PUC Community Charter Middle y PUC Community Charter Early College High

Informe de responsabilidad local Escolar 2020–2021
Reportado utilizando datos del año escolar 2020–2021
Departamento de Educación de California

Principal: Concepción Rivas, Superintendente

Phone: (818) 485-4561

Grade Span: 6 - 12

Charter Schools: Yes

Dirección: 10930 Sherman Way
Lake Fran Tevis, CA 91342-6922

Sitio web: www.pucla.org

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Tablero de la escuela de California

El Panel Escolar de California (Tablero) (http://www.caschooldashboard.org/) refleja el nuevo sistema de rendición de cuentas y mejora continua de California y contiene información sobre cómo las escuelas y los distritos están haciendo frente a las prioridades de rendición de cuentas del estado. El Tablero muestra el rendimiento de los estudiantes en indicadores de apoyo y consideración de un conjunto de medidas estatales y locales para ayudar a identificar fortalezas, desafíos y áreas que necesitan mejorar.

Acerca de esta escuela

Concepción Rivas, Superintendente

Mission Preparation Today, Success Tomorrow Charter Early College High

Vision To be a Leader

SCHOOL DESCRIPTION

Descubriendo Promesas Charter Middle School and Community Charter Early College High School were merged in 2020 to form PUC Community Charter Middle and Early College High School. It facilitates weaker transition between the middle and high school experiences. Descubriendo Promesas Charter Middle School was a dual language school with a focus on the arts and Community Charter Early College High School was a college preparatory school with a focus on Science, Technology, Engineering, Science, Technology, and Math.

PUC CCEHS was founded as an extension of Community Charter Middle School, founded in 1999, as the first PUC school. PUC CCEHS was established in response to the need for a college preparatory school in the Pacoima area. PUC CCEHS is a college preparatory school that offers college credits and units. The Early College Middle School (PUC CCEHS) has an unblemished record of success and engages staff in deeper guiding questions to become college ready in academics and skilled in the social arena. These experiences begin with our CSUB week for sixth grade students and continue through our partnership with CSUN for our 12th grade students. Our students are provided with a rigorous curriculum that focuses on the development of long-term learners. We engage deep research projects in class respecting conceptions. As the time our students finish middle school, they already have skilled in local, private and UC university campus. Therefore when they enter high school they meet with their counselor to plan their course of study for their college and career.

Our students are provided with a rigorous curriculum that focuses on the development of long-term learners. We engage deep research projects, interaction in the performance and visual arts, and student government. Parents are active participants, participating in the School Advisory Council (SAC) and English Learner Advisory Committee (ELAC) and are provided with a variety of opportunities to participate in their children's education. Our students are provided with a rigorous curriculum that focuses on the development of long-term learners. We engage deep research projects in class respecting conceptions. As the time our students finish middle school, they already have skilled in local, private and UC university campus. Therefore when they enter high school they meet with their counselor to plan their course of study for their college and career.

PUC CCEHS and CCEHS is pleased to receive outstanding support from our parents and community. This involvement ensures that it demonstrates a commitment to the effectiveness of our instruction in support and continuous improvement. Our students are provided with a rigorous curriculum that focuses on the development of long-term learners. We engage deep research projects in class respecting conceptions. As part of the PUC family, we build the commitment of our students to become college ready and skilled in the social arena. These experiences begin with our CSUB week for sixth grade students and continue through our partnership with CSUN for our 12th grade students.

At the high school we are excited to offer academically challenging courses. The balanced Placement program offers challenges to all students. Our focus is to increase the number of students who are college ready and skilled in the social arena. Our students are provided with a rigorous curriculum that offers the dual enrollment program through our partnership with LA Mission College. This allow our students to take various college course prior to graduation from our school.

Our students are provided with a rigorous curriculum that focuses on the development of long-term learners. We engage deep research projects in class. Dance team members TODAY and CCEHS with high quality and energetic performances throughout the area and in competitions.

Our students are provided with a rigorous curriculum that focuses on the development of long-term learners. Our students are provided with a rigorous curriculum that focuses on the development of long-term learners. Our collective focus is to increase the academic rigor our students must achieve to gain admission into the University of California and the California State University systems. Our students are provided with a rigorous curriculum that focuses on the development of long-term learners. Our partnership with the Department of Justice has provided our students with a rigorous curriculum that focuses on the development of long-term learners. Our students are provided with a rigorous curriculum that focuses on the development of long-term learners.

