

PUC CALS Middle School and Early College High

School Accountability Report Card Reported Using Data from the 2018—19 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/fq/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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Allison Vann, CALS MS & Jason Marin, CALS ECHS

Principal, PUC CALS Middle School and Early College High

About Our School

CALS MS:

In August 2000 CALS middle opened its doors to families in the north east communities. CALS middle is the founding PUC Los Angeles in the Los Angeles region. We are approaching our 20th year this coming year, we are very excited to share our anniversary with our community, students and families. Our rich traditions in serving intervention and SSR for all students are currently the foundation to our school success. Our teachers are student centered and provide a variety of differentiated instruction to meet the needs of all learners. At CALS middle we work on promoting a college going culture by exposing our students to college lessons, providing opportunities to promote college awareness through college gear Tuesday and partnering up with the CALS ECHS to create peer mentorship supports for middle school students in the areas of academic and behavior. Lastly we are always focused on supporting the well rounded students not only in the areas of academics but also their personal/social element that plays an integral part in students' ability to connect and feel safe.

CALS ECHS:

PUC CALS Early College High School has been serving students and families from Northeast Los Angeles for 13 years. We are dedicated to high quality education with a commitment to our mission through a rigorous college prep curriculum, individualized student attention/ intervention, strong collegiate culture, small class size, data driven practice, service learning focus, internships based on student interests, strong parent engagement, and a comprehensive afterschool program.

We work hard to build relationships with our students and families to create the partnership needed to support the success of future college graduates. In order to meet our mission, we provide support services to strengthen our practice that include but are not limited to in-class intervention, tutoring, college counseling, special education, and mental health counseling.

Contact

*PUC CALS Middle School and Early College High
7350 North Figueroa St.
Los Angeles, CA 90041-2547*

Phone: 213-239-0063

Email: c.rivas@pucschools.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2019—20)	
School Name	PUC CALS Middle School and Early College High
Street	7350 North Figueroa St.
City, State, Zip	Los Angeles, Ca, 90041-2547
Phone Number	213-239-0063
Principal	Allison Vann, CALS MS & Jason Marin, CALS ECHS
Email Address	c.rivas@pucschools.org
Website	http://pucschools.org
County-District-School (CDS) Code	19647330133298

Last updated: 12/27/2019

School Description and Mission Statement (School Year 2019—20)

The vision and mission for PUC CALS MS & PUC CALS ECHS is guided by PUC's 3 Commitments:

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

CALS MS:

PUC California Academy of Liberal Studies (CALS) was founded in 2000 and serves the communities in Northeast Los Angeles. With approximately 240 students, the school was founded on the premise that schools empower students to uplift their communities through academic rigor and community service. Students are thought of as scholars and catalysts of change.

A college going culture is strongly emphasized at PUC CALS Charter Middle School. By instilling the notion that all students are college bound, PUC CALS aims at closing the achievement gap.

The mission of the PUC California Academy for Liberal Studies is to offer every enrolled student a dynamic learning environment within a small community committed to educational excellence and personal integrity. PUC CALS guides its students as they discover and cultivate their unique gifts and talents, challenging each individual to achieve his or her full potential.

CALS ECHS:

