

PUC Community Charter Middle and PUC Community Charter Early College High
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	11500 Eldridge Ave. Lake View Terrace, CA , 91342-6522	Principal:	Concepcion Rivas, Superintendent
Phone:	(818) 485-0951	Grade Span:	6-12

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 Middle and PUC Community Charter Early College High

About Our School

Partnerships to Uplift Communities (PUC) Community Charter Middle School and Community Charter Early College High School were merged in 2014, becoming PUC Community Charter Middle and Early College High School, to facilitate easier transition between the middle and high school programs. PUC Community Charter High School (PUC CCECHS) was founded in 2004 to meet the educational needs of students living in the Northeast San Fernando Valley, with a concentration on the communities of Lakeview Terrace, Sylmar, San Fernando, and Pacoima.

PUC CCECHS was founded as an extension of Community Charter Middle School, founded in 1999, as the first PUC school. PUC CCECHS was designed to provide the same high level of educational excellence as PUC CCMS, for students coming from PUC CCMS and students coming from other middle schools alike. At PUC Community Charter Middle School (PUC CCMS) our enthusiastic and energetic staff is skilled at guiding students to become college-ready in academics and skilled in the social arena. These experiences begin with our CSUN week for sixth grade students and culminate with graduation ceremonies on a college site! Through the middle school experience, our students continue to learn more about various experiences of living on campus. They engage in deep research projects in class researching universities. By the time our students finish middle school, they already would have visited a local, private and UC university campus. Therefore when they enter high school and they meet with their counselor, they have a much clear idea of what route they wish to pursue.

Students have multiple opportunities to extend learning beyond the classroom through field trips (two per grade level), assemblies, instruction in the performance and visual arts, and student government. Parents are active participants, participating in the School Advisory Council (SAC) and English Language Advisory Council (ELAC), attending special events and supporting various fundraisers. Our intervention programs and after school support enrich students' studies and propel them to success. Evidence of our efforts include the California Distinguished School designation for 2013 and also a nomination for the National Blue-Ribbon Award. The powerful triad of students, parents, and school provide a positive school environment for all at Community Charter Middle School.

Community Charter Early College High School (CCECHS) has a tradition of high expectations and academic achievement, positive character, and community service. Since CCECHS opened its doors in 2004 and moved to our current site at the PUC Education Complex in 2007, we have focused efforts on creating a community of scholars who are prepared for college and career success. As part of the PUC family, we hold the commitments of student proficiency, college and career readiness, and community service as our core principles. CCECHS is proud to be recognized as a California Distinguished School.

At the high school we are excited to offer academically challenging courses. The Advanced Placement program offers challenges to all students. Our focus is to increase the academic rigor our students must achieve to gain admission to the colleges of their choice. Additionally, PUC CCECHS also offers the dual enrollment program through our partnership with LA Mission College. This allows our students to take various college courses prior to graduating from high school.

Our middle to high school arts program continues to thrive. Students participate in Art, Music and Dance – earning awards throughout the year. The visual arts program has had student work displayed at Cal State Northridge and continues to provide a balance of opportunity and development. Dance team members represent CCMS and CCECHS with high-quality and energetic performances throughout the area and in competitions.

All seniors participate in Expository Reading Writing Course (ERWC) along with AP Government & Politics, Spanish Literature, Spanish Language, and Statistics round out the AP offerings at the school. Our collective focus is to increase the academic rigor our students must achieve to gain admission to the colleges of their choice. Our arts program continues to thrive. Students participate in Art, Music and Dance – earning awards throughout the year. Our Visual Arts and Performing Arts Department organize two family events throughout the school year to showcase our students' many talents and continue to provide a balance of opportunity and development.

PUC CCMS and CCECHS is pleased to receive outstanding support from our parents and community. This involvement ensures that a balanced program is provided to all students. We continue to support and challenge our athletes as we provide a variety of CIF sports. The main goal of the school is to prepare students for their future academic endeavors by providing the highest possible level of instruction that will foster student success and achievement.

