Academia Chárter PUC Nueva Esperanza
Informe de responsabilidad escolar 2020—2021
Reporte de datos de rendimiento escolar 2020—2021
Departamento de Educación de California

Dirección:	1216 North Fourth St.	**Principal**	Concepción Rivas, Superintendente
Sitio web:	www.pucnueva.com		
Correo electrónico:	info@pucnueva.com	**Rango de grados:**	6 – 8
Teléfono:	(619) 267-1500		

Para K-1 de Nómina de cada año, la edad requerida que debe ser escuela de California publicado en Informe de responsabilidad escolar (SARC). El 2 de septiembre es la fecha de corte para determinar la edad requerida para ingresar a kindergarten en California para el año escolar 2020-2021. Para obtener información sobre los requisitos de edad para los programas de kindergarten transitorio (TK), por favor vaya a http://www.cde.ca.gov/ta/tg/ka/ y para obtener información sobre la edad requerida para el Pre-Kindergarten/Kindergarten Common Core (TK/K) por favor vaya a http://www.cde.ca.gov/ta/tg/ka/cc/, que describe cómo proporcionar todas las oportunidades de la escuela para todos los alumnos, con independencia de su nivel de desarrollo, para ayudarles a alcanzar los estándares académicos de California para el final del kindergarten. Para más información en el SARC.

- Para obtener más información sobre los requisitos del SARC, consulte la página web del SARC del Departamento de Educación de California (CDE) en http://www.cde.ca.gov/ta/ac/sa/.
- Para obtener más información sobre el LCAP, consulte la página web de CDE en LCAP en http://www.cde.ca.gov/fg/aa/lc/.

Para obtener información sobre este informe de escuela, la participación y los miembros de la comunidad otras oportunidades en el distrito escolar, por favor, póngase en contacto con el director.

Búsqueda de datos

Datadjunto es una herramienta de datos en línea diseñada a la página web de CDE Dataquest en http://dq.cde.ca.gov/dataquest/ que contiene información anual adicional sobre escuelas de California, incluyendo los resultados de la escuela en el distrito y el condado. Específicamente, Datadjunto es un sitio web que ofrece información adicional sobre los indicadores de rendimiento y los datos de la encuesta de California, así como gráficos y informes escolares, distritales y de condados, incluyendo datos de una década de tendencias.

Tablero de la escuela de California

El Panel Escolar de California (http://caschooldashboard.rdas.org/pucnueva/charterschool) refleja el nuevo sistema de rendición de cuentas y mejora continua de California y proporcionará información sobre cómo los LEA y las escuelas satisfacen las necesidades de la diversa población estudiantil de California. El Panel escolar de California refleja los principios subyacentes a la decisión de la Junta Estatal de Educación de establecer un sistema de rendición de cuentas y mejora que incluye a múltiples medidas, incluyendo tasas de suspensión y expulsión, logros académicos, participación de los padres y el clima escolar.

Acerca de esta escuela

Concepción Rivas, Superintendente

Academia PUC Academia Nueva Esperanza

Misión de la escuela

PUC Academy Nueva Esperanza (PUC NE) es una charter school de 6 a 8 grados ubicada en la comunidad. Con este plan en la comunidad, nos hacemos responsables de ofrecer a nuestros estudiantes una educación de calidad que les prepare para el éxito en la universidad y en la vida. Trabajamos con nuestra comunidad para crear un entorno seguro y acogedor que apoye el desarrollo académico, físico, social y emocional de nuestros estudiantes. Nos esforzamos por ofrecer una educación que ofrezca oportunidades de aprendizaje significativas y desafiantes a todos los estudiantes, que les ayude a desarrollar el carácter y las habilidades de liderazgo necesarias para tener éxito en la universidad y en la vida. Nos esforzamos por ofrecer un programa académico riguroso que ofrezca a todos los estudiantes una educación de calidad que les prepare para el éxito en la universidad y en la vida. Nos esforzamos por ofrecer un programa académico riguroso que ofrezca a todos los estudiantes una educación de calidad que les prepare para el éxito en la universidad y en la vida.

Misión escolar

PUC NE ofrece a los estudiantes de una amplia gama de habilidades académicas y de diversos antecedentes culturales y económicos una oportunidad de participar en una educación pública de calidad. Los estudiantes de PUC NE están preparados para ser ciudadanos responsables y productivos que contribuyen a la comunidad. Los estudiantes de PUC NE están preparados para ser ciudadanos responsables y productivos que contribuyen a la comunidad. Los estudiantes de PUC NE están preparados para ser ciudadanos responsables y productivos que contribuyen a la comunidad. Los estudiantes de PUC NE están preparados para ser ciudadanos responsables y productivos que contribuyen a la comunidad.

