

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

<b>Address:</b>	1218 North Fourth St. San Fernando, CA , 91340-2314	<b>Principal:</b>	Concepcion Rivas, Superintendent
<b>Phone:</b>	(818) 256-1951	<b>Grade Span:</b>	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 Nueva Esperanza Charter Academy

### About Our School

This year provides yet another opportunity for PUC NECA to be a positive impact on the community. With ten years in the community, we have built strong relationships with our students and their families. 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 Nueva Esperanza Charter Academy  
1218 North Fourth St.  
San Fernando, CA 91340-2314

Phone: (818) 256-1951

Email: [c.rivas@pucschoools.org](mailto:c.rivas@pucschoools.org)

## Contact Information (School Year 2021—2022)

### District Contact Information (School Year 2021—2022)

<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Reilly, Megan
<b>Email Address</b>	<a href="mailto:megan.reilly@lausd.net">megan.reilly@lausd.net</a>
<b>Website</b>	<a href="http://www.lausd.net">www.lausd.net</a>

### School Contact Information (School Year 2021—2022)

<b>School Name</b>	PUC Nueva Esperanza Charter Academy
<b>Street</b>	1218 North Fourth St.
<b>City, State, Zip</b>	San Fernando, CA , 91340-2314
<b>Phone Number</b>	(818) 256-1951
<b>Principal</b>	Concepcion Rivas, Superintendent
<b>Email Address</b>	<a href="mailto:c.rivas@pucschoools.org">c.rivas@pucschoools.org</a>
<b>Website</b>	<a href="https://www.pucschoools.org/neca/">https://www.pucschoools.org/neca/</a>
<b>County-District-School (CDS) Code</b>	19647330133280

Last updated: 1/6/22

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

PUC Nueva Esperanza Charter Academy, founded in 2009, is an independent public charter school sponsored by the Los Angeles Unified School District. It is the fourth 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 2011, PUC NECA moved to an independent facility on 1218 Fourth St, San Fernando, CA 91340, where the campus is currently located.

PUC NECA is situated in an urban area within the Northeast San Fernando Valley on the outskirts of Los Angeles County. The San Fernando area is characterized with low-achieving schools and with average English and Math scores in Orange on the California Dashboard. In the school community the bulk of our parents are first-generation immigrants and 18.4% percent of our parents within the school community reported not having finished high school. 97% of the students at NECA 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. NECA qualifies for the Community Eligibility Provision (CEP) which allows all of our students to receive breakfast and lunch at no cost to families.

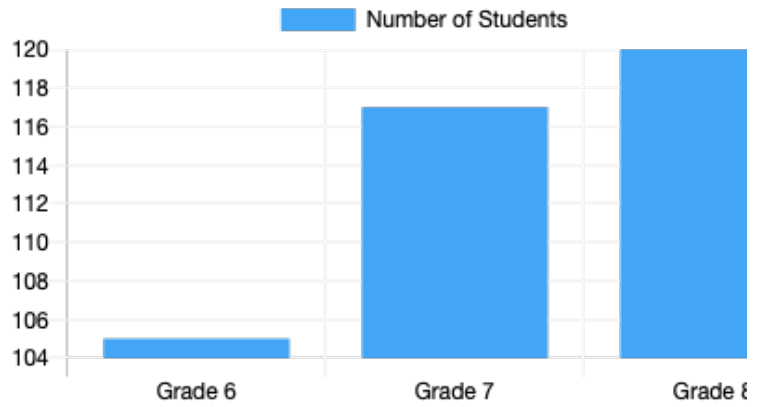
We believe it is the responsibility of the school with the families to identify the strengths and talents of every student and to support their individual development. At PUC NECA, we believe in the potential of every student. By building positive relationships with all stakeholders and implementing 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 NECA 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.