In order to maximize the effectiveness of our program we attempt to align our school's mission to PUC Three Commitments as well as our Expected School-wide Learning Results (ESLRS) below ensuring students graduate as leaders, citizens and scholars in order to be prepared for college life.

The vision for (name of school) is guided by PUC's 3 Commitments:

1. Five times more college graduates within the communities we serve.

After four years with us, students are proficient.

Students commit to uplift our communities now and forever.

Expected School-wide Learning Results (ESLRS)

SCHOLARS:

Proficient students

Inquisitive Learners

Goal-oriented

College Ready

REFLECTIVE LEARNERS:

Active Listeners

Solution Oriented

SUPPORTIVE OF COMMUNITY:

Support for each other

Developing high values/morals/character

Involved in the community

Contact

PUC Community Charter Middle and PUC Community Charter Early College High

11500 Eldridge Ave.

Lake View Terrace, CA 91342-6522

Phone: (818) 485-0951

Email: c.rivas@pucschools.org

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 Middle and PUC Community Charter Early College High
Street	11500 Eldridge Ave.
City, State, Zip	Lake View Terrace, CA , 91342-6522
Phone Number	(818) 485-0951
Principal	Concepcion Rivas, Superintendent
Email Address	c.rivas@pucschools.org
Website	https://www.pucschools.org/ccms/
County-District-School (CDS) Code	19647336116750

Last updated: 1/6/22

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

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

The mission of PUC Schools is to develop and manage high-quality charter schools in densely populated urban communities with overcrowded and low achieving schools. We create school programs and cultures that result in college graduation for all students. We uplift and revitalize communities through the development of educational and other supportive partnerships.

PUC Community Charter Middle and Early College High School operates on an early college model, and has developed successful partnerships with California State University- Northridge, Mission College, and other institutions, allowing all students to take college classes during their time at the school. The Early College model is designed to graduate students with significant college experience and credits, who are fully ready to succeed in a 4-year college or university. Some students graduate from us with enough college credits to earn an Associate of Arts or Science degree, along with their high school diploma. The educational program at PUC Community Charter is recognized for its high quality and sound results, resulting in both the high school and middle school being named California Distinguished Schools.

PUC Schools uses an educational model based on high expectations for all students, highly qualified teachers and principals, and parents as partners. The school operates on a traditional August-June academic calendar. PUC Community Charter Class of 2019 seniors will be our school's tenth graduating class. PUC Community Charter Middle and Early College High School is located in Lakeview Terrace, on a 37,500 square foot campus of the PUC Education Complex, and shares space with PUC Community Charter Middle School, creating a common culture across the two schools that eases the transition from middle to high school.

In our 22nd year of operation, we are eager to highlight our successes to date, transparently call attention to our challenges, and discuss ways in which we aim to continuously improve.

School's Mission and Vision:

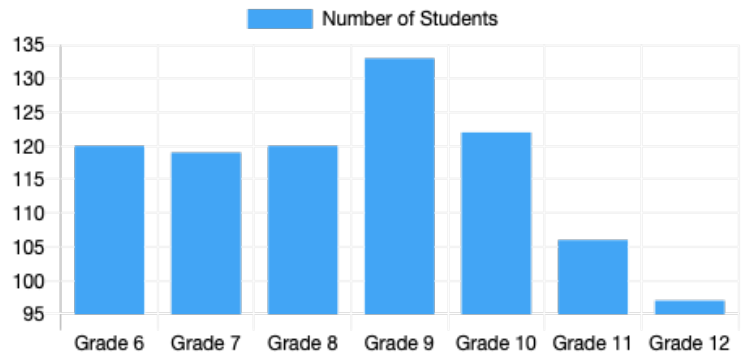
We believe it is our responsibility to identify the strengths and talents of every child and to support his/her individual development. We believe in empowering students to embrace the power of scholarship, leadership, and citizenship. We believe the arts are an integral part of the human experience and that our students must be able to experience and express their ideas, emotions, and perspectives through the arts. We believe that parents and community members are a key part of our educational model.