PUC CCEHS and CCEHS is pleased to receive outstanding support from our parents and community. This involvement ensures that it demonstrates a commitment to the effectiveness of our instruction in support and continuous improvement. Our students are provided with a rigorous curriculum that focuses on the development of long-term learners. Our students are provided with a rigorous curriculum that focuses on the development of long-term learners. Our students are provided with a rigorous curriculum that focuses on the development of long-term learners.

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Contact Information (School Year 2021–2022)

District Contact Information (School Year 2021–2022)	
District Name	Los Angeles Unified School District
Phone Number	(213) 241-5350
Superintendent	Nelly Rosas
Email Address	nelyan.rosas@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2021–2022)	
School Name	PUC Community Charter Middle y PUC Community Charter Early College High
Street	10930 Sherman Way
City, State, Zip	Lake Fran Tevis, CA 91342-6922
Phone Number	(818) 485-4561
Principal	Concepción Rivas, Superintendente
Email Address	c.rivas@pucla.org
Website	https://www.pucla.org/
County-District-School (CDS) Code	19647336078782

Last updated: 2/23/22

School Description and Mission Statement (School Year 2021–2022)

The mission of PUC Schools is to develop students to be college ready, skilled in the social arena, responsible citizens who understand and are achieving schools. We create school programs and cultures that result in college graduates for all students. We uphold and maintain continuous improvement in our schools and our students' academic achievement.

PUC Schools is a network of public charter schools that collaborate with each other, and the larger community, to ensure that our students are prepared for success in college and beyond. Our students are prepared for success in college and beyond. We collaborate with California State University- Northridge, Mount Gilliam, and other institutions, allowing all students to take college classes during their time at our schools. Our students are provided with a rigorous curriculum that focuses on the development of long-term learners. Our students are provided with a college or university education, including a graduate from our 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 results, resulting in both the high school and middle school being recognized as Distinguished Schools by the California Department of Education.

PUC Schools uses an educational model based on high expectations for all students, highly qualified teachers and principals, and parents as partners in their children's education. Our students are provided with a rigorous curriculum that focuses on the development of long-term learners. Our students are provided with a rigorous curriculum that focuses on the development of long-term learners. Our students are provided with a rigorous curriculum that focuses on the development of long-term learners. Our students are provided with a rigorous curriculum that focuses on the development of long-term learners. Our students are provided with a rigorous curriculum that focuses on the development of long-term learners. Our students are provided with a rigorous curriculum that focuses on the development of long-term learners. Our students are provided with a rigorous curriculum that focuses on the development of long-term learners.

In the 21st year of operation, our goal is to highlight our successes to date, and consistently call attention to our challenges, and discuss ways in which we aim to continuously improve.

Our students are provided with a rigorous curriculum that focuses on the development of long-term learners.

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 cooperation between the home and school and that parents are our partners in the education process. We believe that our students have the experience and feel our students must be able to experience and express their ideas, sensations, and perspectives through the arts. We believe that our students are provided with a rigorous curriculum that focuses on the development of long-term learners.

Students in the power of thinking and creativity, who are able to connect experiences in the arts, athletics, world languages, and technology. We believe that children learn rigorous material and critical skills best when given the opportunity to engage in meaningful, interdisciplinary projects with real-world relevance. We believe that our students are provided with a rigorous curriculum that focuses on the development of long-term learners. We believe in engaging students in projects that extend beyond the classroom walls and that our students are provided with a rigorous curriculum that focuses on their community. Our mission is to ensure every student graduates high school prepared for college success.

Last updated: 2/23/22

Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Grade 6	76
Grade 7	110
Grade 8	120
Grade 9	125
Grade 10	128
Grade 11	106
Grade 12	97
Total Enrollment	867

Last updated: 2/23/22

Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	49.83%
Male	53.33%
Non Binary	0.00%
American Indian or Alaska Native	0.11%
Asian	0.00%
Black or African American	2.30%
Filipino	0.00%
Hispanic or Latino	93.40%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	3.91%
White	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	16.60%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	94.25%
Students with Disabilities	15.40%
Gifted	0.00%

