



[SARC Home](#) » PUC Excel Charter Academy

## 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

# School Accountability Report Card

## Reported Using Data from the 2019–2020 School Year

### California Department of Education

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.

## Gloria Angelica Gasca, Principal

- Principal, PUC Excel Charter Academy



## About Our School

The theme of the 2020-21 school year for PUC Excel is “Con Carino se Cumple Todo” or in English, “With Kindness All Things are Possible.” We are working as a team to be kind to ourselves and our students through the implementation of a variety of systems and structures that impact a positive school culture and improvements to our students’ academic achievement. We are in the process of being trained in Restorative Practices with the California Conference for Equality and Justice. We’ve also introduced new members to our staff as the Student Service Coordinators for each grade level. These team members support our teachers with celebrating students, monitoring unexpected behavior and responding with a variety of mentorship interventions and family support. We know that improving our trauma informed responses to challenging student behavior will support our instructional program. In the 2018-19 School year we showed growth in both ELA and Math on the CAASPP. To continue this growth we are working as a staff to improve our students’ cognitive engagement through inquiry structures. We know that the more we set up students to be curious about the units of study, the more they will seek to learn, and the more they will grow as readers, writers, mathematicians, historians and scientists. We are also closely monitoring student data to ensure we are providing a variety of group structures to support our various student populations. We have created three structures to respond to data: In class small group instruction and conferences, daily intervention classes and after school tutoring. To ensure these initiatives are strong, we have multiple professional development structures in place to support and monitor our teachers’ practice. Teachers engage in coaching, observation and feedback cycles with their leaders. We meet weekly as a staff to engage in learning experiences and discuss grade level needs. Content teachers co-plan units of study. At the end of each unit, we engage in a reflective experience to analyze student data and plan for next steps. We know that with consistent implantation of the aforementioned systems and structures, our students will trust the challenging process of learning. They will build trust in their teachers but most importantly, they will trust themselves. We look forward to seeing how our Excel scholars will develop into the socially conscious and effective leaders they are meant to be.

## Contact

PUC Excel Charter Academy  
1855 North Main St.  
Los Angeles, CA 90031-3227

Phone: 323-222-5010

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

## About This School

### Contact Information (School Year 2020–2021)

#### District Contact Information (School Year 2020–2021)

**District Name** Los Angeles Unified

**Phone Number** (213) 241-1000

**Superintendent** Austin Beutner

**Email Address** [austin.beutner@lausd.net](mailto:austin.beutner@lausd.net)

**Website** [www.lausd.net](http://www.lausd.net)

#### School Contact Information (School Year 2020–2021)

**School Name** PUC Excel Charter Academy

**Street** 1855 North Main St.

**City, State, Zip** Los Angeles, Ca, 90031-3227

**Phone Number** 323-222-5010

**Principal** Gloria Angelica Gasca, Principal

**Email Address** [c.rivas@pucschools.org](mailto:c.rivas@pucschools.org)

**Website** <http://pucschools.org>

19647330112201

**County-District-School  
(CDS) Code***Last updated: 1/23/2021***School Description and Mission Statement (School Year 2020–2021)****MISSION STATEMENT**

“Our mission to ensure every student graduate from high school prepared for college success.”

