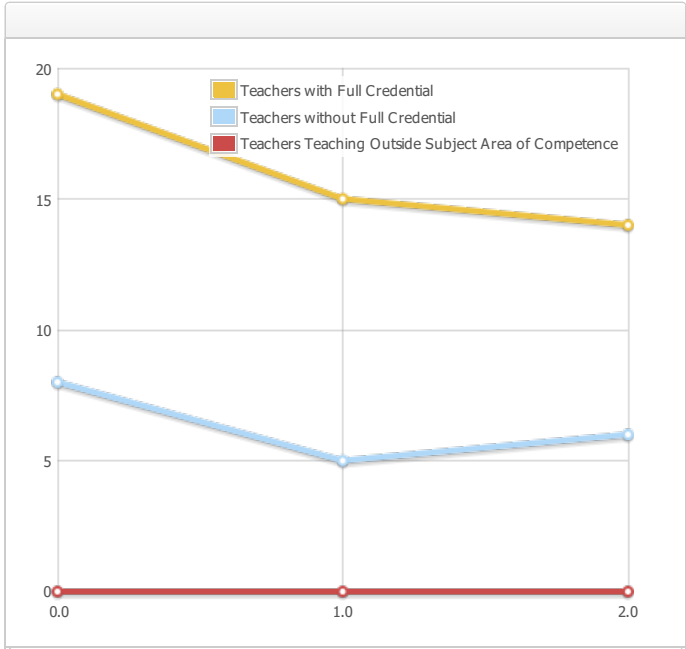
## State Priority: Basic

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

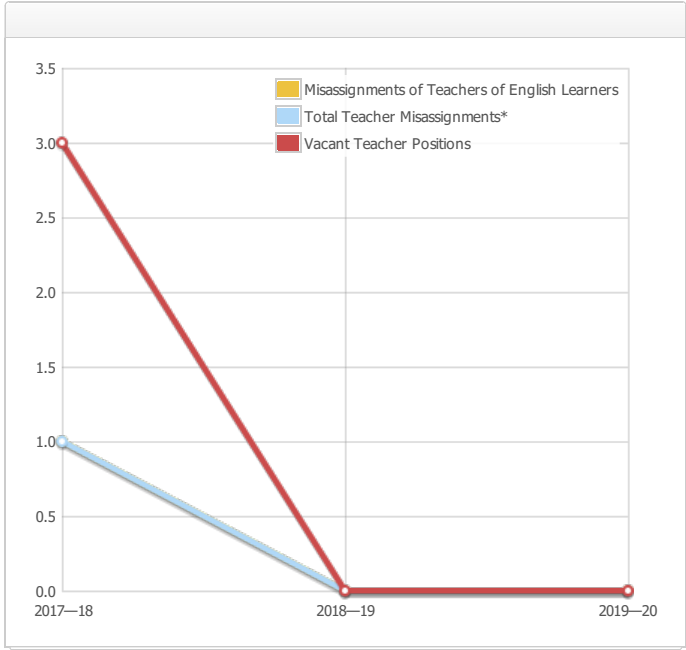
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	19	15	14	21054
Without Full Credential	8	5	6	783
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1103



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	3	0	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

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	We provide a variety of resources for our students. While we do not have specific textbooks used in each content, teachers use vetted curriculum both online and print for each subject area with our English department incorporating different novels at each grade level as well. We also use supporting programs such as iReady and NWEA MAP to collect data at regular intervals to monitor student progress.  iReady Engage New York Independent reading books (class sets) Lightning Thief-Rick Riordan Esperanza Rising- Pam Munoz Ryan Of Mice and Men- John Steinbeck	No	0.00 %
Mathematics	SUBJECT: 6th grade Math SOFTWARE: Eureka 2017  SUBJECT: 7th grade Math SOFTWARE: Eureka 2017  SUBJECT: 8th grade Math SOFTWARE: Eureka 2017  ADDITIONAL SOFTWARE: Imagine Math	Yes	0.00 %
Science	Grades 6-8 Title: Amplify Science, Author: Amplify Education	Yes	0.00 %
History-Social Science	Subject: History, Title: History Alive, The United States Through Industrialization, Date of Adoption: 2011 Subject: History, Title: History Alive: The Medieval World and Beyond, Date of Adoption: 2011- 2012 Subject: History, Title: History Alive: Ancient Civilizations, Date of Adoption: 2011-2012	No	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: 1/30/2020