Last updated: 2/23/22

A. Conditions of Learning

State Priority: Basic

This 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 subjects and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Preparation and Placement (School Year 2020–2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully Credentialed for Subject and Student Placement (properly assigned)	23.4	85.0	23956.2	80.1	232809.0	81.1
Intern Credential Holders Properly Assigned	0	0%	194.8	0.6	4039.8	1%
Teachers Without Credentials and Misassignments ("ineffective" teachers)	2.5	9%	1996.8	6.1	7078.7	4.1
Credentialed Teachers Assigned Out of Their Field of Study (additional EDUS)	0.6	2%	1.8	0%	1.8	0%
Total Teaching Positions	5.8	17	1811.3	6.1	16854.3	6.9
Total Teaching Positions	40	100	27963	100	274780.1	100

The information regarding teacher credentials is based on full time equivalents (FTE). For example, one staff member working full time and FTE equal one, represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to fulfill during the entire work day. For example, an educator who teaches one period of one class is counted as a position equal to one period.

Last updated: 2/23/22

Teachers Without Credentials and Misassignments (School Year 2020–2021)

Authorization/Assignment	Number
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

Last updated: 2/23/22

Credentialed Teachers Assigned Out of Field of Study (additional "out-of-field" under ESSA) (School Year 2020–2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	1
Local Assignment Options	1
Total Out-of-Field Teachers	2

Last updated: 2/23/22

Class Assignments (School Year 2020–2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0 %
No credentials (a percent of authorization to teach a percentage of all the classes taught by teachers with no record of an authorization to teach)	0 %

Note: For more information refer to the Glossary of Data Elements (http://www.cde.ca.gov/ds/sd/cb/ceglossary.htm) and the Glossary of Terms (http://www.cde.ca.gov/ds/sd/cb/ceglossary.htm#gt).

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

Year and month in which the data were collected: September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Pupils Lacking Own Assigned Copy
Language Arts - Visual and Performing Arts	COSMOS
Lit. Archive (Systems 3) Lit curriculum/Archive of Literature, 2018	Yes	0%
Mathematics	COSMOS
I Ready (6 & 8 ELA)
Math 6 - Math Curriculum Adoption
Math 7 - Math Curriculum Adoption
Math 8 - Math Curriculum Adoption
Math 9 - Math Curriculum Adoption
Math 10 - Math Curriculum Adoption
Math 11 - Math Curriculum Adoption
Math 12

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	815	783	96.07	3.93	45.61
Female	412	395	95.87	4.13	47.34
Male	403	388	96.28	3.72	43.81
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	816	783	96.06	3.93	39.66
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100.00	0.00	31.25
White	0	0	0	0	0
English Learners	46	47	97.82	2.18	7.14
Foster Youth	—	—	—	—	—
Homeless	0	0	0	0	0
Socioeconomically Disadvantaged	427	420	98.36	1.64	29.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	100	97	97.00	3.00	5.15

Note: NT values indicates that this school did not test students using the CAASPP for Alternates.

Note: Double dashes (--) appear in the table when the number of students is zero or less, otherwise the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated 12/20/2021

Local Assessment Results in Mathematics by Student Group
Assessment Name(s): NWF REORING
Grades Three through Eight and Grade Eleven Total 2020–2021

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	815	783	96.07	3.93	45.61
Female	412	395	95.87	4.13	47.34
Male	403	388	96.28	3.72	43.81
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	816	783	96.06	3.93	39.66
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100.00	0.00	31.25
White	0	0	0	0	0
English Learners	46	47	97.82	2.18	7.14
Foster Youth	—	—	—	—	—
Homeless	0	0	0	0	0
Socioeconomically Disadvantaged	427	420	98.36	1.64	29.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	100	97	97.00	3.00	5.15

Note: NT values indicates that this school did not test students using the CAASPP for Alternates.

Note: Double dashes (--) appear in the table when the number of students is zero or less, otherwise the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated 12/20/2021

Local Assessment Results in Mathematics by Student Group
Assessment Name(s): Math Benchmark
Grades Three through Eight and Grade Eleven Total 2020–2021

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	815	783	96.07	3.93	45.61
Female	412	395	95.87	4.13	47.34
Male	403	388	96.28	3.72	43.81
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	816	783	96.06	3.93	39.66
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100.00	0.00	31.25
White	0	0	0	0	0
English Learners	46	47	97.82	2.18	7.14
Foster Youth	—	—	—	—	—
Homeless	0	0	0	0	0
Socioeconomically Disadvantaged	427	420	98.36	1.64	29.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	100	97	97.00	3.00	5.15

Note: NT values indicates that this school did not test students using the CAASPP for Alternates.

