

PUC Community Charter Elementary
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	14019 Sayre St. Sylmar, CA , 91342-4265	Principal:	Concepcion Rivas, Superintendent
Phone:	(818) 492-1890	Grade Span:	K-5

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/fg/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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Concepcion Rivas, Superintendent

Principal, PUC Community Charter Elementary

About Our School

PUC Community Charter Elementary School was approved by the Los Angeles Unified School District on February 11, 2014 and opened its doors on September 3, 2014. PUC Community Charter Elementary School serves 300 Transitional Kindergarten through Fifth grade students in the Northeast San Fernando Valley.

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

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

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

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

Contact

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

Phone: (818) 492-1890

Email: c.rivas@pucschools.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name Los Angeles Unified
Phone Number (213) 241-1000
Superintendent Reilly, Megan
Email Address megan.reilly@lausd.net
Website www.lausd.net

School Contact Information (School Year 2021—2022)

School Name PUC Community Charter Elementary
Street 14019 Sayre St.
City, State, Zip Sylmar, CA , 91342-4265
Phone Number (818) 492-1890
Principal Concepcion Rivas, Superintendent
Email Address c.rivas@pucschools.org
Website <https://www.pucschools.org/cces/>
County-District-School (CDS) Code 19647330129619

Last updated: 1/6/22

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

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

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

At PUC Community Charter Elementary School stakeholder feedback is an important core practice to our work with our parents, teachers, students, and school staff. Throughout the 2020-2021 school year, PUC Community Charter Elementary School, collected feedback from parents, teachers, students, and school staff related to student needs and use of supplemental funding using the following platforms: online surveys, virtual meetings, and one-to-one virtual meetings to support our school's response to the school year under COVID-19. Our stakeholder feedback structure and yearlong survey cadence has allowed us at PUC Community Charter Elementary School to remain responsible, relational, responsive, and adaptive to the ever changing demands caused by COVID-19 on our students, school staff, families, and communities throughout the academic school year.

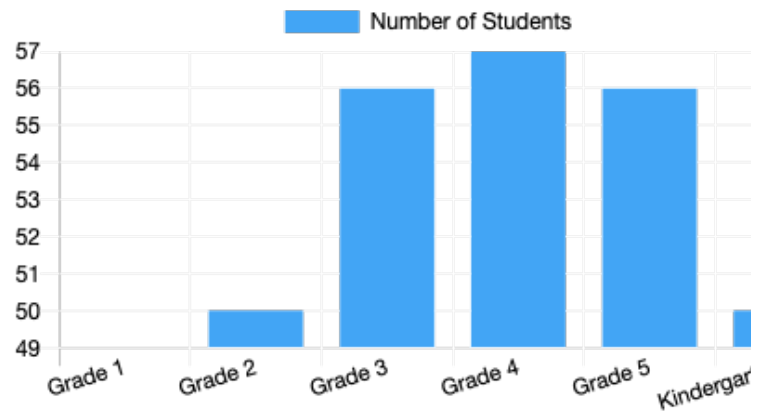
PUC Community Charter Elementary provides extended day programming, data driven student intervention, and supports and services for the school's significant subgroups. This year, our after school program includes an Academic Enrichment component where students are receiving intensive academic support in Reading and Math. Our support staff is partaking in professional development every month, conducting data dives, and collaborating with teachers in order to be well equipped with the resources and skills needed to host this Academic Enrichment program. In addition, our teachers have begun targeted intervention in both Reading and Math. Teachers used MAP and i-Ready data in order to identify the tier 3 students who needed the additional academic support and used the data to plan a six-week cycle focused on standards that needed to be addressed. Our inclusion team has also begun this type of intervention and meets with students five days a week. Another focus for PUC CCES has been around EL instruction, and we have designated a coordinator to lead a new initiative that supports EL students and their language development.

In addition, the school provides mental health counseling and restorative practices for behavior, to further support the unique needs of all students, particularly those disproportionately impacted by COVID-19. This year, we have initiated weekly Wellness Groups for our students led by our clinical counselors. The wellness groups are focused around social emotional health; students are able to partake in different activities such as mindfulness, yoga, art therapy, and group discussions. In addition, we are working with a social worker (intern) to provide additional support for specific students and families. Our social worker will also be providing push in support in the classrooms in efforts to foster and provide non-academic support for students. As a school, we are continuing to explore different resources and programs that support the social emotional and behavioral needs of students. At this time, the school has also purchased social emotional learning books to address student behavior and facilitate social stories, and restorative conversations.