Visión escolar

PUC NE ofrece a los estudiantes de una amplia gama de habilidades académicas y de diversos antecedentes culturales y económicos una oportunidad de participar en una educación pública de calidad. Los estudiantes de PUC NE están preparados para ser ciudadanos responsables y productivos que contribuyen a la comunidad. Los estudiantes de PUC NE están preparados para ser ciudadanos responsables y productivos que contribuyen a la comunidad. Los estudiantes de PUC NE están preparados para ser ciudadanos responsables y productivos que contribuyen a la comunidad.

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)	
Contact Person	Concepción Rivas
Phone Number	(619) 267-1500
Street Address	1216 North Fourth St.
Email Address	rrivas@pucnueva.com
Website	www.pucnueva.com

School Contact Information (School Year 2021—2022)	
Contact Person	Concepción Rivas, Superintendente
Street Address	1216 North Fourth St.
City, State, Zip	San Fernando, CA, 91340-2314
Phone Number	(818) 230-1600
Principal	Concepción Rivas, Superintendente
Email Address	c.rivas@pucnueva.org
Website	http://www.pucnueva.org/nueva/
Grade Span (District Records)	6 – 8
Grade Span (School Records)	6 – 8

Last updated: 2/25/22

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

PUC Academy Nueva Esperanza (PUC NE) serves 6th, 7th, and 8th grade students in the vibrant, culturally rich and economically diverse community of Pacoima in the Los Angeles Unified School District. The school is chartered by the Los Angeles Unified School District and is fiscally independent of the district. The school is governed by a 7-member Board of Directors, which meets monthly. The school is committed to the whole child, and is committed to ensuring that each of our students are their personal and academic success. We believe that every student can learn and succeed when provided with a safe, nurturing, and challenging environment. We believe that every student can learn and succeed when provided with a safe, nurturing, and challenging environment. We believe that every student can learn and succeed when provided with a safe, nurturing, and challenging environment. We believe that every student can learn and succeed when provided with a safe, nurturing, and challenging environment.

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

Grade Level	Student Enrollment
Grade 6	135
Grade 7	134
Grade 8	135
Total Enrollment	404

Last updated: 10/21/2021

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

Student Group	Percent of Total Enrollment
Female	45.8%
Male	54.5%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	0.00%
Hispanic or Latino	99.5%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%

Student Group	Percent of Total Enrollment
English Learners	31.68%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	93.86%
Students with Disabilities	16.34%

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 sufficient access to the 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 Prepared for Subject and Assignment (Teachers Authorized to Teach Subject and Teaching Assignment)	11	68.8%	1,088.2	57.8%	229,000.8	76.1%
Hold Credential, but Not Prepared for Subject and Assignment (Teachers Working Outside Subject Area of Competence)	1	6.3%	114.8	6.1%	8,029.8	2.7%
Teachers Without Credentials and Misassignments ("Teachers of Unknown Status")	0	0.0%	1,066.8	56.7%	70,767.1	23.5%
Total Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	6.3%	189.0	10.0%	17,114.4	5.6%
Unknown	3	18.8%	183.0	9.7%	18,854.0	6.3%
Total Teaching Positions	16.0	100.0%	1,882.0	100.0%	274,760.1	100.0%

The information regarding teachers working out of their area of competence is not collected in the California Longitudinal Teacher Assignment File (CLTAF). The information reported here is for teachers who are teaching outside their area of competence with the exception of those who are teaching out-of-field under an emergency or temporary credential. Teachers who are teaching out-of-field under a waiver are included in the "Teachers Without Credentials and Misassignments" category. Teachers who are teaching in their area of competence but who are not fully credentialed are not included in this category. Teachers who are teaching in their area of competence but who are not fully credentialed are included in the "Teachers Without Credentials and Misassignments" category.

Last updated: 10/21/2021

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	1

Last updated: 10/21/2021

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2020—2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0
Teachers Assigned Out-of-Field	1

Last updated: 10/21/2021

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)	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ca/tq/smaqmt/tqdefinitions.html.