Note: Double dashes (--) appear in the table when the number of students is zero or less, otherwise the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated 12/20/2021

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

Student Group	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Science (grades 5, 8, and high school)	NA	31.25	NA	35.25	NA	30.72

Note: The 2019-2020 data cycle was affected with fewer students than the 2018-2019 data and are available due to the COVID-19 pandemic and resulting school closures. Caution should be used when comparing the 2019-2020 data to the 2018-2019 data and the assessment accomplishments of students and schools.

Note: For any 2020-2021 data cells with "NT" values indicate that this school did not test students using the CAASPP Science.

Last updated 12/20/2021

Career Technical Education (CTE) Participation

During the 2020-2021 school year, 0 students participated in a career technical education program.

PLC high schools that do not offer an Advanced Placement program (AP) are required to offer a Career Technical Education (CTE) pathway. A list of AP courses offered, CTE pathways is optional.

Career Technical Education (CTE) Participation Detail Year 2020–2021

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	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

CSU/UC Course Measure	All Courses
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	31.68%

Last updated 12/20/2021

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (Grade Nine Only)

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

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2019-2020 school year and therefore no data are reported.

Last updated 12/20/2021

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 2021–2022)

Parents have the opportunity to participate in a number of events and roles at PLC COAD and PLC COLAB. Opportunities for involvement include the School Advisory Council and Parent Association, which monitor and support all aspects of the school. The COVID-19 pandemic and resulting shelter in place orders have made it difficult to provide in-person opportunities for parents to participate in school activities. Parents have been invited to participate in weekly Coffee with Principal, a casual meeting to share concerns, ideas, and suggestions. Parents are invited to participate in PLC COAB and PLC COLAB has a minimum of 6 monthly family nights that include Back to School Night, State Nights, Student Led Conferences, Parent Teacher Conferences, Parent Leadership Training, Parent Support Group, Parent Teacher Association, Parent Teacher Club, Parent Teacher Group, and Parent Teacher Organization and cover topics such as Common Core State Standards, English Language Arts, English Language Development, math, science, and more. Parents are always welcome at the school and will often come in and out discuss student progress and meet with staff to prepare events. Monthly parent meetings focused on a specific campus area have been scheduled for the school year. Parents are also invited to participate in the Leadership Council.

To participate in our school activities, please call our front office (858) 693-2500 or (858) 485-0900 COAD.

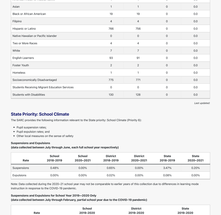
State Priority: Pupil Engagement

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

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

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

Indicators	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Dropout Rate	4.35%	2.86%	10.06%	8.85%	9.70%	8.00%
Graduation Rate	95.65%	97.70%	90.20%	91.00%	83.00%	85.00%



Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020–2021)

Student Group	Number of Students in Cohort	Number of Graduates	Cohort Graduation Rate
All Students	149	142	95.30
Female	67	65	95.7
Male	82	77	93.9
Non-Binary	--	--	0.0
American Indian or Alaska Native	--	--	90.0
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	99	92	93.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	0	0	0.00
English Learners	12	11	91.6
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	102	96	95.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	22	20	90.9

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at http://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Last updated 12/20/2021

Chronic Absenteeism by Student Group
(School Year 2020–2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	326	302	2	0.7
Female	167	152	0	0.0
Male	159	150	2	1.3
American Indian or Alaska Native	4	4	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	294	268	2	0.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	0	0.0
White	0	0	0	0.0
English Learners	63	61	0	0.0
Foster Youth	1	1	0	0.0
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	170	161	2	1.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	100	128	0	0.0

Last updated 12/20/2021

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 safety and school climate of schools.

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

Rate	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Suspensions	5.00%	0.00%	3.40%	0.00%	3.47%	0.32%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.00%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 pandemic. Caution should be exercised in comparing these data with other years of suspension and expulsion data.

Last updated 12/20/2021

Suspensions and Expulsions by Student Group
(School Year 2020–2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Last updated 12/20/2021

School Safety Plan (School Year 2021-2022)

Emergency Preparedness

The Purpose of the School Emergency Response Plan is to protect the safety and welfare of the employees, visitors, volunteers, and students in our care. The School Emergency Response Plan is a comprehensive plan that addresses the mitigation of, preparedness for, response to, and recovery from crisis or emergencies. Accident and crisis prevention are particularly important because children are involved, but also the most thorough and imaginative forethought cannot prevent all emergencies. It is our responsibility to be prepared with transparent plans for foreseeable emergencies and to be able to respond to and recover from them.