**CORE VALUE**

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

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

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

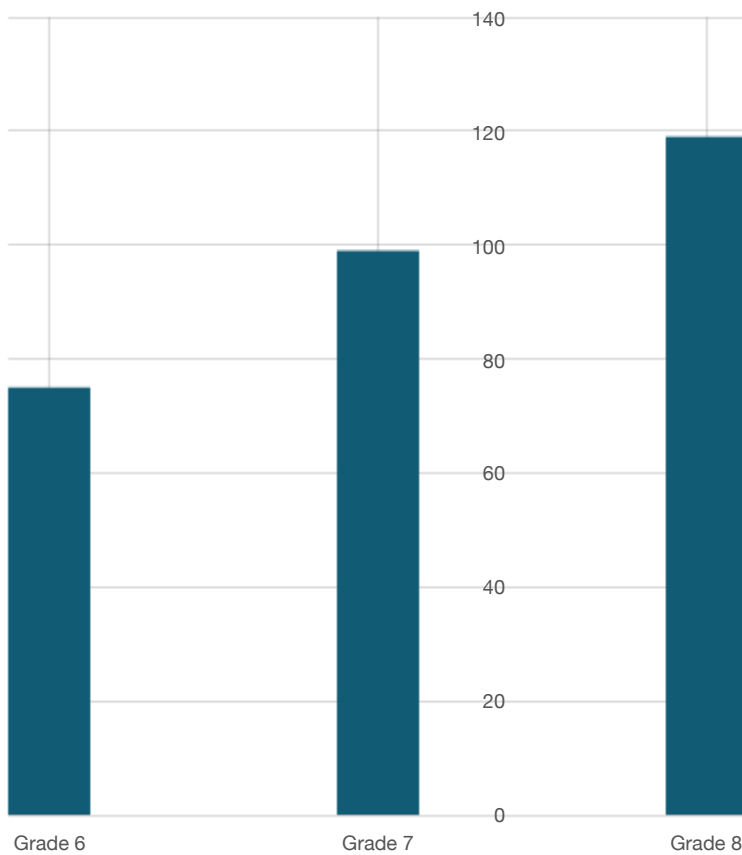
To ultimately support students’ academic success, we develop consistent patterns throughout every grade level such as common routines, rituals, expectations and celebrations. We craft fully developed learning cycles that are grounded in the Inquiry approach, letting student questioning drive the learning.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

We have a full Inclusion model meaning all of our students, regardless of any SpEd or EL classification learn in the General Education Class. Our team of Administrators, General Education Teachers, Special Education Teachers Student Service Coordinators and Assistants collaborate to ensure our students with IEPs, students classified as English Learners and other students achieving below grade level are supported. We have a comprehensive network of academic intervention, supported through small group instruction in every class, every day. We also use student achievement data to assign further intervention throughout the school day and after school. We run a fully attended After School Program that includes tutoring, sports, clubs and supper.

*Last updated: 1/31/2021*

**Student Enrollment by Grade Level (School Year 2019–2020)**

Grade Level	Number of Students
Grade 6	75
Grade 7	99
Grade 8	119
Total Enrollment	293



**Student Enrollment by Student Group (School Year 2019–2020)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	1.00 %
American Indian or Alaska Native	%
Asian	0.30 %
Filipino	%
Hispanic or Latino	96.90 %
Native Hawaiian or Pacific Islander	%
White	0.30 %
Two or More Races	%
<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
Socioeconomically Disadvantaged	94.20 %
English Learners	12.30 %
Students with Disabilities	14.70 %
Foster Youth	%
Homeless	0.70 %