Last updated: 1/6/22

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

Grade Level	Number of Students
Grade 1	49
Grade 2	50
Grade 3	56
Grade 4	57
Grade 5	56
Kindergarten	50
Total Enrollment	318



Last updated: 1/6/22

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

Student Group	Percent of Total Enrollment
Female	54.70%
Male	45.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	0.60%
Black or African American	0.30%
Filipino	0.90%
Hispanic or Latino	93.10%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.30%
White	1.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	16.70%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	91.50%
Students with Disabilities	14.20%

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 Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

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

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	

Total Teachers Without Credentials and Misassignments

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

Last updated:

**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	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

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

Last updated:

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>KINDERGART EN:</p> <p>Subject: Phonics, Title: SRA Open Court Reading, 2015, Author: Mc Graw Hill Education Subject: Reading, Title: Fountas & Pinnell, 2011, Author: Irene C. Fountas & Gay Su Pinnell 2nd Edition</p> <p>Subject: Writing, Title: Unit 1: Launching the Writing Workshop, 2013, Author: Lucy Calkins</p> <p>Subject: Writing, Title: Unit 2: Writing for Readers, 2013, Author: Lucy Calkins Subject: Writing, Title: Unit 3: How to Books: Writing to Teach Others, 2013, Author: Lucy Calkins</p> <p>Subject: Writing, Title: Unit 4: Persuasive Writing of All Kinds: Using Words to make a Change, 2013, Author: Lucy Calkins</p> <p>Subject: Reading, Title: Unit 1: We Are Readers, 2013, Author: Lucy Calkins Subject: Reading, Title: Unit 2: Super Powers: Reading with Print Strategies and Sight Word Power, 2013, Author: Lucy Calkins</p> <p>Subject: Reading, Title: Unit 3: Bigger Books, Bigger Reading Muscles, 2013, Author: Lucy Calkins</p> <p>Subject: Reading, Title: Unit 4: Becoming Avid Readers, 2013, Author: Lucy Calkins GUIDED READING BOOKS: VARIOUS TITLES AND LEVELS OTHER RESOURCES: Smarty Ants, Zearn, Scholastics Magazine, Core Knowledge, Reading A-Z, ReadWorks.org</p> <p>FIRST :</p> <p>SUBJECT : Writing Units of Study in Opinion, Informational, and Narrative Writing 2015 Lucy Calkins Aug 2015</p> <p>SUBJECT : Reading Units of Study for Teaching Reading Gr1 2015 Lucy Calkins Aug 2015 SUBJECT : Reading Word Detectives Strategies for using High frequency words and decoding Gr1 2016 Lucy Calkins Aug 2016</p> <p>SUBJECT : Phonics SRA Open Court Reading Foundational Skills Kit Teacher's Guide SRA 2015 McGraw Hill Education Aug 2015</p> <p>SUBJECT : Phonics SRA Open Court Reading Decodable Takehomes BLM 2015 McGraw Hill Education Aug 2015</p>	No	0%