We believe in the power of finding one's passion and work to create an experience rich in the arts, athletics, world language, and technology. We believe that children learn rigorous material and critical skills best when given the opportunity to engage in meaningful, interdisciplinary projects with opportunities to integrate art and technology. We believe in the whole child approach to secondary school experience and thus provide a council advisory program to address the social-emotional needs of each student. We believe in empowering our students to become change agents within their community. "Our mission is to ensure every student graduates high school prepared for college success."

Last updated: 1/6/22

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

Grade Level	Number of Students
Grade 6	120
Grade 7	119
Grade 8	120
Grade 9	133
Grade 10	122
Grade 11	106
Grade 12	97
Total Enrollment	817



Last updated: 1/6/22

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

Student Group	Percent of Total Enrollment
Female	46.80%
Male	53.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.10%
Asian	0.50%
Black or African American	2.30%
Filipino	0.50%
Hispanic or Latino	92.40%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.50%
White	0.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	10.90%
Foster Youth	0.20%
Homeless	0.10%
Migrant	0.00%
Socioeconomically Disadvantaged	94.20%
Students with Disabilities	15.40%

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	

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>OTHER INSTRUCTIONAL MATERIALS:</p> <p>EL Achieve (Systemic ELD curriculum)Date of Adoption: 2018</p> <p>CCECHS</p> <p>I-Ready ELA 9-10*, ERWC 9-12 Date of Adoption 2018</p> <p>12th-</p> <p>12th Grade Reading/Language Arts follows the full CSU Expository Reading and Writing Framework (ERWC). Full Length texts incorporated into the ERWC curriculum are as follows:</p> <p>Brave New World, Cambodia Remembers, 1984, Into the Wild The Tragedy of Hamlet The Tragedy of Othello.</p> <p>11th-</p> <p>The Boy Who Harnessed Wind, Ejiiofor Date Adopted: 2021 Great Gatsby, Fitzgerald, Date of Adoption: 2016 The Distance Between Us, Grande Date of Adoption: 2021 The Crucible, Miller Date of Adoption: 2021</p> <p>10th-</p> <p>CSU ERWC Modules Date of Adoption: 2018 Things Fall Apart, Achebe, Date of Adoption: 2021 Antigone, Sophocles, Date of Adoption: 2018</p> <p>9th-</p> <p>CSU ERWC Modules Date of Adoption: 2018 To Kill a Mockingbird, Lee Date of Adoption: 2018 Raisin in the Sun, Hansberry, Date of Adoption: 2018 Absolute True Diary of a Part Time Indian, Alexie, Date of Adoption: 2020</p> <p>CCMS Text: Houghton Mifflin Harcourt Into Literature Year of Adoption: 2021</p>	Yes	0%
Mathematics	<p>CCECHS</p> <p>Flourish Kendall Hunt - Algebra I,</p>	Yes	0%

	<p>Adoption :2019 Flourish Kendall Hunt Geometry, Adoption :2019 Flourish Kendall Hunt Algebra II, Adoption: 2019 Flourish Kendall Hunt Pre-Calc, Adoption:2021 The Practice of Statistics (5th edition, Starnes),Adoption : 2018 Calculus Pearson, Adoption: 2018, CCMS https://www.maneuveringthemiddle.com/</p>		
Science	<p>CCECHS Holt- "Environmental Science", Adoption 2016 Prentice Hall- "Chemistry" (California), Adoption: 2016 Perfection Learning- "Marine Science: Marine Biology and Oceanography", Adoption 2021 Pearson Prentice Hall- "Biology" Adoption: 2016 CCMS https://amplify.com/programs/amplify-science</p>	Yes	0%
History-Social Science	<p>CCECHS The Cultural Landscape, Rubenstein, Adoption: 2019 World History Modern Times, Glencoe McGraw Hill, Adoption: 2015 Call to Freedom: 1865 to Present, Stuck, Adoption: 2016 The American Pageant, Kennedy, Adoption: 2016 AMSCO United States Govt & Politics, Wollford, Adoption, 2019 CCMS Text: TCI-History Alive! (Ancient History,, World History, US History) Year of Adoption: 2012</p>	Yes	0%
Foreign Language	<p>CCECHS Non-Native Speakers: Encuentros (Vista Higher Learning, Adoption: 2021 Native Speakers: Galerias (Vista Higher Learning, Adoption: 2021 APSpanLang: 1. Abriendo Paso Lecturas and Abriendo Pasos Gramatica, Adoption: 2021 APSpanLit: Abriendo Puertas Vista Higher Learning - Encuentros and Galerias Adoption: 2021 CCMS N/A</p>	Yes	0%
Health	<p>CCECHS Peer Health Exchange, Adoption 2015 CCMS N/A</p>	Yes	0%