**State Priority: Basic**

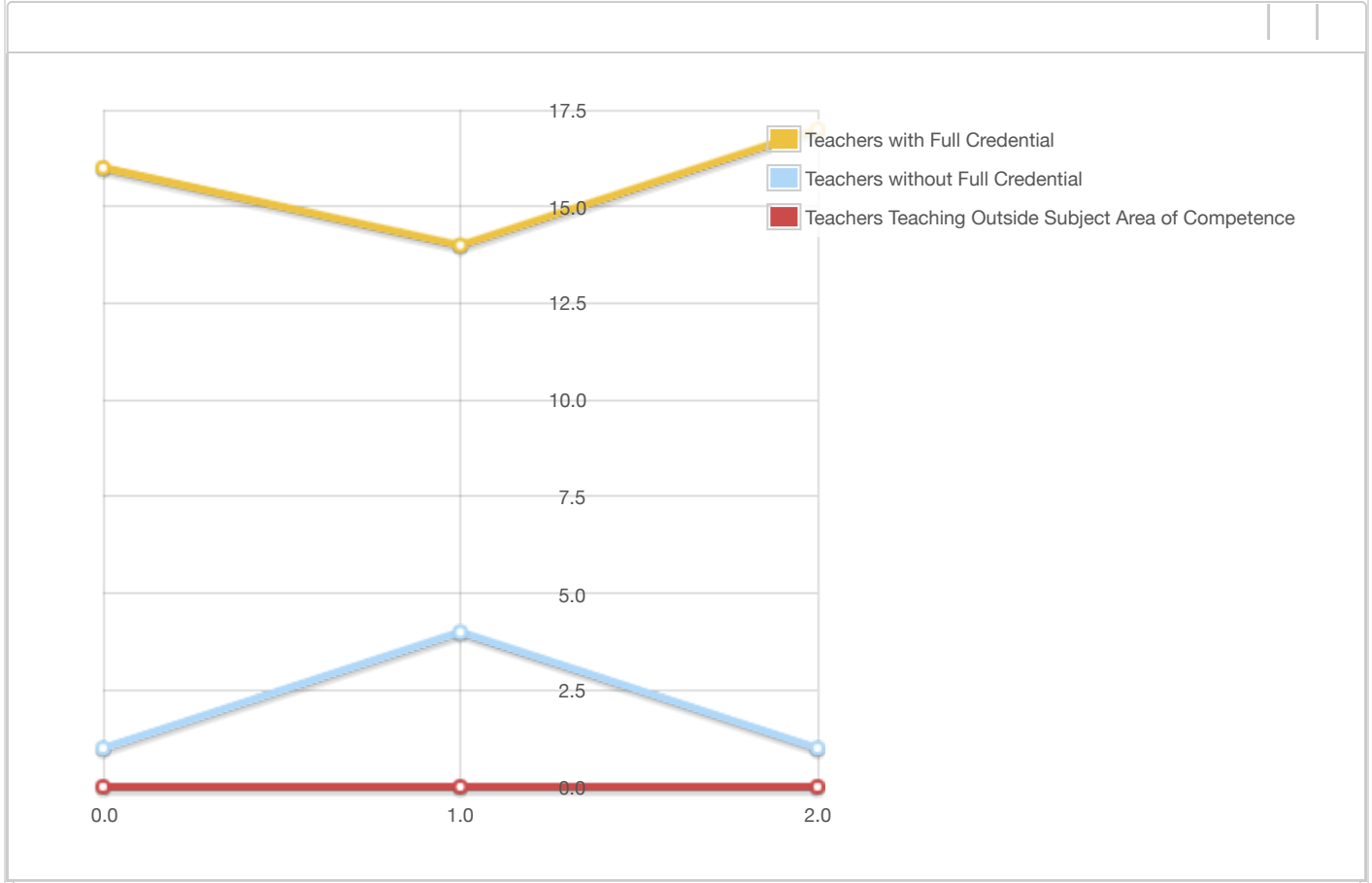
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- 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 Credentials**

<b>Teachers</b>	<b>School 2018– 2019</b>	<b>School 2019– 2020</b>	<b>School 2020– 2021</b>	<b>District 2020– 2021</b>
With Full Credential	16	14	17	20610
Without Full Credential	1	4	1	669