## 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	Not applicable.

## 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)	33.0%	35.0%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	15.0%	19.0%	32.0%	34.0%	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: 12/30/2019*

**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	355	354	99.72%	0.28%	34.75%
Male	198	198	100.00%	0.00%	27.27%
Female	157	156	99.36%	0.64%	44.23%
Black or African American					
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino					
Hispanic or Latino	348	347	99.71%	0.29%	34.87%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	288	287	99.65%	0.35%	32.75%
English Learners	145	144	99.31%	0.69%	18.75%
Students with Disabilities	42	41	97.62%	2.38%	9.76%
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	355	354	99.72%	0.28%	18.93%
Male	198	198	100.00%	0.00%	18.18%
Female	157	156	99.36%	0.64%	19.87%
Black or African American					
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino					
Hispanic or Latino	348	347	99.71%	0.29%	19.02%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	288	287	99.65%	0.35%	18.12%
English Learners	145	144	99.31%	0.69%	9.72%
Students with Disabilities	42	41	97.62%	2.38%	4.88%
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**

<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: 12/30/2019*

# 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
7	25.40%	17.80%	11.90%

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)

At NECA we provide parents with many opportunities to become involved. Each month, we have a Family night meeting where teachers 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 Advisory Council and our English Learner Advisory Committee, which provides the school with direction and support. This Council provides advice and recommendations on the direction of the school. It also provides parents with a deeper insight into the inner workings of the NECA. Finally, parents are invited to shadow their children during their classes. 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

*Last updated: 1/15/2020*

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

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	2.10%	2.60%	1.10%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.30%	0.30%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

*Last updated: 12/30/2019*

## 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	30.00		28	
Other**				

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

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

### Average Class Size and Class Size Distribution (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	31.00		24	
Other**				

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

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

### Average Class Size and Class Size Distribution (Elementary) School Year (2018—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	30.00		36	
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)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-22</b>	<b>Number of Classes * 23-32</b>	<b>Number of Classes * 33+</b>
English	23.00	3	6	
Mathematics	23.00	7	9	
Science	28.00	1	11	
Social Science	26.00	2	9	

\* 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)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-22</b>	<b>Number of Classes * 23-32</b>	<b>Number of Classes * 33+</b>
English	24.00	9	13	
Mathematics	24.00	12	10	
Science	25.00	8	9	
Social Science	27.00	4	9	

\* 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)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-22</b>	<b>Number of Classes * 23-32</b>	<b>Number of Classes * 33+</b>
English	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.

*Last updated: 12/30/2019*



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

Title	Ratio**
Counselors*	358.00

\*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: 1/30/2020*

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

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
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)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11430.00	\$2286.00	\$9144.00	\$67538.00
District	N/A	N/A	\$8068.00	\$74789.00
Percent Difference – School Site and District	N/A	N/A	13.30%	-9.70%
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	21.80%	-18.00%

