

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

Address:	12550 Van Nuys Blvd. Pacoima, CA , 91331-1354	Principal:	Concepcion Rivas, Superintendent
Phone:	(818) 492-1880	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 Inspire Charter Academy

About Our School

PUC Inspire Charter Academy is proud to be the 15th PUC School. Like all of our sister schools, PUC Inspire is grounded in one mission: to graduate students prepared for high school and college success. In order to track our progress towards this mission, we have created three commitments: five times more college graduates in the communities we serve, after four years with us students are proficient, and students commit to uplift their communities now and forever. These commitments serve as a guide to our daily work: any and all decisions we make should support our students in meeting our three commitments. Our philosophy for behavior and academic support is that every PUC Inspire student deserves the opportunity and challenge of growing every day. All behavior and academic support is grounded in the following growth cycle: learn, reflect, change course and practice new skills. This growth mindset is not only instilled in our students but also modeled by our teachers. In our 7th year, teachers have focused on collaborative, inquiry driven units that highlight student engagement, academic discourse, and the infusion of technology as a vehicle for learning. PUC Inspire firmly believes that learning takes place in community. Teachers collaborate as a grade level team to ensure all students' needs are met, particularly those who are English Learners or students with IEPs. Parents and extended family members are our most critical partners in helping our school achieve our goals. Together, we believe every student can grow every day.

This year provides yet another opportunity for PUC Inspire to be a positive impact on the community. We are very fortunate to have multiple generations of family members attend our school. The small charter school setting allows for staff to know our students well and support them effectively both in behavior and academics. Despite the challenges created with Distance Learning last year, the school continued to be committed to every student's education. We also worked diligently to ensure that every family had what they needed in order for their student to be engaged daily in our instructional program. As we return to campus this school year, we are focused on identifying academic and behavioral needs for each student and adjusting instruction as well as our programming to meet those needs.

Contact

PUC Inspire Charter Academy
12550 Van Nuys Blvd.
Pacoima, CA 91331-1354

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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 Inspire Charter Academy
Street 12550 Van Nuys Blvd.
City, State, Zip Pacoima, CA , 91331-1354
Phone Number (818) 492-1880
Principal Concepcion Rivas, Superintendent
Email Address c.rivas@pucschools.org
Website <https://www.pucschools.org/inspire/>
County-District-School (CDS) Code 19647330129593

Last updated: 1/6/22

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

PUC Inspire Charter Academy, founded in 2014, is an independent public charter school sponsored by the Los Angeles Unified School District. It is the 15th middle school that Partnerships to Uplift Communities (PUC) started in the Northeast San Fernando Valley. The school was established, by Dr. Jacqueline Elliot, as a response to the community and the need for a charter alternative to the existing public middle schools serving the Northeast San Fernando Valley. In the Fall of 2016, PUC Inspire moved to our current facility on 12550 Van Nuys Blvd in Pacoima, where the campus is currently located.

PUC Inspire is situated in an urban area within the Northeast San Fernando Valley on the outskirts of Los Angeles County called Pacoima. The community of Pacoima is characterized by having schools whose academic achievements are low. In the school community the bulk of our parents are first-generation immigrants. 97% of the students at PUC Inspire report their ethnicity as Hispanic or Latino with the next largest racial group being 0.8 percent of students as White, and 0.5 % American Indian or Alaskan Native and 0.8% not reported. PUC Inspire qualifies for the Community Eligibility Provision (CEP) which allows all of our students to receive breakfast and lunch at no cost to families.

We believe it is the responsibility of the school with the families to identify the strengths and talents of every student and to support their individual development. At PUC Inspire, we believe in the potential of every student. By building positive relationships with all stakeholders and implementing an equitable educational program, we strive to equip students with the critical thinking skills and emotional intelligence needed to thrive in high school and beyond. In order to maximize the effectiveness of those programs, PUC Inspire aligns the school's mission to PUC's three Commitments ensuring that students graduate as leaders, citizens and scholars in order to be prepared for college and career success.

1. Five times more college graduates within the communities we serve.
2. After four years with us, students are proficient.
3. Students commit to uplift our communities now and forever.

In order to achieve this mission and vision, PICA is replicating key design elements of the PUC model that have proven highly successful. Implementation of the PUC model will include the following design elements:

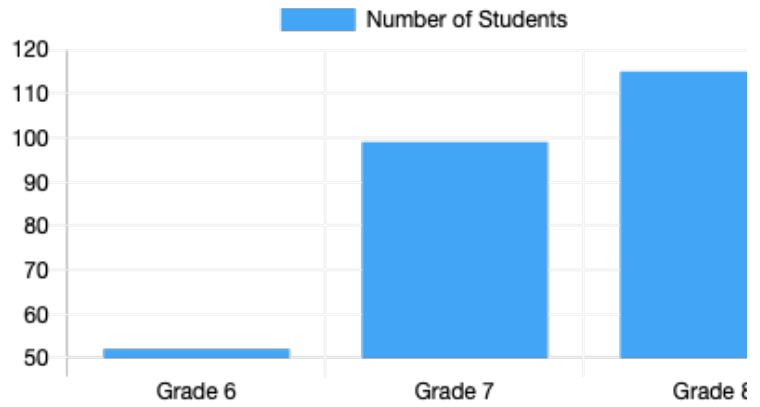
- * The school curriculum will prepare students with a common core of knowledge, irrespective of primary language or ethnic background.
- * The school provides a small, nurturing environment.
- * Teachers use assessments and data to identify and fill learning gaps for individual students.
- * The school infuses theater, arts and physical education and health education into the academic program for all students.
- * The school offers an extended day (after-school) program that will provide students with a safe place, academic support, arts, athletics, clubs, as well as enrichment in a variety of areas. The program is custom built to the interests and needs of the students.
- * The school encourages supportive and purposeful teaching as the norm.
- * The school implements an inclusion model for students with special needs, an immersion program for ELL students, as well as strategies, such as pre-teaching, in order to build confidence and well-being.
- * The school strategically cultivate a positive school environment characterized by mutual respect through participation in the Community Circle from the Tribes program. The school will prioritize each child's emotional and physical health in addition to their academic needs. Services will be identified and offered to alleviate the barriers to learning.
- * The school will ensure that the students emotional health is being met with the infusion of at least 2 clinical counselors on site
- * The school will ensure to bridge community partnerships that will foster the relationship between the community and the school in bridging the gap between their learning and their emotional needs.

As we have transitioned back to campus we continue to be committed to the whole child's success. In an effort to support the social emotional well-being of all students, we have incorporated the use of SEL curriculum weekly during our Advisory class. In the classroom, we have continued to have a second adult present to assist the teacher with the delivery of instruction. These individuals support with small group learning opportunities as well as the overall effectiveness of the daily classroom routine.

Last updated: 1/6/22

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

Grade Level	Number of Students
Grade 6	52
Grade 7	99
Grade 8	115
Total Enrollment	266



Last updated: 1/6/22

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

Student Group	Percent of Total Enrollment
Female	48.10%
Male	51.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	1.90%
Filipino	0.80%
Hispanic or Latino	92.90%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.80%
White	0.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	32.00%
Foster Youth	1.50%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	96.60%
Students with Disabilities	21.80%

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

We provide a variety of resources for our students. While we do not have specific textbooks used in each content, other than Math, teachers use vetted curriculum both online and print for each subject area. Our English department incorporates different novels at each grade level as well. We also use supporting programs such as iReady and NWEA MAP to collect data at regular intervals to monitor student progress.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TEXTBOOK TITLE: Amplify ELA, AUTHOR: Amplify, YEAR OF ADOPTION: Fall 2020 Other Instructional Materials: Interactive Read Aloud iReady Reading and Ready Reading Reading and Writing Workshop Adoption in Fall 2021	Yes	0%
Mathematics	TEXTBOOK TITLE: MidSchool Math, AUTHOR: MidSchool Math, YEAR OF ADOPTION: Fall 2021 OTHER INSTRUCTIONAL MATERIALS: iReady Math and Ready Math Khan Academy Eureka Math	Yes	0%
Science	TEXTBOOK TITLE: Amplify Science, AUTHOR: Amplify, YEAR OF ADOPTION: 2018 OTHER INSTRUCTIONAL MATERIALS: Lab-Aids	Yes	0%
History-Social Science	TEXTBOOK TITLE: CEngage, AUTHOR: National Geographic, YEAR OF ADOPTION: Fall 2021 OTHER INSTRUCTIONAL MATERIALS: History Alive DBQs	Yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%

Science Lab Eqpmt (Grades 9- 12)	N/A	N/A	0%
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Note: Cells with N/A values do not require data.

Last updated: 1/6/22

School Facility Conditions and Planned Improvements

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	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Installed hand washing stations by school entrance and eating areas.
Safety: Fire Safety, Hazardous Materials	Good	

Structural: Structural Damage, Roofs	Good	Reroofed Buildings A & B
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Installed new awning by eating area and repaved and painted basketball court.

Overall Facility Rate

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

Overall Rating	Good
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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	267	263	98.50	1.50	12.93
Female	129	129	100.00	0.00	14.73
Male	138	134	97.10	2.90	11.19
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	248	244	98.39	1.61	12.30
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	81	81	100.00	0.00	2.47
Foster Youth	--	--	--	--	--
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	254	250	98.43	1.57	12.40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	60	96.77	3.23	5.00

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

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

Last updated: 1/11/22

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	267	263	98.50	1.50	4.18
Female	129	129	100.00	0.00	5.43
Male	138	134	97.10	2.90	2.99
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	248	244	98.39	1.61	4.10
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	81	81	100.00	0.00	1.23
Foster Youth	--	--	--	--	--
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	254	250	98.43	1.57	4.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	60	96.77	3.23	0.00

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

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

Last updated: 1/11/22

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	267	252	94.0	6.0	23.0
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
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	250	235	94.0	6.0	22.0
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	81	79	98.0	2.0	4.0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	254	239	94.0	6.0	44.0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	56	90.0	10.0	13.0