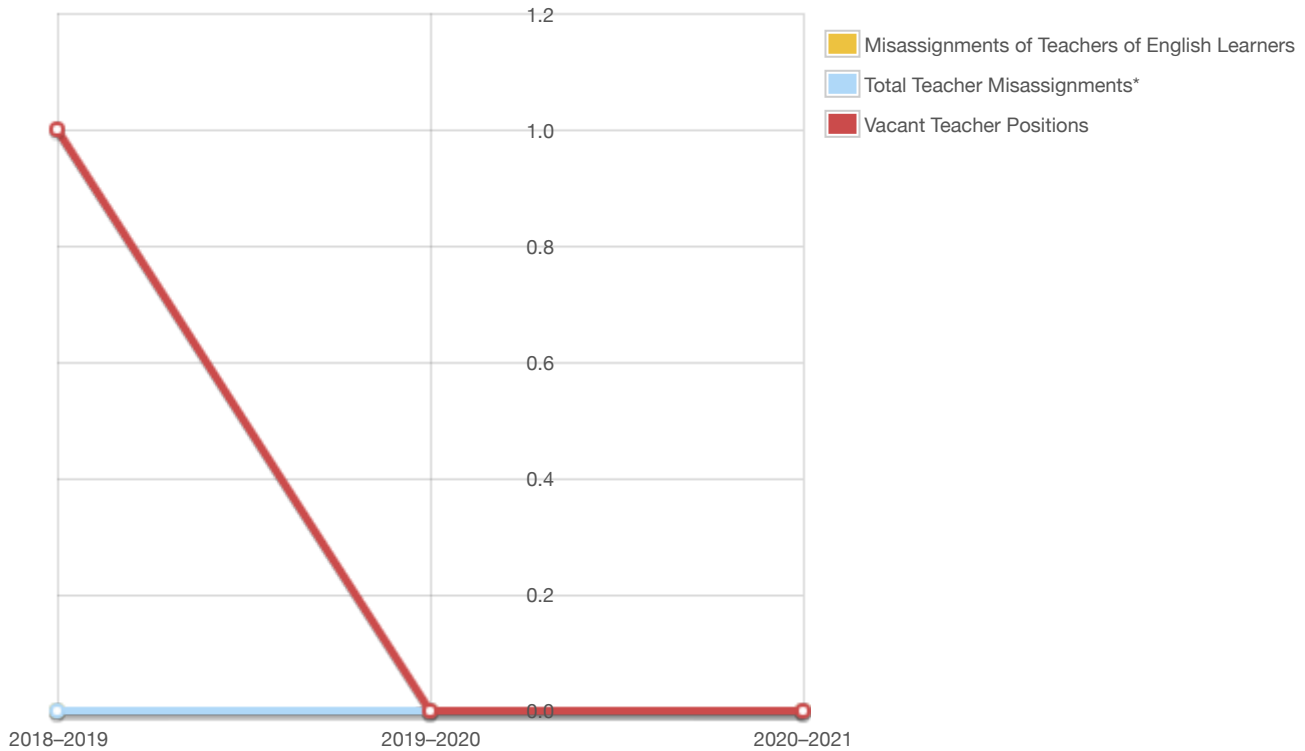
Teachers	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1337



*Last updated: 1/31/2021*

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0



Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/31/2021

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading and Language arts- We use planning resources from Teachers College Reading & Writing Project (Lucy Calkins) as well as novels and text sets to plan for reading and writing units of study.  Teacher aligned state approved fiction and narrative text selection by grade level.		0.00 %
Mathematics	Illustrative Mathematics- 2019	Yes	0.00 %
Science	Amplify Science- 2019	Yes	0.00 %



Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	History- We create lesson plans based on the CA Social Science and History Framework. Teachers use resources from the Stanford History Project, Facing History and Ourselves and Teaching tolerance.  We use students text sets from History Alive, 2005, iREADY, and other primary and secondary sources.	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts	Visual Arts and Music lessons are created based on the CA content standards. Teachers use mentor artists and art/musical genres, styles and forms to design units of study.		0.0 %
Science Lab Eqmmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/31/2021*

## 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: 1/31/2021

## 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 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Expanded HVAC services with sanitation of the airstream and upgraded filters to Merv-13
<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	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Reroofed Building
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Installed solar system, installed new playground area.

## Overall Facility Rate

Year and month of the most recent FIT report: December 2020

Overall Rating	Exemplary
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Last updated: 1/31/2021

## 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, which 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); and

- 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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	41.0%	N/A	45.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	25.0%	N/A	34.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested 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: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/23/2021*

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

<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	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/23/2021*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/23/2021*

**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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	15	N/A	23	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 1/23/2021*

**CAASPP Tests Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/23/2021*

## 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 2019–2020)

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
7	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

*Last updated: 1/23/2021*

## 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 2020–2021)

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

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

Parents are invited to take part in our quarterly awards assemblies.

We have invited parents to take part in our ELAC and DELAC committees.