Visual and Performing Arts	CCECHS Spotify Adoption: 2020 CCMS N/A	Yes	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	Installed Solar Panels
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Installed hand washing stations and bottle drinking fountains in eating area.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Brought up to code new changes to elevator Hydraulic pipe.

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	459	458	99.78	0.22	41.05
Female	212	212	100.00	0.00	48.58
Male	247	246	99.60	0.40	34.55
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	12	11	91.67	8.33	45.45
Filipino	--	--	--	--	--
Hispanic or Latino	419	419	100.00	0.00	40.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	19	100.00	0.00	52.63
White	--	--	--	--	--
English Learners	48	48	100.00	0.00	2.08
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	427	426	99.77	0.23	38.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	71	98.61	1.39	11.27

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: 1/30/22

**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	459	455	99.13	0.87	25.71
Female	212	211	99.53	0.47	28.44
Male	247	244	98.79	1.21	23.36
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	12	11	91.67	8.33	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	419	416	99.28	0.72	26.68
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	19	100.00	0.00	21.05
White	--	--	--	--	--
English Learners	48	47	97.92	2.08	2.13
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	427	423	99.06	0.94	25.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	70	97.22	2.78	4.29

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: PUC CCMS-CCECHS is reporting overall 6-12 grade local Spring 2021 assessment data even though Grades 6-8 and 11 are checked under the Grade Levels to show on Public SARC.

NOTE: The following subgroups 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	815	783	96.00	4.00	45.5
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	753	721	96.00	4.00	45
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	82	75	91.5	8.5	0.0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	758	727	96.5	3.5	44.5
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	126	117	93.5	6.6	17.5

*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)

Please note that PUC CCMS-CCECHS is reporting overall 6-12 grade local Spring 2021 assessment data even though Grades 6-8 and 11 are checked under the Grade Levels to Show on Public SARC.

NOTE: The following subgroups 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	815	789	97.0	3.0	24.5
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	753	728	97.0	3.0	24.5
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	82	76	93.0	7.0	3.0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	758	732	97.0	3.0	24.5
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	126	117	93.5	6.5	6.0

*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	31.39	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	225	223	99.11	0.89	31.39
Female	103	102	99.03	0.97	36.27
Male	122	121	99.18	0.82	27.27
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	205	203	99.02	0.98	32.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	18	17	94.44	5.56	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	208	206	99.04	0.96	31.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	40	97.56	2.44	7.50

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

Last updated: 1/10/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

Starting the 2022-2023 school year:

PUC high schools that do not offer an Advanced Placement program (AP) are required to offer a Career Technical Education (CTE) pathway. If an AP program is offered, a CTE pathway is optional.

Last updated: 1/12/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

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

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

Last updated: 1/11/22

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

UC/CSU Course Measure	Percent
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	91.84%

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	N/A	N/A	N/A
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: 1/10/22

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)

Parents have the opportunity to participate in a variety of councils and clubs at PUC CCMS and PUC CCECHS. Opportunities for involvement include the School Advisory Council and Parent Association, which monitor and support all aspects of the school. Other opportunities include parents' support for music, dance, and sports, where parents participate in planning, set-up and production of many events that their scholars are involved with. Parents are invited to monthly "Coffee with Principal," a casual meeting to share concerns, ideas, and new initiatives at the school. Additionally, PUC CCMS and PUC CCECHS host a minimum of 8 monthly family nights that include Back to School Night, Data Nights, Student-Led Conferences, Parent-Teacher Conferences, and more. Other opportunities at CCMS include CSUN week (sixth grade), chaperoning field trips (all grades), fund-raising (all grades), student government (dances, food drive, projects), and more. Parents are always welcome at the school site and often come to visit and discuss student progress and meet with staff to prepare events. Monthly parent meetings focused on a specific content area have been a positive draw attracting a majority of our parent population at these critical events. To participate in our school activities, please call our front office (818) 485-0933 (CCMS) or (818) 485-0951 (CCECHS).