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

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

Textbooks and Other Instructional Materials/Year of Adoption			
Subject	Textbooks and Other Instructional Materials/Year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Title I, Ready Reading, Ready Writing, Year of Adoption, 2019 Title: Engage New York, Science Adoption: 2019 Title: Engage New York, Math Adoption: 2019 Title: Lightning Thief Title: Red Badge A World without Race	Yes	0%
Mathematics	Title: Big Ideas, Subject: Math & Data, Year of Adoption: 2017 Title: Ready, Subject: Math & Data, Year of Adoption: 2017	Yes	0%
Science	Title: Amplify, Subject: Science & Data, Year of Adoption: 2018	Yes	0%
History-Social Science	Title: Vistas, Subject: History-Social Science, Year of Adoption: 2019 Title: DBQ Project, Subject: History-Social Science, Year of Adoption: 2017	Yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Equipment (Grades 9-12)	N/A	N/A	0%

Note: Cells with Null values do not include data.

School Facility Conditions and Planned Improvements

- Classrooms are in good condition and are furnished with desks, chairs, bookcases, and bulletin boards. To assist in the effort, PUC Schools uses a facility survey instrument developed by the State of California (SFSC) to evaluate facilities on an annual basis.
- Restrooms are in good condition.
- Drinking fountains are in good condition.
- The Facilities Coordinator performs monthly site inspections of each school to ensure to clean, detect, mitigate, and eliminate hazards that may contribute to illness or injury. The Facilities Coordinator has adopted the cleaning standards of PUC Schools and is implementing the new

Last updated: 10/21/2021

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for all inspected items
- Description of any needed maintenance to ensure good repair
- The date that the facility was inspected or was last inspected
- The rate the system repairs items
- The overall rating

Year and month of the most recent FIT report: December 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leak, Mechanical/HVAC, Sewer	Exemplary	Implemented PMC operations and maintenance program and continue with MDRT 12 Steps
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Planed hand washing stations by eating area.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playgrounds/School Grounds, Windows/Doors/Gates/Fences	Good	Upgraded all perimeter lights to improve the visibility and ease energy.

Last updated: 10/21/2021

Overall Facility Rate

Year and month of the most recent FIT report: December 2021

Overall Rating	Good

Last updated: 10/21/2021

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments:** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given to students in grades three through eight and grade eleven. Results for the CAAs are reported in terms of three achievement levels: Nonpublication of results for the CAAs for ELA and mathematics for fewer than 11 students at a school. Results for the California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) are reported in terms of two achievement levels.)
- **College/Career Readiness:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study.

Last updated: 2/25/2022

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	395	350	88.6%	11.4%	12.6%
Female	180	158	88.1%	11.9%	10.8%
Male	215	192	89.3%	10.7%	14.1%
American Indian or Alaska Native	*	*	*	*	*
Asian	*	*	*	*	*
Black or African American	*	*	*	*	*
Hispanic or Latino	395	350	88.6%	11.4%	12.6%
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or More Races	*	*	*	*	*
White	*	*	*	*	*
English Learners	59	57	96.6%	3.4%	1.7%
Foster Youth	*	*	*	*	*
Homeless	*	*	*	*	*
Military	*	*	*	*	*
Socioeconomically Disadvantaged	351	311	88.6%	11.4%	10.6%
Students Receiving Migrant Education Services	*	*	*	*	*
Students with Disabilities	65	57	87.7%	12.3%	0.0%

Note: "*" indicates that the school did not test students using the CAASPP for ELA.
Note: Percentages are not calculated when the number of students tested is zero or ten or fewer. Other because the number of students in the category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/25/2022

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	395	350	88.6%	11.4%	4.6%
Female	180	158	88.1%	11.9%	1.9%
Male	215	192	89.3%	10.7%	6.8%
American Indian or Alaska Native	*	*	*	*	*
Asian	*	*	*	*	*
Black or African American	*	*	*	*	*
Hispanic or Latino	395	350	88.6%	11.4%	4.6%
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or More Races	*	*	*	*	*
White	*	*	*	*	*
English Learners	59	56	93.0%	7.0%	0.0%
Foster Youth	*	*	*	*	*
Homeless	*	*	*	*	*
Military	*	*	*	*	*
Socioeconomically Disadvantaged	351	311	88.6%	11.4%	4.2%
Students Receiving Migrant Education Services	*	*	*	*	*
Students with Disabilities	65	46	84.0%	16.0%	2.2%

Note: "*" indicates that the school did not test students using the CAASPP for ELA.
Note: Percentages are not calculated when the number of students tested is zero or ten or fewer. Other because the number of students in the category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/25/2022