Finally, we have a parent center that hosts weekly meetings that include informational sessions to educate parents around various parenting challenges and supporting academics. Our parent action committee leads this work.

All of this info is transmitted to parents via flyers given to students, mailed home, and sent via text and emails. To be involved, parents can contact the school for more information (323)222-5010

## State Priority: Pupil Engagement

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

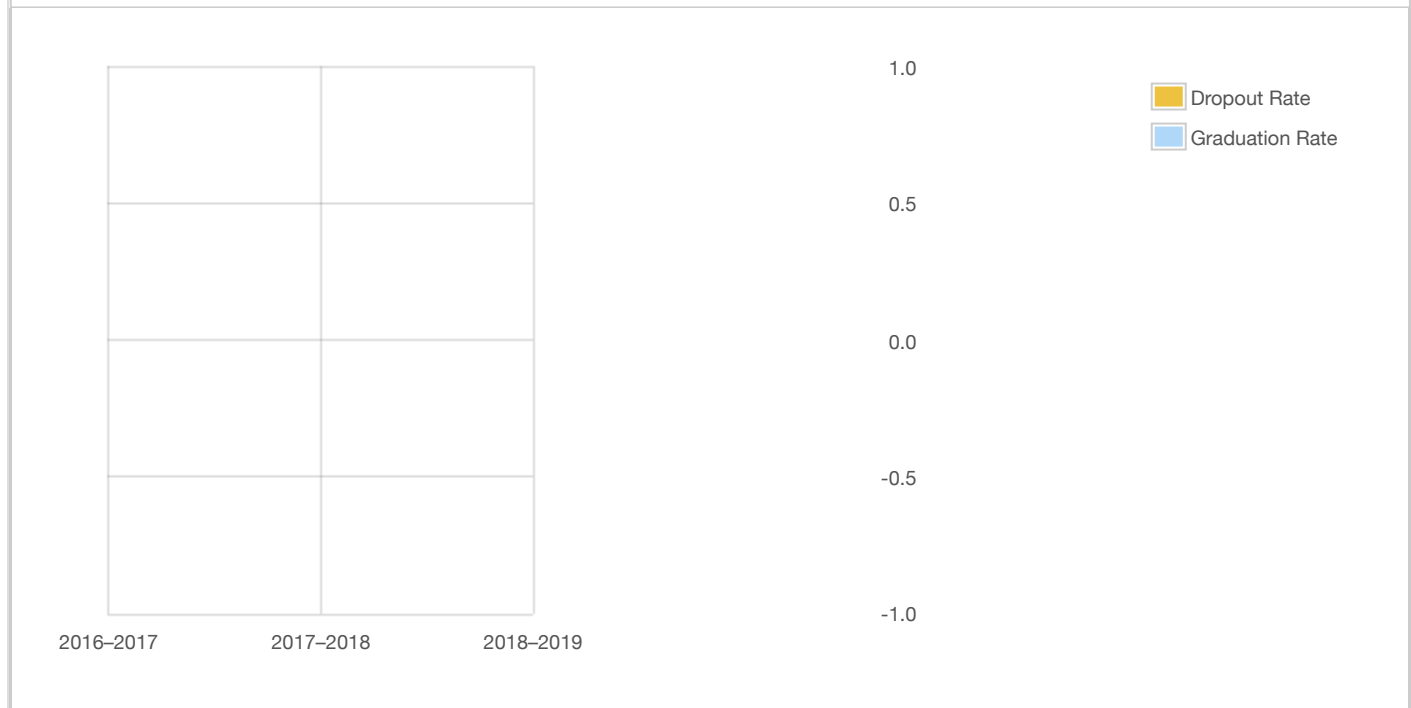
- High school dropout rates; and
- High school graduation rates

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

Not Applicable.