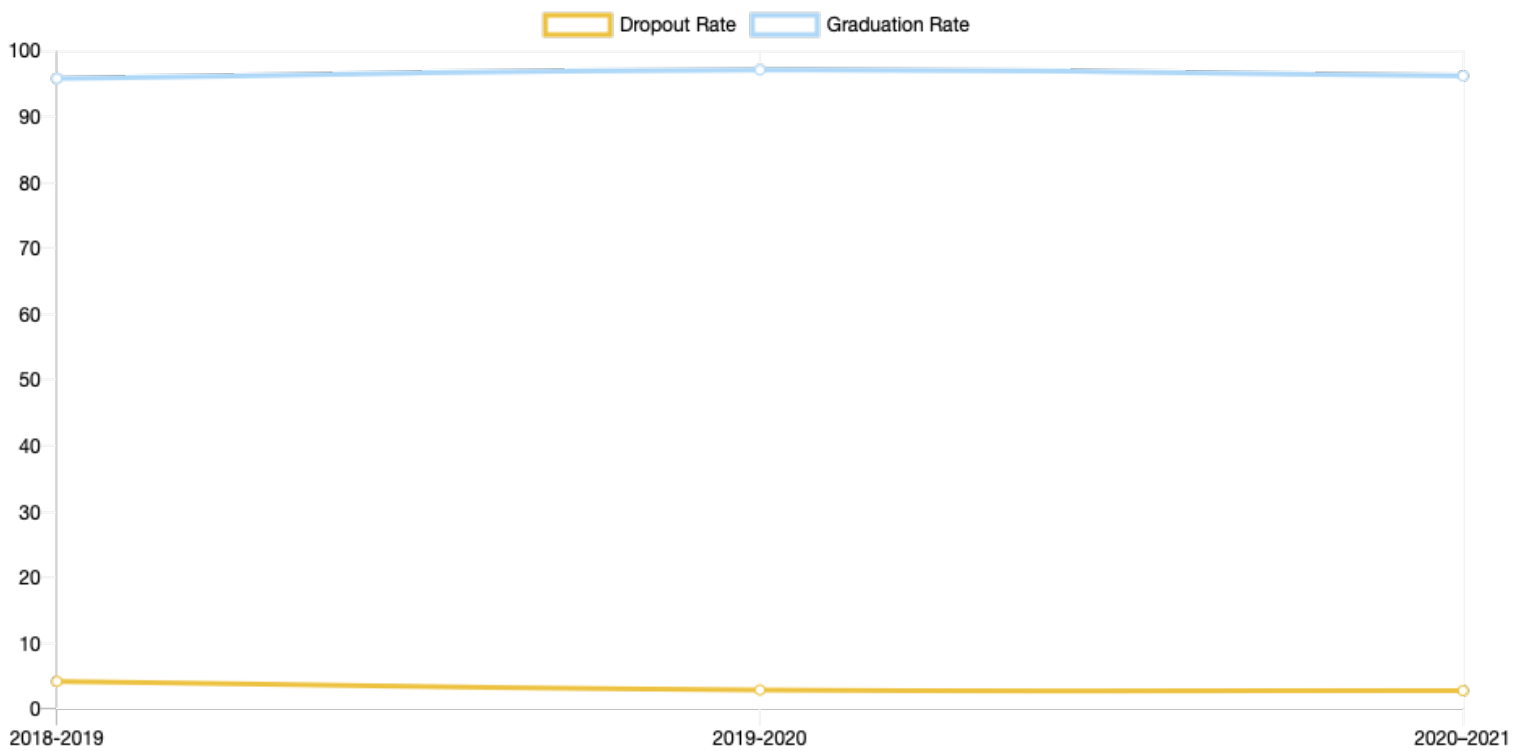
State Priority: Pupil Engagement

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

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

Indicator	School 2018- 2019	School 2019- 2020	School 2020- 2021	District 2018- 2019	District 2019- 2020	District 2020- 2021	State 2018- 2019	State 2019- 2020	State 2020- 2021
Dropout Rate	4.20%	2.90%	2.80%	10.90%	8.90%	8.10%	9.00%	8.90%	9.40%
Graduation Rate	95.80%	97.10%	96.20%	81.50%	82.90%	83.50%	84.50%	84.20%	83.60%



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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	106	102	96.2
Female	47	45	95.7
Male	59	57	96.6
Non-Binary	--	--	0.0
American Indian or Alaska Native	--	--	96.6
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	96	92	95.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	0	0	0.00
English Learners	13	11	84.6
Foster Youth	--	--	--
Homeless	--	--	0.0
Socioeconomically Disadvantaged	102	98	96.1
Students Receiving Migrant Education Services	--	--	0.0
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 <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Last updated:

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	828	818	0	0.0
Female	387	382	0	0.0
Male	441	436	0	0.0
American Indian or Alaska Native	4	4	0	0.0
Asian	1	1	0	0.0
Black or African American	19	19	0	0.0
Filipino	4	4	0	0.0
Hispanic or Latino	766	756	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	0	0.0
White	7	7	0	0.0
English Learners	93	91	0	0.0
Foster Youth	2	2	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	775	771	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	130	128	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	0.48%		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	0.24%	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

