

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

| | | | |
|-----------------|---|--------------------|----------------------------------|
| Address: | 1855 North Main St. Los Angeles, CA , 90031-3227 | Principal: | Concepcion Rivas, Superintendent |
| Phone: | (323) 222-5010 | Grade Span: | 6-8 |

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 Excel Charter Academy

About Our School

The theme of the 2021-22 school year for PUC Excel is “Be Kind, Be Mindful, Be Brave”. We are working as a team to be kind to ourselves and our students through the implementation of a variety of systems and structures that impact a positive school culture and improvements to our students’ academic achievement. We are in the process of being trained in Restorative Practices with the California Conference for Equality and Justice. We continue to be supported by Student Service Coordinators for each grade level which serve as culture and celebration as well as behavioral tier II supports. We also have an additional level of tiered support for our more intensive needs students. These team members support our teachers with celebrating students, monitoring unexpected behavior and responding with a variety of mentorship interventions and family support. We have added a full time MFT Associate to help all of our struggling students. We know that improving our trauma informed responses to challenging student behavior will support our instructional program. To continue this growth we are working as a staff to improve our students’ cognitive engagement through inquiry structures. We know that the more we set up students to be curious about the units of study, the more they will seek to learn, and the more they will grow as readers, writers, mathematicians, historians and scientists. Each one of our content areas has a new curriculum that was chosen because of the real life application as well as the inquiry based thinking each has. We are also closely monitoring student data to ensure we are providing a variety of group structures to support our various student populations. We have created three structures to respond to data: In class small group instruction and conferences, daily intervention classes and after school tutoring. To ensure these initiatives are strong, we have multiple professional development structures in place to support and monitor our teachers’ practice. Teachers engage in coaching, observation and feedback cycles with their leaders. We meet weekly as a staff to engage in learning experiences and discuss grade level needs. Content teachers co-plan units of study. At the end of each unit, we engage in a reflective experience to analyze student data and plan for next steps. We know that with consistent implementation of the aforementioned systems and structures, our students will trust the challenging process of learning. They will build trust in their teachers but most importantly, they will trust themselves. We look forward to seeing how our Excel scholars will develop into the socially conscious and effective leaders they are meant to be.

Contact

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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 Excel Charter Academy
Street 1855 North Main St.
City, State, Zip Los Angeles, CA , 90031-3227
Phone Number (323) 222-5010
Principal Concepcion Rivas, Superintendent
Email Address c.rivas@pucschools.org
Website <https://www.pucschools.org/excel>
County-District-School (CDS) Code 19647330112201

Last updated: 1/6/22

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

MISSION STATEMENT:

"Our mission is to ensure every student graduates from high school prepared for college success."

CORE VALUE:

We are a community dedicated to closing the achievement gap for our students. We are accountable, to our students and their parents, for results. We commit to our work with a SENSE of URGENCY.

Founded in 2006, PUC Excel Charter Academy believes that all students are capable of uplifting themselves, their families and their communities. We believe it is our role to support students holistically, which includes supporting their academic growth, the development of their mental health, cultivating their physical health and finally supporting their families through various challenges. Our ultimate goal is to put students on a path to college and/or career success while recognizing that social emotional, mental health or physical needs must be addressed before academic success can be attained. To attain our goal, we offer many services and programs such as clinical counseling with an Art Therapy approach. Our Nutrition program ensures all of our students have access to free healthy meals everyday including Breakfast, 2nd Chance Breakfast, Lunch, and Supper. Our PE and Sports Programs cultivate relationships among our students and staff, while also promoting physical health.

Our Advisory class supports student to student relationships and drive the development of scholarly habits, which contributes to students' academic and personal motivation and resilience. We provide small group electives such as Visual Art, Music and Literature Book Clubs to help students find their voice and power to overcome their personal and societal challenges on their path to academic success. We build relationships with students and foster their leadership capacities by involving them in mentorship, sports and clubs that meet their needs and interests such as Running, Danza, Gaming and Film. We also have a Parent Center, Parent Leaders and a strong culture of family donation of resources and volunteer hours. To support the high needs of our families, we partner with various community partners like GRYD, The Women's Center and ALANON to meet other needs beyond our expertise. We have a "Culture Team" composed of three Student Service Coordinators who work with teachers to create a culture of celebration and progress monitoring of student success. They also respond to unexpected behavior and serve as liaisons with families to create proactive success plans for students.

