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

Address:	1218 North Fourth St. Sacramento, CA 95814-0000 (916) 266-3000	**Principal:**	Concepcion Rivas, Superintendent
Phone:		**Grade Span:**	K-8

In February 1 of each year, every California public school is required by state law to produce a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. For more information about SARC requirements and about California public schools, an parents (guardians) are expected to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with emphasis on those pupils from the eight state priorities and any additional local priorities. This SARC does not contain the LCAP; it is in accordance with state law, it does contain the following:

- 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 more 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 data in this SARC to other schools and districts in the state. It is mainly intended for use by those who are familiar with the accountability or education data that appear in state and federal accountability reporting, reviews, rankings, and data reporting 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 populations. The Dashboard utilizes state and local indicators to measure the performance of LEAs, schools, and student groups on a set of state and local priorities. The Dashboard is designed to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Concepcion Rivas, Superintendent

✉ Principal@PUCNueva-Esperanza.org

About this School

PUC Nueva Esperanza Charter Academy is a TK-8 public charter school in Sacramento, CA. We are a community, we have hopes, we have strong relationships with our students and their families. We are very fortunate to have multiple generations of family members attend our school. The staff at our school are very dedicated to our students and families. We are a Project Based Learning school. We are committed to providing our students with a challenge-created with dimensions and purpose, that has a school community to be committed to every student's education. We are school designers to ensure that every family feel what they needed in order for their students to be engaged daily in our instructional programs. We are learners to ensure that our students are ready for the 21st century and beyond, learning skills and technology are important and adapting instruction as well as our programs to the needs of our students.

Contact
PUC Nueva Esperanza Charter Academy
1218 North Fourth St.
Sacramento, CA 95814-0000

Phone: (916) 266-3000
Email: Principal@PUCNueva-Esperanza.org

Contact Information (School Year 2021–2022)

District Contact Information (School Year 2021–2022)	
District Name	Los Angeles Unified
Phone Number	(213) 241-7000
Superintendent	Kelly, Megan
Email Address	superintendent@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2021–2022)	
School Name	PUC Nueva Esperanza Charter Academy
Street Address	1218 North Fourth St.
City, State, Zip	Sacramento, CA, 95814-0000
Phone Number	(916) 266-3000
Principal	Concepcion Rivas, Superintendent
Email Address	c.rivas@pucnueva-esperanza.org
Website	www.pucnueva-esperanza.org
County-District-School (CDS) Code	19647330112260

Last updated 10/2021

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

PUC Nueva Esperanza Charter Academy, founded in 2005, is an independent public charter school sponsored by the Los Angeles Unified School District. We are a TK-8th grade school serving approximately 350 students and their families in the Sacramento area. We are a Project Based Learning school committed to TK-8th grade students and their families. We are very fortunate to have multiple generations of family members attending our school. We are serving the Northeast San Francisco Valley in the Fall of 2021, PUC NEVA moved to an independent facility on 1218 North St. San Francisco, CA 95814, where the campus is located.

PUC NEVA is situated in an area where within the Northeast San Francisco Valley as the residents of Los Angeles County. The San Fernando area is a community that is rich in culture and tradition. The community is made up of families who have lived in the area for several generations. The community is also a place where immigrants and families of all ethnic and economic backgrounds are drawn to live and work. The community is a place where the school community reflects the community it serves. The school community is made up of families who are Latino, African American, Caucasian, Asian, Pacific Islander, and Native American. In addition, the school community includes families who are English Learners, Low Income, Homeless, Foster Youth, and students with Disabilities. In 2016, and 2019, it American Indian or Alaskan Native and 2019 with reported. NEVA qualifies for the Community Eligibility Provision (CEP) which provides all students with a free breakfast and lunch at school.

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 growth and development. We believe that every student can learn and grow. We believe that every student should be provided with a challenging and 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 these strategies, PUC NEVA adapts the school's mission to PUC's three Commitments ensuring that our school provides a dynamic, creative, and rigorous learning environment for our students and their families.