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. We have also added an Associate Marriage and Family Therapist (AMFT) to our staff. This individual meets with our students with highest emotional need and is in addition to our two clinical counselors available to support students. 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	105
Grade 7	117
Grade 8	120
Total Enrollment	342



Last updated: 1/6/22

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

Student Group	Percent of Total Enrollment
Female	45.90%
Male	54.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.60%
Asian	0.00%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	97.10%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	0.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	17.30%
Foster Youth	0.30%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	93.60%
Students with Disabilities	14.30%

## 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	Title: iReady Reading, Subject: Reading, Year of Adoption, 2017 Title: Engage New York, Subject: Reading Novels: 6th: The Lightning Thief Bud, Not Buddy A World without Fish  7th:  Inside Out and Back Again Esperanza Rising A Long Walk to Water  8th:  The Outsiders The Skin I'm In Unbroken	Yes	0%
Mathematics	Title: Big Ideas, Subject: Math 6-8, Date of Adoption: 2021 Title: iReady, Subject: Math 6-8, Date of Adoption: 2017	Yes	0%
Science	Title: Amplify, Subject: Science 6-8, Date of Adoption: 2018	Yes	0%
History-Social Science	Title: History Alive-TCI, Subject: History for Grades 6-8, Date of Adoption: 2011  Title: DBQ Project, Subject: History for Grades 6-8, Date of Adoption: 2011	No	0%



Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

*Last updated: 1/6/22*

## School Facility Conditions and Planned Improvements

PUC Schools takes great efforts to ensure that all schools are clean, disinfected, safe, and functional. To assist in this effort, PUC Schools uses a facility survey instrument developed by the State of California OPSC to evaluate facilities on an annual basis.

### Maintenance and Repair:

Facilities Technicians ensure that necessary repairs to keep the school in good working order are completed in a timely manner. A work order process is used to ensure efficient service metrics and that emergency repairs are given the highest priority. The Facilities Director manages this process centrally.

### Cleaning Process and Schedule:

PUC Schools adopted cleaning standards for all schools in the organization to ensure a healthy learning environment. The Facilities Director establishes cleanliness standards and works with school site staff to develop cleaning schedules to ensure a clean and safe school.

### Environmental Health and Safety:

The Facilities Coordinator performs monthly site inspections of each school to observe, detect, mitigate, and eliminate hazards that may contribute to illness or injury. An Injury and Illness Prevention Plan was adopted by the governing board of PUC Schools and is implemented by the CEO.

*Last updated: 1/11/22*

## 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Implemented HVAC sanitation of the airstream and continue with MERV-13 filters
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Placed hand washing stations by eating area.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	

<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Upgraded all perimeter lights to improve the visibility and save energy.

### 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

<b>Subject</b>	<b>School 2019- 2020</b>	<b>School 2020- 2021</b>	<b>District 2019- 2020</b>	<b>District 2020- 2021</b>	<b>State 2019- 2020</b>	<b>State 2020- 2021</b>
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)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	348	342	98.28	1.72	35.38
Female	160	158	98.75	1.25	50.00
Male	188	184	97.87	2.13	22.83
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	338	332	98.22	1.78	35.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	59	57	96.61	3.39	1.75
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	322	317	98.45	1.55	35.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	47	94.00	6.00	10.64

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)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	348	342	98.28	1.72	16.67
Female	160	158	98.75	1.25	19.62
Male	188	184	97.87	2.13	14.13
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	338	332	98.22	1.78	16.87
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	59	57	96.61	3.39	3.51
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	322	317	98.45	1.55	17.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	47	94.00	6.00	4.26

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.

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students	348	335	96.0	4.0	43.0
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	336	323	96.0	4.0	43.0
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	59	55	93.0	7.0	4.0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	318	305	96.0	4.0	44.0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	46	94.0	6.0	21.0

\*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.

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students	348	334	96.0	4.0	8.0
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	336	322	96.0	4.0	8.0
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	59	56	95.0	5.0	0.0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	318	305	96.0	4.0	8.0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	45	92.0	8.0	2.0

\*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**

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

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting 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	121	119	98.35	1.65	11.76
Female	53	52	98.11	1.89	9.62
Male	68	67	98.53	1.47	13.43
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	116	114	98.28	1.72	12.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	18	17	94.44	5.56	0.00
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	117	115	98.29	1.71	11.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	14	93.33	6.67	0.00

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)

At PUC NECA we provide parents with many opportunities to become involved. Each quarter, we have a Family meeting where staff work with parents to support their student, share achievement information, and teach parents skills their child will need to be prepared for high school. We also have a small group of parents, students, teachers, and administrators on our School Advisory Council and our English Learner Advisory Committee, which provides the school with direction and support. These groups provide advice and recommendations on the direction of the school. They also provide parents with a deeper insight into the inner workings of the NECA. Each semester, we also hold parent conferences where families are able to meet with their child's Advisory teacher to discuss grades and assessment progress. This opens the opportunity for communication and collaboration with all stakeholders so that supports are in place to best support students' needs. This school year, we also started a Parent Club with the support of our the Parent Engagement Coordinator for PUC Schools.