SUBJECT : Reading Fountas & Pinnell 2011 Irene C. Fountas & Gay Su Pinnell
2nd Aug 2015 SUBJECT : Phonics Open Court Reading Decodables 2015
McGraw Hill Education Aug 2015
SUBJECT : GUIDED READING BOOKS: VARIOUS TITLES AND LEVELS OT
HER RESOURCES: Reading A-Z,
Scholastic Magazine
SECOND:
SUBJECT : Phonics, TITLE: SRA Open Court Reading Foundational Skills Kit
Teacher's Guide SRA 2015
McGraw Hill Education August 2015
SUBJECT : Phonics, TITLE: SRA Open Court Reading Decodable T
akehomes BLM 2015 McGraw Hill
Education First August 2015
SUBJECT : Writing, TITLE: Units of Study in Opinion, Information, and
Narrative Writing 2013 Lucy Calkins
First August 2015
SUBJECT : Reading, TITLE: Fountas & Pinnell 2011 Irene C. Fountas & Gay
Su Pinnell Second August 2015
SUBJECT : Reading, TITLE: Units of Study for Teaching Reading Grade 2
2015 Lucy Calkins First August
2015
SUBJECT : GUIDED READING BOOKS: VARIOUS TITLES AND LEVELS
OT HER RESOURCES: Reading A-Z, Scholastic Magazine, ACHIEVE 3000,
READWORKS.ORG
THIRD:
SUBJECT : Writing, TITLE: Writer's Workshop- Units of Study 2013, AUT
HOR: Lucy Calkins
2013
SUBJECT : Reading, TITLE: Reader's Workshop- Units of Study 2015, AUT
HOR: Lucy Calkins
No 0.0 %
SUBJECT : Reading, TITLE: Reader's Workshop- Units of Study 2015, AUT
HOR: Lucy Calkins
2013
SUBJECT : GUIDED READING BOOKS: VARIOUS TITLES AND LEVELS
OT HER RESOURCES: Reading A-Z, Scholastic Magazine, NEW SELA,
ACHIEVE 3000 FORTH:
SUBJECT : Reading, TITLE: Readers Workshop 2013 Lucy Calkins and
Kathleen Tolan SUBJECT : Writing, TITLE: Writers Workshop 2015 Lucy
Calkins and Kathleen Tolan SUBJECT : GUIDED READING BOOKS: VARIOUS
TITLES AND LEVELS
OT HER RESOURCES: Reading A-Z, Scholastic Magazine, ACHIEVE 3000,
NEW SELA FIFTH:
SUBJECT : READING, TITLE: Unit 1: Interpretation Books Clubs - Analyzing
Themes 2013 Lucy Calkins
SUBJECT : READING, TITLE: Unit 2: Tackling Complexity - Moving Up

	<p>Levels of Nonfiction 2013 Lucy Calkins SUBJECT : READING, T IT LE: Unit 3: Argument and Advocacy - Researching Debatable Issues 2013 Lucy Calkins SUBJECT : READING, T IT LE: Unit 4: Fantasy Book Clubs - T he Magic of T hemes and Symbols 2013 Lucy Calkins SUBJECT : READING, T IT LE: Reading Fountas & Pinnell 2011 Irene C. Fountas & Gay Su Pinnell SUBJECT : W riting, T IT LE: Unit 1: Narrative Craft 2013 Lucy Calkins SUBJECT : W RIT ING, T IT LE: Unit 2: T he Lens of History: Research Reports 2013 Lucy Calkins SUBJECT : W RIT ING, T IT LE: Unit 3: Shaping T exts: From Essay and Narrative to Memoir 2013 Lucy Calkins SUBJECT : W RIT ING: T IT LE: Unit 4: T he Research-Based Argument Essay 2013 Lucy Calkins SUBJECT : GUIDED READING BOOKS: VARIOUS T IT LES AND LEVELS OT HER RESOURCES: Reading A-Z, Scholastic Magazine, ACHIEVE 3000, NEW SELA</p>	
<p>Mathematics</p>	<p>KINDERGARTEN GRADE: T IT LE: Math Engage NY , 2015, AUT HOR: NY SED OT HER RESOURCES: ZEARN, CORE KNOW LEDGE, MAT H GRAB AND GO CLASSROOM FIRST GRADE: T IT LE: Math Engage NY , 2015, AUT HOR: NY SED OT HER RESOURCES: ZEARN, CORE KNOW LEDGE SECOND GRADE: T IT LE: Eureka Math: A Story of Units, Grade 2, 2015, AUT HOR: Great Minds, August 2017 T IT LE: Math Engage NY , 2015, AUT HOR: NY SED OT HER RESOURCES: ZEARN, CORE KNOW LEDGE THIRD GRADE: T IT LE: Math Engage NY , 2015, AUT HOR: NY SED OT HER RESOURCES: ZEARN, IMAGINE MAT H FOURTH GRADE: T IT LE: Math Engage NY , 2015, AUT HOR: NY SED OT HER RESOURCES: ZEARN, IMAGINE MAT H FIFTH GRADE: T IT LE: Eureka Math, 2015, AUT HOR: Great Minds, August 2017 T IT LE: Math Engage NY , 2015, AUT HOR: NY SED OTHER RESOURCES: ZEARN, WWW.BRAINPOP.COM,</p>	<p>Yes 0%</p>
<p>Science</p>	<p>Science Curriculum K-5: Title: California Science Interactive Text Title: California Science Reading and Writing in Science Title: California Science Activity Lab Book Author: Macmillan/McGraw-Hill</p>	<p>Yes 0%</p>

SBE Adopted November 2019			
History-Social Science	<p>Social Studies Curriculum K-5: Title: Impact California Social Studies Author: McGraw Hill, SBE Approved November 2017. Research Companion: This text serves as the primary source of information and learning to answer the Essential Questions. This is the tool students use to learn the art of research and critical analysis of social studies. Inquiry Journal: An interactive text that begins the inquiry process with an Essential Question and image, intended to inspire thought, wonder and collaboration. Students use the text to also record their learning and cite evidence to prove their opinions.</p>	Yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/6/22

School Facility Conditions and Planned Improvements

PUC Schools takes great efforts to ensure that all schools are clean, disinfected, 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 Director 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 Director 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 Coordinator 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 CEO.