Local Assessment Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	395	350	88.6%	11.4%	4.6%
Female	180	158	88.1%	11.9%	1.9%
Male	215	192	89.3%	10.7%	6.8%
American Indian or Alaska Native	*	*	*	*	*
Asian	*	*	*	*	*
Black or African American	*	*	*	*	*
Hispanic or Latino	395	350	88.6%	11.4%	4.6%
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or More Races	*	*	*	*	*
White	*	*	*	*	*
English Learners	59	56	93.0%	7.0%	0.0%
Foster Youth	*	*	*	*	*
Homeless	*	*	*	*	*
Military	*	*	*	*	*
Socioeconomically Disadvantaged	351	311	88.6%	11.4%	4.2%
Students Receiving Migrant Education Services	*	*	*	*	*
Students with Disabilities	65	46	84.0%	16.0%	2.2%

Note: "*" indicates that the school did not test students using the CAASPP for ELA.
Note: Percentages are not calculated when the number of students tested is zero or ten or fewer. Other because the number of students in the category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/25/2022

Local Assessment Test Results in English Language Arts/Literacy
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	395	350	88.6%	11.4%	12.6%
Female	180	158	88.1%	11.9%	10.8%
Male	215	192	89.3%	10.7%	14.1%
American Indian or Alaska Native	*	*	*	*	*
Asian	*	*	*	*	*
Black or African American	*	*	*	*	*
Hispanic or Latino	395	350	88.6%	11.4%	12.6%
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or More Races	*	*	*	*	*
White	*	*	*	*	*
English Learners	59	57	96.6%	3.4%	1.7%
Foster Youth	*	*	*	*	*
Homeless	*	*	*	*	*
Military	*	*	*	*	*
Socioeconomically Disadvantaged	351	311	88.6%	11.4%	10.6%
Students Receiving Migrant Education Services	*	*	*	*	*
Students with Disabilities	65	57	87.7%	12.3%	0.0%

Note: "*" indicates that the school did not test students using the CAASPP for ELA.
Note: Percentages are not calculated when the number of students tested is zero or ten or fewer. Other because the number of students in the category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/25/2022

Sociocomunidad Chaparkeep	318	305	96.0	4.0	8.0
Students Receiving Migrant Education Services	0	0	0	0	0.0
Students with Disabilities	49	45	92.0	8.0	2.0

*Nº de above the grade-level standard in the content of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: Cells with asterisks (*) indicate that fewer than 10 students in the category, or fewer than 10 students in two or more, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "Not applicable" in the cell, meaning the table is not applicable for this school.

Last updated: 1/31/22

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

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	11.76	N/A	25.29	N/A	28.72

Note: The 2019-2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting accountable testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: For any 2020-2021 data cells with N/C values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/11/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	121	119	98.35	1.65	11.76
Female	53	52	98.11	1.89	9.62
Male	68	67	98.53	1.47	13.43
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.0	0.0	0.0
Black or African American	0	0	0.0	0.0	0.0
Filipino	0	0	0.0	0.0	0.0
Hispanic or Latino	116	114	98.28	1.72	12.28
Native Hawaiian or Pacific Islander	0	0	0.0	0.0	0.0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	18	17	94.44	5.56	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0.0	0.0	0.0
Military	0	0	0.0	0.0	0.0
Sociocomunidad Chaparkeep	117	115	98.29	1.71	11.30
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	15	14	93.33	6.67	0.00

Note: N/C values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/11/22

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 2020–2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	--
7	--	--	--
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/10/22

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)

At PLC NEXUS we provide parents with many opportunities to become involved. Each quarter, we have a family meeting where staff work with parents to support their student, share achievement information, and teach parents skills their child will need to be prepared for high school. We also have a small group of parents, students, teachers, and administrators on our School Advisory Council and our English Learner Advisory Committee, which provides the school with direction and support. These groups provide advice and recommendations on the direction of the school. They also provide feedback on the school's budget and on the school's LCAP goals and actions. We also have a Parent Leadership Committee that meets once a month with our staff with their child's delivery teacher to discuss grades and assessment progress. This opens the opportunity for communication and collaboration with all stakeholders so that supports are in place to best support students' needs. This school year, we also started a Parent Club with the support of our the Parent Engagement Coordinator for PLC Schools.