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 with the Public Safety Agencies. The School Emergency Response Plan addresses the mitigation of, preparedness for, response and recovery from a wide variety of emergencies including, but not limited to, the following:

The School Emergency Response Plan:

- Complies with the Standardized Emergency Management System (SEMS), the Standardized Emergency Management System (SEMS) and effectively integrates emergency response all levels in compliance with the National Emergency Response System (NERS).
- Addresses the mitigation of, preparedness for, response to, and recovery from, all hazards.
- Describes and details procedural steps necessary to protect students and staff.
- Addresses the safety of students.
- Provides a basis for preparedness and response exercises to test and evaluate the School's preparedness.

Requirements:

- Comply with the requirements of the State of California and the County of Los Angeles policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS), the Standardized Emergency Management System (SEMS) and effectively integrate all levels of the individual schools in other incident damage assessment and reporting requirements.
- Provide a basis for preparedness and response exercises to test and evaluate the School's preparedness.
- Provide a basis for coordinating emergency response with outside agencies.
- Provide for the safety of students and staff.
- Provide for a method to evacuate students, staff, and visitors to a safe location.
- Provide for a method to account for students, staff, and visitors.
- Provide for a method to reunite students with their parents or guardians.
- Provide for a method to provide for the care of students, staff, and visitors.
- Provide for a method to secure the School.
- Provide for a method to secure students and staff in place.
- Provide for a method to shelter students and staff.
- Provide for a method to secure students and staff in a lockdown.
- Provide for a method to secure students and staff in a lockout.
- Provide for a method to secure students and staff in a shelter in place.
- Provide for a method to secure students and staff in a shelter in place.
- Provide for a method to secure students and staff in a shelter in place

English	23.00	17	27	
Math	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.

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

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	27.00	6	31	
Math	27.00	9	24	
Science	28.00		23	
Social Science	25.00	8	21	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	24.00	14	19	
Math	24.00	8	20	
Science	25.00	10	18	
Social Science	25.00	6	22	

Last updated: 1/10/22

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	0.0

Last updated: 12/31/99

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	5.00

Last updated: 12/31/99

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12245.42	$2288.93	$11037.00	$78130.79
District	N/A	N/A	$8823.00	$78721.00
Percent Difference – School Site and District	N/A	N/A	25.10%	-0.70%
State	N/A	N/A	$8443.83	$84665.00
Percent Difference – School Site and State	N/A	N/A	30.70%	-7.70%

Last updated: 1/20/22

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

Types of Services Funded (Fiscal Year 2020–2021)

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.

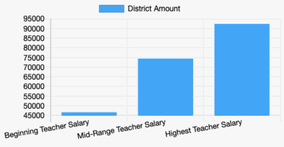
CCMS and CCECHS offer multiple computer-based individualized programs, such as iReady, NEWSELA, and Khan Academy, that support English Language Arts and Math instruction. Our afterschool program enjoys support from After School Education and Safety (ASES) and Think Together tutors, who are college students that provide after school 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.

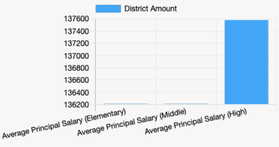
Last updated: 1/10/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46587.00	$50897.00
Mid-Range Teacher Salary	$74412.00	$78461.00
Highest Teacher Salary	$92389.00	$104322.00
Average Principal Salary (Elementary)	$124955.00	$131863.00
Average Principal Salary (Middle)	$136210.00	$137086.00
Average Principal Salary (High)	$137581.00	--
Superintendent Salary	$350000.00	$297037.00
Percent of Budget for Teacher Salaries	28.00%	32.00%
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:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 20.30%

Subject	Number of AP Courses Offered*
Computer Science	0
English	1
Bellas Artes y Artes Escénicas	0
Idioma extranjero	3
Matemáticas	1
Ciencias	0
Ciencias Sociales	2
Total de cursos AP ofrecidos*	7,00%

Última actualización: 10/01/22

* Donde hay matrículas de curso de estudiantes de al menos un estudiante.

Desarrollo profesional

Medida	2019-2020	2020-2021	2021-2022
Número de días escolares dedicados al desarrollo del personal y la mejora continua	58	35	35