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates
- Chronic Absenteeism



**Chronic Absenteeism by Student Group**  
**(School Year 2020—2021)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	353	350	0	0.0
Female	164	161	0	0.0
Male	189	189	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	343	340	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	3	3	0	0.0
English Learners	64	63	0	0.0
Foster Youth	2	2	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	327	327	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	52	51	0	0.0

*Last updated:*

## State Priority: School Climate

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

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

### Suspensions and Expulsions

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

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	1.08%		0.65%		3.47%	
Expulsions	0.27%		0.02%		0.08%	

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

### Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

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

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

*Last updated: 1/11/22*

### 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 (Secondary) (School Year 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	30.00		8	
Math	30.00		8	
Science	30.00		8	
Social Science	30.00		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	30.00		8	
Math	30.00		8	
Science	30.00		8	
Social Science	30.00		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	2	10	
Math	23.00		10	
Science	24.00		10	
Social Science	24.00		10	

*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	3.00

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	\$12324.99	\$2580.99	\$9744.00	\$70608.10
District	N/A	N/A	\$8823.00	\$78721.00
Percent Difference – School Site and District	N/A	N/A	10.40%	-10.30%
State	N/A	N/A	\$8443.83	\$84665.00

Percent Difference – School Site and State	N/A	N/A	15.40%	-16.60%
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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)

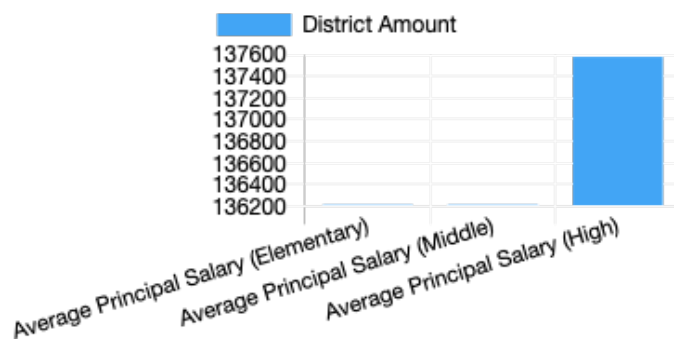
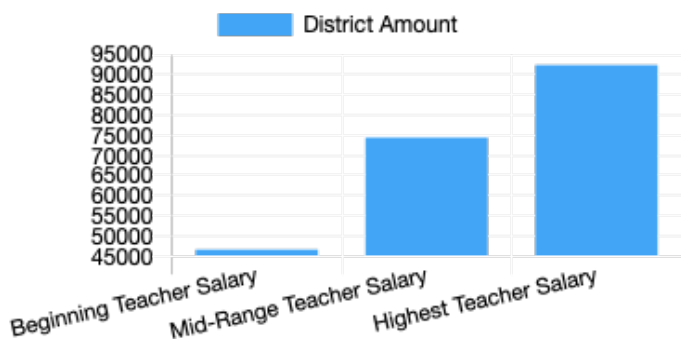
Our program provides students with a full academic and arts curriculum. While at NECA, all of our students receive instruction in English, Math, History, Science and PE as well as 1 course in the Arts. 6th and 8th graders receive instruction in Music. 7th graders receive instruction in Visual Art as part of their core courses of study. 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, art club and hip hop club. 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:

**Advanced Placement (AP) Courses (School Year 2020—2021)**

Not Applicable.

**Percent of Students in AP Courses 0.00%**

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

*Last updated: 1/11/22*

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

**Professional Development**

PUC NECA breakdown is as follows:

	2019-20	2020-21	2021-22
FULL DAYS:	5	4	4
PARTIAL:	51	35	44
TOTAL DAYS:	56	39	48

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	56	39	48