To ultimately support students' academic success, we develop consistent patterns throughout every grade level such as common routines, rituals, expectations and celebrations. We craft fully developed learning cycles that are grounded in the Inquiry approach, letting student questioning drive the learning. We focus on building the love of reading through high engagement literacy. We use a social justice approach to Reader's and Writer's workshop in the Language Arts classes, where students have a plethora of choice in their reading and writing topics and experiences. In History classes, students practice reading and writing strategies learned in ELA as they explore the connection between significant happenings in the past and their connection to the present and future. Math and Science classes cultivate the excitement of meeting challenges in numeracy development. Students engage in hands-on inquiries, technology supported experiences and online simulations. Reading, writing and discussion are heavily embedded in all content classes.

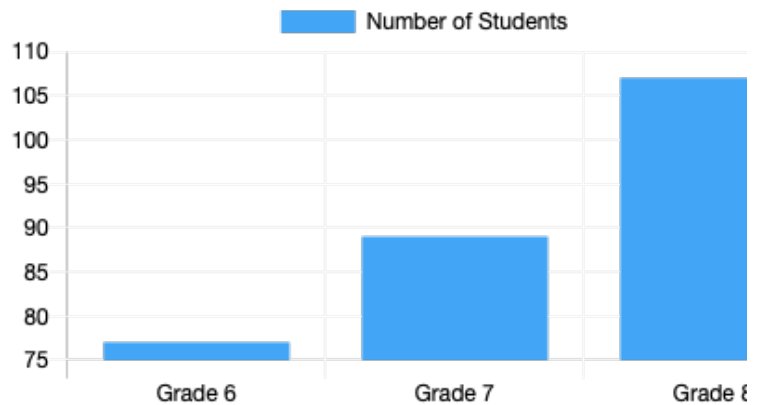
We have a full Inclusion model meaning all of our students, regardless of any SpEd or EL classification learn in the General Education Class. Our team of Administrators, General Education Teachers, Special Education Teachers Student Service Coordinators and Assistants collaborate to ensure our students with IEPs, students classified as English Learners and other students achieving below grade level are supported. We have a comprehensive network of academic intervention,

supported through small group instruction in every class, every day. We also use student achievement data to assign further intervention throughout the school day and after school. We run a fully attended After School Program that includes tutoring, sports, clubs and supper.

Last updated: 1/6/22

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

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 6 | 77 |
| Grade 7 | 89 |
| Grade 8 | 107 |
| Total Enrollment | 273 |



Last updated: 1/6/22

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

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 44.00% |
| Male | 56.00% |
| Non-Binary | 0.00% |
| American Indian or Alaska Native | 0.00% |
| Asian | 0.00% |
| Black or African American | 1.80% |
| Filipino | 0.00% |
| Hispanic or Latino | 94.50% |
| Native Hawaiian or Pacific Islander | 0.00% |
| Two or More Races | 0.00% |
| White | 0.40% |

| Student Group (Other) | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| English Learners | 13.90% |
| Foster Youth | 0.00% |
| Homeless | 0.70% |
| Migrant | 0.00% |
| Socioeconomically Disadvantaged | 94.50% |
| Students with Disabilities | 21.20% |

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

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 | Textbook: Grades 6th through 8th Title: Amplify ELA, Subject: ELA, Date of Adoption: Fall 2015 | Yes | 0% |
| Mathematics | Textbook: Grades 6th through 8th Title: EnVision Math, Savvas, Subject: Math, 2015 | Yes | 0% |
| Science | Textbook: For 6th through 8th grade Title: Lab-aids, Middle School NGSS Curriculum | No | 0% |
| History-Social Science | Textbook: For 6th through 8th grade Title: Discovery History, Subject: History | | 0% |
| Foreign Language | Textbook: Title: Asi se dice, Houghton Mifflin, Subject: Spanish, 2016 | | 0% |
| Health | N/A | | 0% |
| Visual and Performing Arts | Teacher Developed Lessons | | 0% |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0% |

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

Last updated: 1/7/22

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: 1/11/22

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 | Monthly pest control service is in effect. |
| Electrical: Electrical | Good | Installed solar panels |
| 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 | Basketball court floor area has been repaved and painted. |