Last updated: 1/10/22

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 systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- 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 Leaks, Mechanical/HVAC, Sewer	Good	Implemented HVAC sanitation of the airstream and continue with MERV-13 filters
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	New awnings have been installed in eating areas and in process of installing one awning in Kindergarten waiting area.

Overall Facility Rate

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

Overall Rating	Exemplary
----------------	-----------

Last updated: 1/10/22

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
 - **College and Career Ready:** 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 taking and completing a state-administered assessment

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
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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 summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/10/22

**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	168	165	98.21	1.79	29.70
Female	93	90	96.77	3.23	30.00
Male	75	75	100.00	0.00	29.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	155	152	98.06	1.94	28.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	28	26	92.86	7.14	15.38
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	154	151	98.05	1.95	29.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	25	96.15	3.85	12.00

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

Last updated: 1/10/22

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	168	165	98.21	1.79	18.18
Female	93	90	96.77	3.23	12.22
Male	75	75	100.00	0.00	25.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	155	152	98.06	1.94	17.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	28	26	92.86	7.14	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	154	151	98.05	1.95	17.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	25	96.15	3.85	12.00

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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.

Last updated: 1/10/22

Local Assessment Test Results in ELA by Student Group**Assessment Name(s): MAP READING****Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Note: Data shown reflects data from Spring 2021 and is inclusive of Grades K-5.

NOTE: The following subgroup data was collected and is being reported: 1. Hispanic, 2. English Learners, 3. Socioeconomically Disadvantaged, 4. Students with Disabilities.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	315	310	98.0	2.0	32.0
Female	0	0	0	0	0
Male	0	0	0	0	0
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	295	290	98.0	2.0	31.0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	52	52	100	0.0	11.0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	287	282	98.0	2.0	31.0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	50	98.0	2.0	22.00

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/30/22

Local Assessment Test Results in Mathematics by Student Group**Assessment Name(s): MAP MATH****Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Note: Data shown reflects data from Spring 2021 and is inclusive of Grades K-5.

NOTE: The following subgroup data was collected and is being reported: 1. Hispanic, 2. English Learners, 3. Socioeconomically Disadvantaged, 4. Students with Disabilities.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	315	315	100	0.0	12.0
Female	0	0	0	0	0
Male	0	0	0	0	0
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	295	295	100	0.0	11.0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	52	52	100	0.0	2.0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	287	286	100	0.0	11.0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	50	98.0	2.0	5.0

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/30/22

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

Subject	School 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	16.36	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 summative 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/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/10/22

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	55	55	100.00	0.00	16.36
Female	31	31	100.00	0.00	9.68
Male	24	24	100.00	0.00	25.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	49	49	100.00	0.00	14.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	11	11	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	51	100.00	0.00	13.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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

Last updated: 1/10/22

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	--	--	--
7	N/A	N/A	N/A
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: 1/21/22

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)

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

- *School parent meetings will be held regularly throughout the school year.
- * Parents will be encouraged to serve on the School Site Advisory Council.
- * Parents will be consulted and advised regarding the school's educational programs and student progress through meetings and informational bulletins on an ongoing basis.
- * Parents shall be informed regarding progress of students through student-led and parent/teacher/student conferences, monthly progress reports, report cards, evaluations on portfolio projects, and access to PowerSchool.
- * Parents will be encouraged to provide services to the school in areas that will enhance the educational development of their children.
- * Family Nights are planned throughout the entire school year to allow parents to engage in specific themed nights such as Data Night, Literacy Night, Math Night, etc.
- * Parent-Teacher Conferences are set up every semester to ensure parents are receiving the most up to date information on their child's progress. This offers an opportunity for teachers to engage in dialogue with their child's teacher.
- * School Leaders, Teachers and Parents consistently engage in ongoing two – way communication via ClassDojo.
- * School leaders facilitate regular Coffee with the Principal sessions.