We are transformative leaders to celebrate we continue to be committed to the whole child, focused on, or effort to support the social-emotional well-being of our students. We are committed to our students and families, we are committed to our staff, we are committed to our community, we are committed Transparent and Fiscally Responsible. We are committed to the community and the students and families we serve and we are committed to our school community. We are committed to our students and families, we are committed to our staff, we are committed to our community,

*Not at 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 this table with "N/A" 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: If a student did not complete either the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning no data is to be reported for this student group.

Last updated: 1/10/22

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	11.76	N/A	25.29	N/A	28.73

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 signed to waive the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: For any 2021-2022 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/10/22

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	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	50	0	0.00	100.00	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" values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/10/22

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	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: 1/10/22

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

At Pict MECA 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 administration 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 MECA. Each semester, we also host parent conferences where families are able to meet with their child's teachers to review their child's progress and academic achievement. We also have a Parent Club which provides opportunities for parents to meet with staff and stakeholders so that parents are in a position to lend 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)

Student Group	Cumulative Enrollment	Chronic Absenteism Eligible Enrollment	Chronic Absenteism Count	Chronic Absenteism Rate
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	1.68%	0.00%	0.65%	0.00%	3.47%	0.22%
Expulsions	0.27%	0.00%	0.02%	0.00%	0.08%	0.00%

Note: Data collected during the 2020-21 school year may not be comparable to earlier years of the 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%	0.00%

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

Last updated: 1/10/22

Suspensions and Expulsions by Student Group
(School Year 2020—2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

Emergency Response plan
The Purpose of the School Emergency Response Plan is to protect the safety and welfare of the employees, visitors, volunteers, and students in our school, and to ensure the preservation of public property.The School Emergency Response Plan provides a concise reference for staff when facing a crisis or an emergency. Accident and crisis prevention are particularly important whenever children are involved, but even the most thorough and imaginative foresight(s) 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 school responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological emergencies. 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 personnel.
The School Emergency Response Plan:
- Conforms to the Standardized Emergency Management System (SEMS), the Standardized Emergency Management System (SEMS) and effectively institutes 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 procedures and tasks necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.
Scope
The Scope encompasses our schools. It addresses a broad range of major emergencies, such events include crimes committed on campus, transportation accidents involving students, and natural disasters and the. 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.
SCHOOL SITE
Our staff is trained annually during in-Service Professional Development held in August.
COVID-19 SAFETY PROTOCOLS:
PUC Schools has developed 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 crossing all surfaces and uses electrostatic sprayers once a week.
Hand Sanitizer: Hand sanitizer is available in all classrooms and throughout the campus and encourage staff members of the air stream to always ensure clean air.
Masks/gloves: All front office lines plexiglass protection for our staff and are available for any staff member upon request.
Mask wearing: guidelines to strictly enforce mask wearing at PUC Facilities have been implemented.
Social Distancing: Requirements to keep a minimum of 6ft in each direction is strictly enforced.
Last updated: September 2021

Last updated: 1/10/22

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 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 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 (Elementary) (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	

* 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: 12/20/99

* 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	0.00

Last updated: 12/20/99

* 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	$8822.00	$78721.00
Percent Difference – School Site and District	N/A	N/A	10.40%	-10.30%
State	N/A	N/A	$9443.83	$84665.00
Percent Difference – School Site and State	N/A	N/A	15.40%	-16.60%

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 MECA, all of our students receive instruction in English, Math, History, Science and PE as well as in Course in the Arts. Sth and 8th graders receive instruction in Music. 7th grades 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 READY 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 that provides students with additional academic support. Students who are identified as needing additional support are provided with additional intervention to specific students who need additional intensive support. As part of our enrichment program, we offer a variety of sports and clubs to 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: 1/10/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$49587.00	$50887.00
Mid-Range Teacher Salary	$76412.00	$78461.00
Highest Teacher Salary	$92389.00	$95832.00
Average Principal Salary (Elementary)	$124955.00	$131863.00
Average Principal Salary (Middle)	$138210.00	$137068.00
Average Principal Salary (High)	$157581.00	
Superintendent Salary	$350000.00	$329707.00
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/sd/cs/.

Last updated:

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

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%

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

Last updated: 1/10/22

Professional Development

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