Overall Facility Rate

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

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 1/11/22

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: 1/11/22

**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 | 283 | 280 | 98.94 | 1.06 | 28.93 |
| Female | 127 | 127 | 100.00 | 0.00 | 33.07 |
| Male | 156 | 153 | 98.08 | 1.92 | 25.49 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 263 | 260 | 98.86 | 1.14 | 28.85 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 11 | 11 | 100.00 | 0.00 | 27.27 |
| White | -- | -- | -- | -- | -- |
| English Learners | 37 | 37 | 100.00 | 0.00 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | | | | | |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 260 | 258 | 99.23 | 0.77 | 27.13 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 60 | 59 | 98.33 | 1.67 | 15.25 |

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: 1/11/22

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 | 283 | 278 | 98.23 | 1.77 | 16.91 |
| Female | 127 | 127 | 100.00 | 0.00 | 13.39 |
| Male | 156 | 151 | 96.79 | 3.21 | 19.87 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 263 | 258 | 98.10 | 1.90 | 17.44 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 11 | 11 | 100.00 | 0.00 | 9.09 |
| White | -- | -- | -- | -- | -- |
| English Learners | 37 | 37 | 100.00 | 0.00 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | | | | | |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 260 | 256 | 98.46 | 1.54 | 14.06 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 60 | 59 | 98.33 | 1.67 | 10.17 |

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: 1/11/22

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 assessment.

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 | 284 | 268 | 94.0 | 6.0 | 37.0 |
| 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 | 259 | 244 | 94.0 | 6.0 | 37.0 |
| 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 | 34 | 32 | 94.0 | 6.0 | 3.0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 258 | 245 | 95.0 | 5.0 | 37.0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 60 | 55 | 92.0 | 8.0 | 22.0 |

*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: 1/31/22

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 assessment.

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 | 284 | 266 | 94.0 | 6.0 | 9.0 |
| 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 | 259 | 245 | 95.0 | 5.0 | 9.0 |
| 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 | 34 | 34 | 100 | 0.0 | 0.0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 258 | 242 | 94.0 | 6.0 | 8.0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 60 | 55 | 92.0 | 8.0 | 4.0 |

*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: 1/31/22

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 | 15.69 | 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: 1/11/22

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 105 | 103 | 98.10 | 1.90 | 15.69 |
| Female | 51 | 51 | 100.00 | 0.00 | 9.80 |
| Male | 54 | 52 | 96.30 | 3.70 | 21.57 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 98 | 96 | 97.96 | 2.04 | 16.84 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | | | | | |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 96 | 94 | 97.92 | 2.08 | 12.90 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 26 | 25 | 96.15 | 3.85 | 8.00 |

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

Last updated: 1/11/22

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

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

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

Last updated: 1/11/22

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 are invited to attend monthly Coffee with the Principal meetings to hear about the school initiatives, take part in learning walks and provide feedback. Coffees are done bimonthly.

Parents are also invited to attend quarterly student led-conferences and student achievement nights.

Parents are invited to take part in our quarterly awards assemblies. We have invited parents to take part in our ELAC and SSC committees.

All of this info is transmitted to parents via flyers given to students, mailed home, and sent via text and emails.

To be involved, parents can contact the school for more information (323)222-5010

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 | 287 | 286 | 0 | 0.0 |
| Female | 129 | 128 | 0 | 0.0 |
| Male | 158 | 158 | 0 | 0.0 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 0 | 0 | 0 | 0.0 |
| Black or African American | 6 | 6 | 0 | 0.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 270 | 269 | 0 | 0.0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 0 | 0 | 0 | 0.0 |
| White | 1 | 1 | 0 | 0.0 |
| English Learners | 39 | 39 | 0 | 0.0 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 2 | 2 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 268 | 267 | 0 | 0.0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 61 | 61 | 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 | 0.00% | | 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 | 0.32% | 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: 1/11/22

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: 1/11/22

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 | 24.00 | | 22 | 1 |
| 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 | 18.00 | 23 | | |
| 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 | 15.00 | 31 | | |
| 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)

Note: PUC Excel Charter Academy offers English Language Arts classes under Social Science section. They are designated as Humanities English Language Arts.