Indicator	School 2016– 2017	School 2017– 2018	School 2018– 2019	District 2016– 2017	District 2017– 2018	District 2018– 2019	State 2016– 2017	State 2017– 2018	State 2018– 2019
Dropout Rate	--	--	--	10.80%	11.30%	10.90%	9.10%	9.60%	9.00%
Graduation Rate	--	--	--	79.70%	80.10%	81.50%	82.70%	83.00%	84.50%

### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



## 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 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	0.90%	0.00%	0.80%	0.70%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

**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	0.30%	0.30%	2.50%
Expulsions	0.00%	0.01%	0.10%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

*Last updated: 1/31/2021***School Safety Plan (School Year 2020–2021)**

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 disinfects the facilities daily covering all surfaces using electrostatic sprayers.

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 has plexiglass protection for our staff and every desk in classrooms that are planning to be use for in-person instruction.

Mask wearing: guidelines to strictly enforce mask wearing all PUC Facilities have been implemented.

Social Distancing: Requirements to keep a minimum of 6ft on each direction is strictly enforced, classrooms getting ready for in-person instruction are prepared by separating every desk to a 6ft. distance on every direction.

Last updated \_\_\_\_12/14/2020\_\_\_\_\_.

*Last updated: 1/31/2021*

**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 (2017–2018)**

Grade Level	Average Class Size	Number of Classes *	Number of Classes *	Number of Classes *
		1-20	21-32	33+
K				
1				
2				
3				
4				
5				
6	26.00		20	4
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 (2018–2019)**

Grade Level	Average Class Size	Number of Classes *	Number of Classes *	Number of Classes *
		1-20	21-32	33+
K				
1				
2				
3				
4				
5				
6	24.00		22	1
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 (2019–2020)**

Grade Level	Average Class Size	Number of Classes *		
		1-20	21-32	33+
K				
1				
2				
3				
4				
5				
6	18.00	23		
Other**				

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

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

*Last updated: 1/23/2021*

### Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

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

Subject	Average Class Size	Number of Classes *		
		1-22	23-32	33+
English				
Mathematics	28.00		8	
Science	28.00		8	
Social Science	28.00		16	

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

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

Subject	Average Class Size	Number of Classes *		
		1-22	23-32	33+
English				

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

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

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

Subject	Average Class Size	Number of Classes *		
		1-22	23-32	33+
English				
Mathematics	27.00		8	
Science	30.00		4	
Social Science				

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

*Last updated: 1/23/2021*

### Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	0.0

\*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.

*Last updated: 1/31/2021*

### Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00

	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.33
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.00

\*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.

*Last updated: 1/31/2021*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13713.00	\$2439.00	\$9562.00	\$75802.00
District	N/A	N/A	\$9056.00	\$78962.00
Percent Difference – School Site and District	N/A	N/A	5.60%	-4.00%
State	N/A	N/A	\$7750.12	\$83052.00
Percent Difference – School Site and State	N/A	N/A	23.40%	-8.70%