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

*Last updated: 1/30/2020*

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

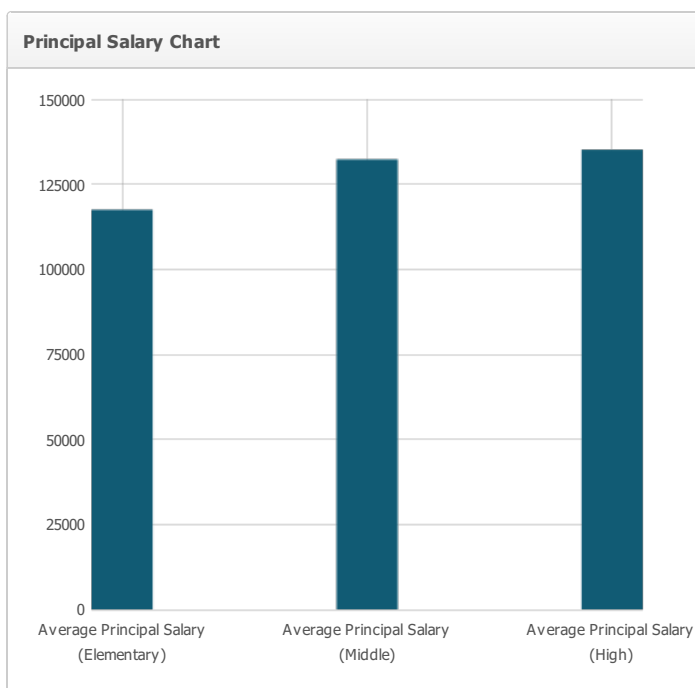
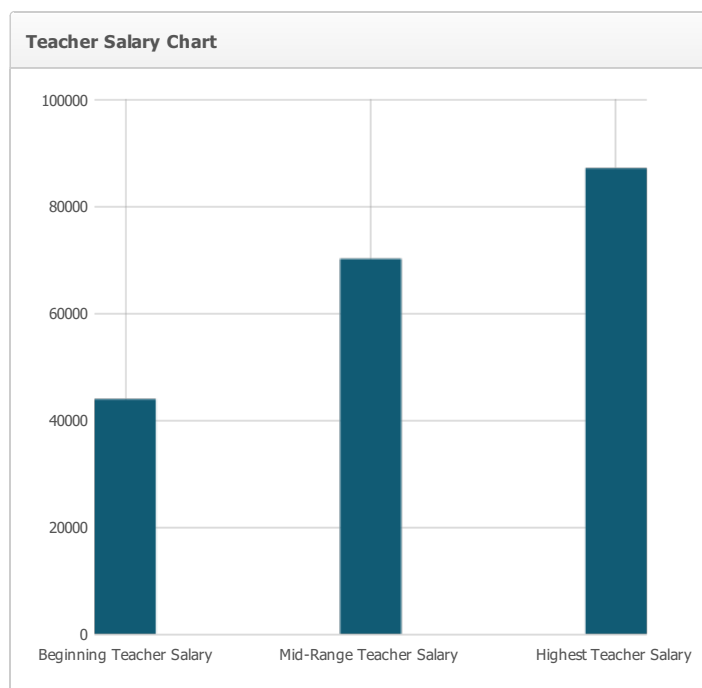
Our program provides students with a full academic and arts curriculum. While at NECA, all of our students not only receive instruction in English, Math, History and Science, but they also have the Arts as part of their core curriculum. 6th graders receive all 4 arts courses - Visual Arts, Music, Dance, and Drama. 7th graders receive Dance and Drama as part of their core courses of study. 8th graders receive Visual Arts and Music as part of their core courses of study and 9th graders are offered Drama as an elective. Students whose first language is not English are provided with a protected daily block of English Language Instruction. IREADY ELA and Math intervene at each student's individual level and is provided to students 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. Throughout the year we offer Volleyball, Football, Basketball, Soccer and Cheer. We also offer enrichment clubs such as the school newspaper, cooking club and the college club, science club, and beat making. Each year our club offerings are reviewed and changed according to student interest and need.

*Last updated: 1/15/2020*

### 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: 12/30/2019

### Professional Development

PUC NECA breakdown is as follows:

2017-18 2018-19 2019-20  
 FULL DAYS 9 10 5  
 PARTIAL 47 49 51  
 TOTAL DAYS 56 59 56

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