| Subject | Average Class Size | Number of Classes *1-22 | Number of Classes *23-32 | Number of Classes 33+ |
|----------------|--------------------|-------------------------|--------------------------|-----------------------|
| English | | | | |
| Math | 26.00 | | 8 | |
| Science | 26.00 | | 8 | |
| Social Science | 26.00 | | 16 | |

* 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 | | | | |
| Math | | | 8 | |
| Science | 30.00 | | 4 | |

Social Science

* 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 | 22.00 | 5 | 5 | |
| Math | 22.00 | 7 | 3 | |
| Science | 19.00 | 7 | 3 | |
| Social Science | 19.00 | 7 | 3 | |

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 | 2.30 |

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)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$14817.79 | \$4487.79 | \$10330.00 | \$78076.51 |
| District | N/A | N/A | \$8823.00 | \$78721.00 |
| Percent Difference – School Site and District | N/A | N/A | 17.10% | -0.80% |
| State | N/A | N/A | \$8443.83 | \$84665.00 |

| | | | | |
|--|-----|-----|--------|--------|
| Percent Difference – School Site and State | N/A | N/A | 22.30% | -7.80% |
|--|-----|-----|--------|--------|

Last updated: 1/20/22

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

Types of Services Funded (Fiscal Year 2020–2021)

PUC Excel Charter Academy offers programs and services to assist students. PUC Excel Charter Academy offers an Extended Day Program in which all programs and activities are used as a means to close the achievement gap and to enrich students’ lives. This program includes academic enrichment through homework support and tutoring, social enrichment through clubs, and physical engagement through sports.

In addition to the Extended Day Program, PUC Excel Charter Academy offers clinical counseling. The goal of PUC Clinical Counseling Program is to improve students’ mental health by providing access to high quality mental health care in an educational environment that links students’ families, which in turn reduces barriers to learning and improves overall emotional development.

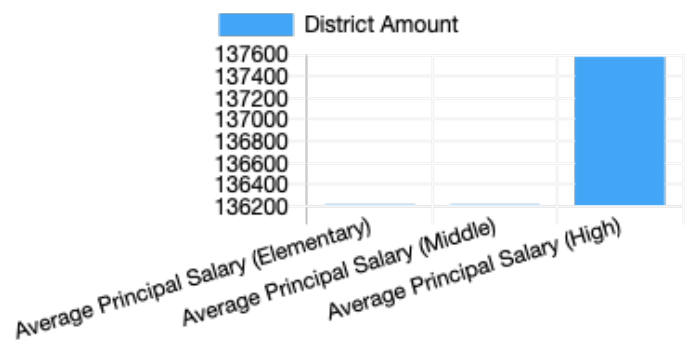
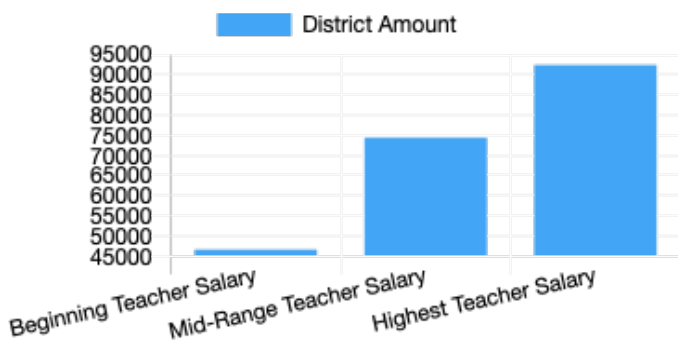
PUC Excel Charter Academy also offers additional academic support through after school intervention and on the weekends through Saturday Academy as needed. Teachers proactively plan for and facilitate research-based small-group instruction to support targeted students on targeted skills after school and on Saturdays as needed.

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:

Professional Development

PUC EXCEL breakdown as follows:

| | 2019-20 | 2020-21 | 2021-22 |
|-----------|---------|---------|---------|
| FULL DAY: | 4 | 4 | 11 |
| MIN. DAY: | 45 | 35 | 34 |
| TOTAL: | 49 | 39 | 45 |

| Measure | 2019-2020 | 2020-2021 | 2021-2022 |
|---|-----------|-----------|-----------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 49 | 39 | 45 |