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	32.00		36	2
Other**				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				
1				
2				
3				
4				
5				
6	30.00		40	
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				
1				
2				
3				
4				
5				
6	30.00		33	
Other**				

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
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: 1/11/22

* 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: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$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.

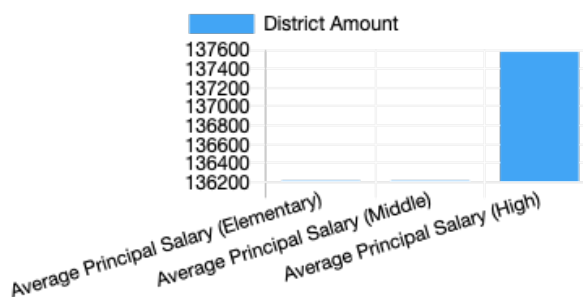
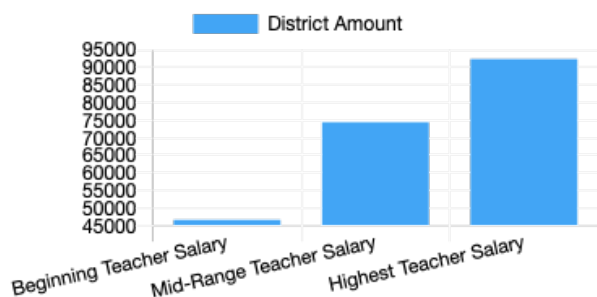
CCMS and CCECHS offer multiple computer-based individualized programs, such as iReady, NEWSELA, and Khan Academy, that support English Language Arts and Math instruction. Our afterschool program enjoys support from After School Education and Safety (ASES) and Think Together tutors, who are college students 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: 1/11/22

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
Fine and Performing Arts	0
Foreign Language	3
Mathematics	1
Science	0
Social Science	2
Total AP Courses Offered*	7.00%

Last updated: 1/11/22

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

Professional Development

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

	2019–2020	2020–2021	2021–2022
FULL DAYS:	MS: 5/HS: 5	MS: 5/HS: 5	MS: 5/HS: 5
PARTIAL DAYS:	MS: 53 /HS: 49	MS: 30/HS:30	MS: 30/HS:30
TOTAL:	58	35	35

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	58	35	35