*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	267	256	96.0	4.0	2.0
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	250	240	96.0	4.0	2.0
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	81	80	99.0	1.0	0.0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	254	245	96.0	4.0	2.0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	57	92.0	8.0	0.0

*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	7.14	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	115	113	98.26	1.74	7.14
Female	55	55	100.00	0.00	9.09
Male	60	58	96.67	3.33	5.26
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	107	105	98.13	1.87	7.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	34	33	97.06	2.94	3.03
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	109	107	98.17	1.83	6.60
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	28	96.55	3.45	7.14

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 have the opportunity to participate in a variety of councils and clubs at PUC Inspire Charter Academy. Opportunities for involvement include the School Advisory Council and English Language Acquisition Committee, which monitor and support all aspects of the school. Other opportunities include parents support for all student led activities (dances, sports, etc.), 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. Other opportunities at PICA 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 to participate.

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	272	269	0	0.0
Female	130	128	0	0.0
Male	142	141	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	5	5	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	253	250	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	2	2	0	0.0
English Learners	85	85	0	0.0
Foster Youth	5	5	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	261	259	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	64	63	0	0.0

Last updated:

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

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

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	1.65%		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	0.62%	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	26.00		32	
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	30	8	
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	13.00	30		
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	29.00		16	
Math	29.00		8	
Science	29.00		8	
Social Science	29.00		8	

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

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

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	23.00	9	10	
Math	23.00		8	
Science	27.00		8	
Social Science	27.00		8	

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

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

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	23.00	3	9	
Math	23.00		8	
Science	27.00		8	
Social Science	27.00		8	

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)

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

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	2.00

Last updated: 1/1/00

* 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	\$13406.03	\$3249.03	\$10157.00	\$67950.86
District	N/A	N/A	\$8823.00	\$78721.00
Percent Difference – School Site and District	N/A	N/A	15.10%	-13.70%
State	N/A	N/A	\$8443.83	\$84665.00

Percent Difference – School Site and State	N/A	N/A	20.30%	-19.70%
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Last updated: 1/20/22

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

Types of Services Funded (Fiscal Year 2020–2021)

PUC Inspire Charter Academy provides 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. PUC Inspire offers I-Ready, a computer-based individualized program that supports English Language Arts and Math instruction. Our own personnel support our students in after school activities that help bolster the instructional day's programs. Activities include clubs and sports, such as football, volleyball, soccer, basketball, leadership and other extra-curricular activities. Our afterschool program also includes various student activities, academic enrichment, and tutoring for students.

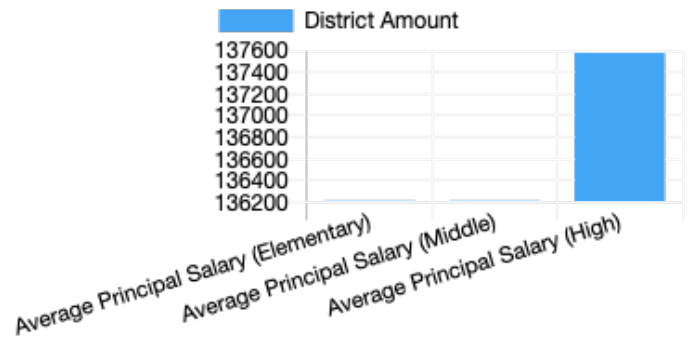
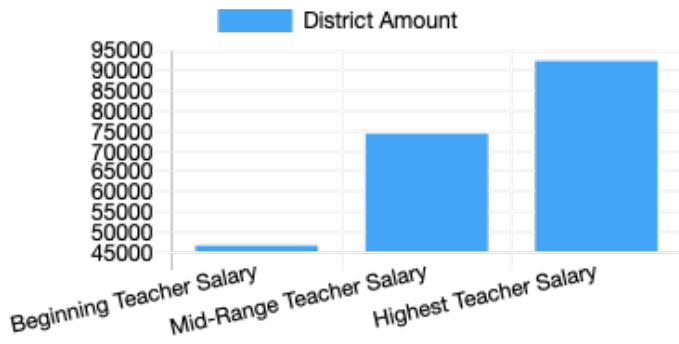
Our program provides students with a full academic and arts curriculum. While at NECA, all of our students receive instruction in English, Math, History, Science and PE as well as Theater and Visual Art. Students whose first language is not English are provided with a protected daily block of English Language Instruction. The iREADY program for ELA and Math are also utilized and provide instructional support at each student's individual level. Time to work on the program is provided during the Advisory period once weekly in both ELA and Math. In addition to this, our school provides an after school program focused on academic support and enrichment. In our academic support component we provide homework help for all students and targeted intervention to specific students who need additional intensive support. As part of our enrichment program, we offer a variety of sports and clubs in our afterschool program. This year we will also be able to offer a limited selection of athletic sports as well. We also offer enrichment clubs such as the yearbook club, Gay Straight Alliance, News Club and other exciting clubs for our students to access.. Each year our club offerings are reviewed and changed according to student interest and need.

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 Inspire breakdown is as follows:

	2019-20	2020-21	2021-22
FULL DAYS:	5	4	4
PARTIAL:	57	35	44
TOTAL DAYS:	62	39	48

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	62	39	48