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

- Chronic Absenteeism

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	363	358	0	0.0
Female	164	161	0	0.0
Male	189	189	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	343	340	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	3	3	0	0.0
English Learners	64	63	0	0.0
Foster Youth	2	3	0	0.0
Homeless	0	0	0	0.0
Sociocomunidad Chaparkeep	327	327	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	52	51	0	0.0

Last updated:

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
(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	1.06%	0.00%	0.65%	0.00%	3.47%	0.20%
Expulsions	0.27%	0.00%	0.02%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions
(data collected between July through February each school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.00%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

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 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions for the 2019–2020 school year compared to other school years.

Last updated: 1/10/22

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

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

Emergency Response plan:
The Purpose of the School Emergency Response Plan is to protect the safety and welfare of the employees, visitors, volunteers, and students in our schools, 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 well-intentioned safety precautions cannot guarantee that accidents will not happen. Our responsibility is to 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 Standardized Emergency Management System (SEMS), the Standardized Emergency Management System (SEMS) and effectively institutionalizes 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.
- Identifies training and exercise planning 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.
Hazards:
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.
- Provide for the safe evacuation of students.
- Enable the School to restore normal conditions with minimal confusion in the shortest time possible.
Frequency:
Our staff is trained annually during In-Service Professional Development held in August.
COVID-19 SAFETY PROTOCOLS:
PLC Schools has implemented several procedures to protect team members, students and visitors.
Temperature taking and screening questions: Everyone is required to take a temperature check when entering the school site plus fill out a screening questionnaire. Anyone who has a fever of 100.4 or higher will be sent home to rest.
Disinfecting Protocol: Maintenance cleans the facilities daily covering all surfaces and uses electrostatic sprayers once a week.
HVAC upgrades: All HVAC filters have been upgraded to MERV-13 and implemented an annual sanitation of the air stream to always ensure clean air. Plexiglass: All front offices have plexiglass protection for our staff and are available for any staff member upon request.
Mask wearing: guidelines to strictly enforce mask wearing at PLC Facilities have been implemented.
Social Distancing: Requirements to keep a minimum of 6ft in each direction is strictly enforced.
Last updated: September 2021

Last updated: 1/10/22

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 (Secondary): (School Year 2019–2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	30.00	0	8	
Math	30.00	0	8	
Science	30.00	0	8	
Social Science	30.00	0	8	

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

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

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	30.00	0	8	
Math	30.00	0	8	
Science	30.00	0	8	
Social Science	30.00	0	8	

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

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

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

* 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

* 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	3.00

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	$12324.99	$2580.99	$9744.00	$76008.10
District	N/A	N/A	$8823.00	$78371.00
Percent Difference – School Site and District	N/A	N/A	10.40%	-16.30%
State	N/A	N/A	$9443.83	$84655.30
Percent Difference – School Site and State	N/A	N/A	15.40%	-19.60%

Last updated: 1/20/22

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

Types of Services Funded (Fiscal Year 2019–2020)

Our program provides students with a full academic and arts curriculum. While at NECA, all of our students receive instruction in English, Math, History, Science and PE as well as 1 course in the Arts. 9th and 8th graders receive instruction in Music. 7th graders receive instruction in Visual Art as part of their core curriculum. Our English Learners first language is not English and are provided with a protected daily block of English language instruction. The ABLEDS program for ELD and Math are also utilized and provide instructional support at each student's individual level. Time to work on homework is built into the school day and students are provided with a daily block of time to work on their homework with their teacher. Our 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. This year we will also be able to offer a limited selection of athletic sports as well. We also offer enrichment clubs such as the yearbook club, art club and hip hop club. Each year our club offerings are reviewed and changed according to student interest and need.

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	$48267.00	$55887.00
Mid-Range Teacher Salary	$74412.00	$79461.00
Highest Teacher Salary	$92389.00	$104232.00
Average Principal Salary (Elementary)	$129565.00	$139813.00
Average Principal Salary (Middle)	$138210.00	$137096.00
Average Principal Salary (High)	$137581.00	--
Superintendent Salary	$205000.00	$297072.00
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)

Porcentaje de estudiantes en cursos AP 0.00%

Tema	Número de cursos AP ofrecidos*
Ciencias de la Computación	0
Inglés	0
Bellas Artes y Artes Escénicas	0
Idioma extranjero	0
Matemáticas	0
Ciencias	0
Ciencias Sociales	0
Todos los cursos AP ofrecidos*	0.00%

*Último actualización: 10/31/22

* Donde hay instituciones 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	56	39	48