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

*Last updated: 1/31/2021*

### Types of Services Funded (Fiscal Year 2019–2020)

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

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

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

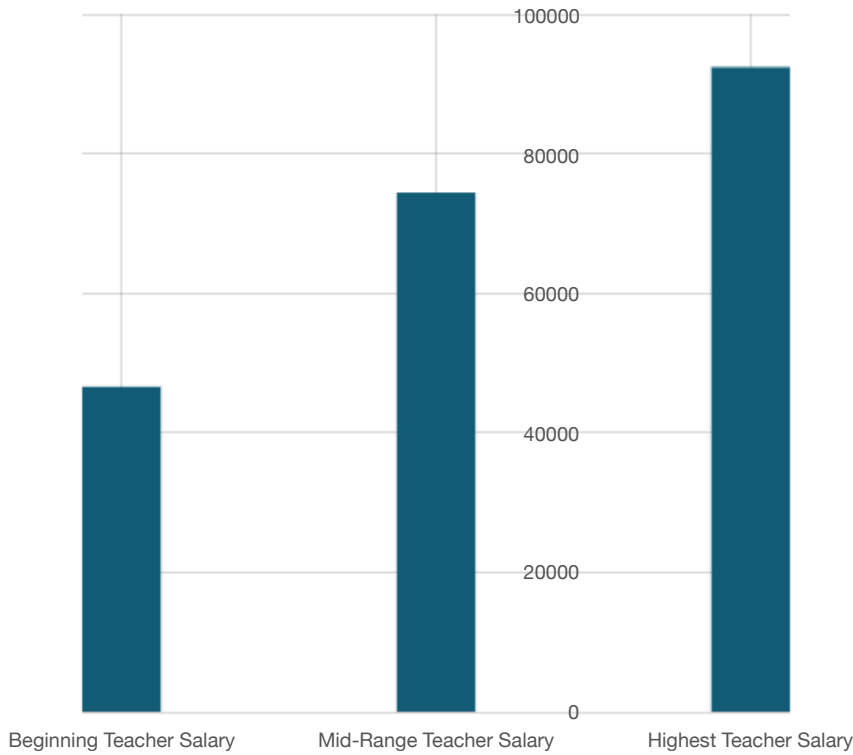
*Last updated: 1/31/2021*

**Teacher and Administrative Salaries (Fiscal Year 2018–2019)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,587	\$50,029
Mid-Range Teacher Salary	\$74,412	\$77,680
Highest Teacher Salary	\$92,389	\$102,143
Average Principal Salary (Elementary)	\$117,849	\$128,526
Average Principal Salary (Middle)	\$131,307	\$133,574
Average Principal Salary (High)	\$135,702	\$147,006
Superintendent Salary	\$350,000	\$284,736
Percent of Budget for Teacher Salaries	29.00%	33.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

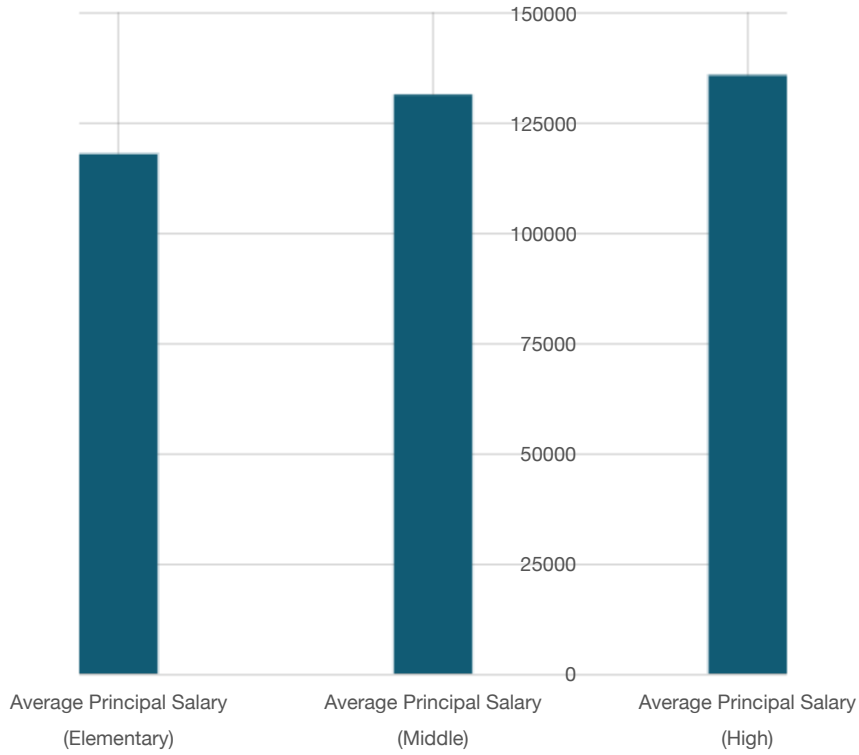
For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/> .

**Teacher Salary Chart**





**Principal Salary Chart**



*Last updated: 1/23/2021*

**Professional Development**

PUC EXCEL breakdown as follows:

TUES/SUPER MIN: 46

FULL DAYS: 10

TOTAL: 56 TUES/SUPER MIN: 45

FULL DAYS: 4

TOTAL: 49 TUES/SUPER MIN: 35

FULL DAYS: 4

TOTAL: 39

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	56	49	39

Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406

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