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

State Priority: Pupil Engagement

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	319	318	0	0.0
Female	175	174	0	0.0
Male	144	144	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	2	1	0	0.0
Black or African American	1	1	0	0.0
Filipino	3	3	0	0.0
Hispanic or Latino	296	296	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	6	6	0	0.0
English Learners	56	56	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	294	293	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	52	52	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)

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

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

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 for School Year 2019—2020 Only

(data collected between July through February, partial 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 in 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 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.

COVID-19 SAFETY PROTOCOLS:

PUC 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 to determine their exposure to the virus and grant or deny access to the facilities.

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 all PUC 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 (Elementary) School Year 2018—2019

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

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	25.00		10	
1	25.00		10	
2	25.00		10	
3	27.00		10	
4	27.00		10	
5	27.00		10	
6				
Other**				0

* 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 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	17.00	10	5	
1	25.00		10	
2	25.00		10	
3	27.00		10	
4	28.00		10	
5	29.00		10	
6				
Other**				

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

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

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

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	17.00	10	5	
1	25.00		10	
2	25.00		10	
3	28.00		10	
4	28.00		10	
5	28.00		10	
6				
Other**				

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

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

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

Title	Ratio
Pupils to Academic Counselor*	0.0

Last updated: 1/10/22

* 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)

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

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
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	2.00

Last updated: 1/10/22

* 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)

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12245.42	\$1971.42	\$10274.00	\$75693.13
District	N/A	N/A	\$8823.00	\$78721.00
Percent Difference – School Site and District	N/A	N/A	16.40%	-3.80%

State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	21.70%	-10.60%

Last updated: 1/20/22

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

Types of Services Funded (Fiscal Year 2020–2021)

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

The school leadership team reviewed student data before the beginning of the year and tailored professional development to ensure that we meet all students' needs. The school invested in professional development led by leading experts in their respective fields based on the data. The professional development included Capturing Kids Hearts, to address students' social-emotional needs, Hello Literacy, to address student growth areas in reading and writing, Patterns of Power, to address student growth areas in grammar, and Great Leaps, to provide a comprehensive intervention program for all students, particularly those disproportionately impacted by COVID-19. As mentioned above, we implemented an Academic Enrichment component to our after-school program that will utilize data to develop the next steps to target and address student needs. In addition, our Inclusion Department will be offering intervention and tutoring daily for the entirety of the school year.

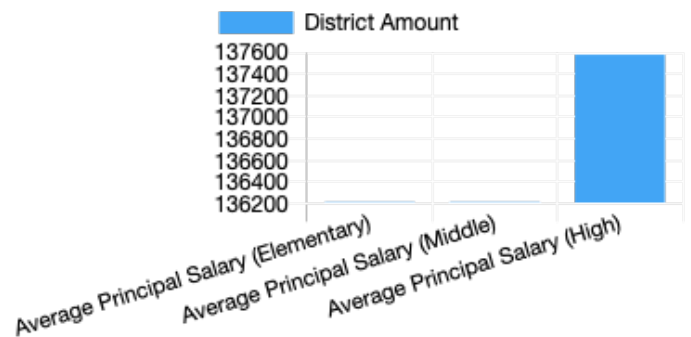
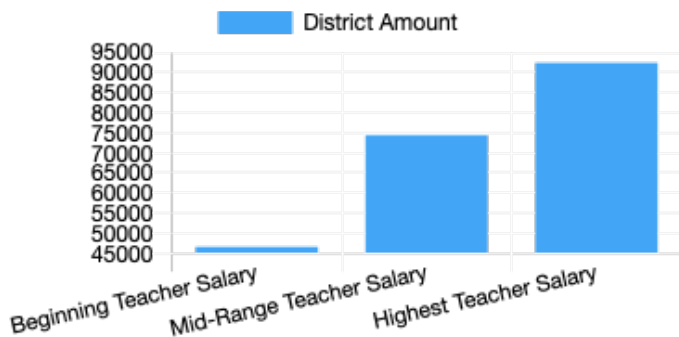
At CCES, we believe in supporting the whole child, and we have enlisted the support of additional team members to help our students' academic and social-emotional needs.

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:

Professional Development

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

	2019-20.	2020-21	2021-22
FULL DAYS	5	4	10
PARTIAL	51	35	35
TOTAL DAYS	56	39	45

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	56	39	45