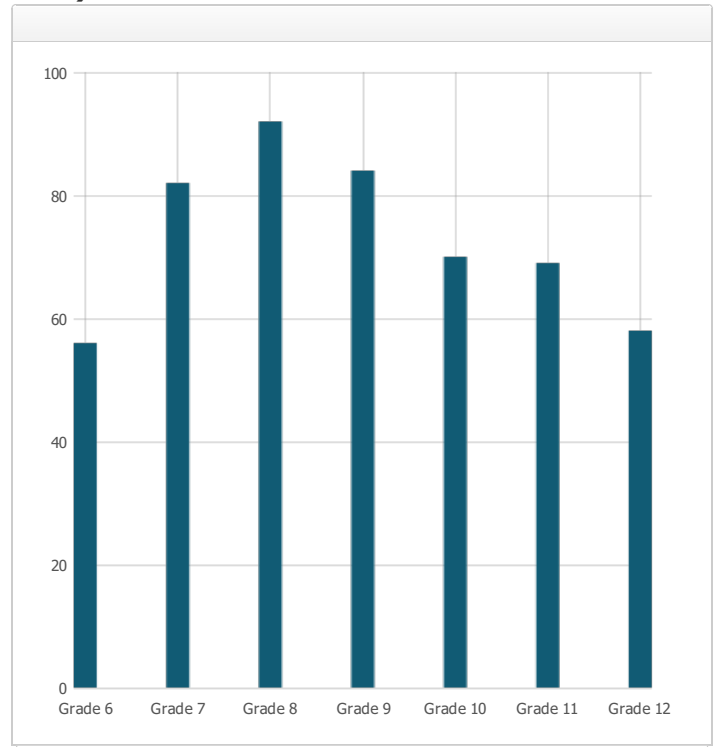
PUC California Academy Liberal Studies Charter Middle and Early College High School (PUC CALS ECHS) serves the educational needs of students living in the city of Los Angeles, with a concentration on the communities of Lincoln Heights, Cypress Park, and Glassell Park. PUC CALS ECHS, home of the falcons, was founded in 2003 as a continuation of the personalized, rigorous education imparted at PUC CALS Middle School, a founding charter school at Partnerships to Uplift Communities. The mission of PUC Schools is to develop and manage high quality charter schools in densely populated urban communities with overcrowded and low achieving schools. We create school programs and cultures that result in college graduation for all students. We uplift and revitalize communities through the development of educational and other supportive partnerships. PUC CALS ECHS has developed successful partnerships with Los Angeles Trade Tech College and Pasadena City College, allowing all students take college classes during high school. PUC Schools uses an educational model based on high expectations for all students, highly qualified teachers, and parents as partners. The school operates on a traditional August-June academic calendar. PUC CALS ECHS is proud to be recognized as a California Distinguished School.

Our small school environment helps support the whole student through a variety of services and clubs; such as athletics, clubs after school, mentorship opportunities and providing outside resources to all students. As a high school we are working hard to build and foster partnerships with our families in support of the whole student in the areas of academic celebrations and culture spirit events to have more investment to our school community

Last updated: 12/27/2019

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	56
Grade 7	82
Grade 8	92
Grade 9	84
Grade 10	70
Grade 11	69
Grade 12	58
Total Enrollment	511



Last updated: 12/27/2019

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.60 %
American Indian or Alaska Native	0.60 %
Asian	0.60 %
Filipino	1.60 %
Hispanic or Latino	92.80 %
Native Hawaiian or Pacific Islander	0.00 %
White	1.60 %
Two or More Races	0.60 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	84.70 %
English Learners	11.00 %
Students with Disabilities	19.20 %
Foster Youth	1.00 %
Homeless	0.40 %

A. Conditions of Learning

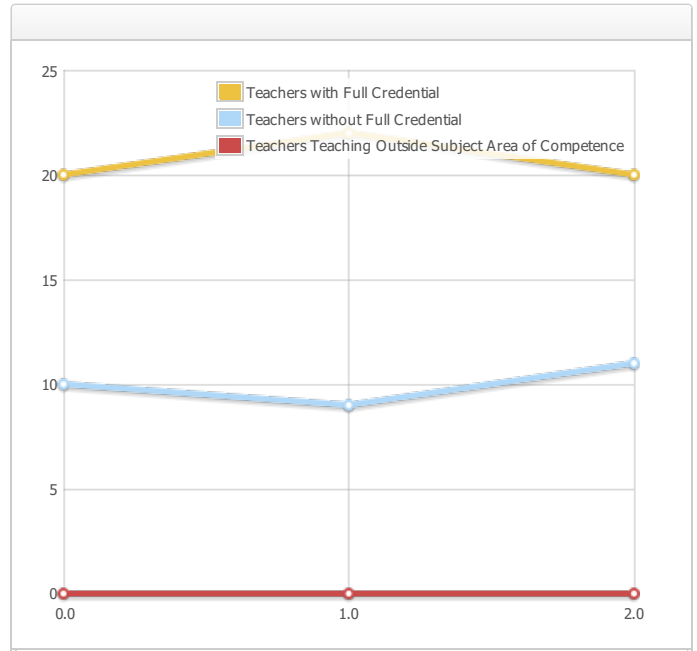
State Priority: Basic

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 Credentials

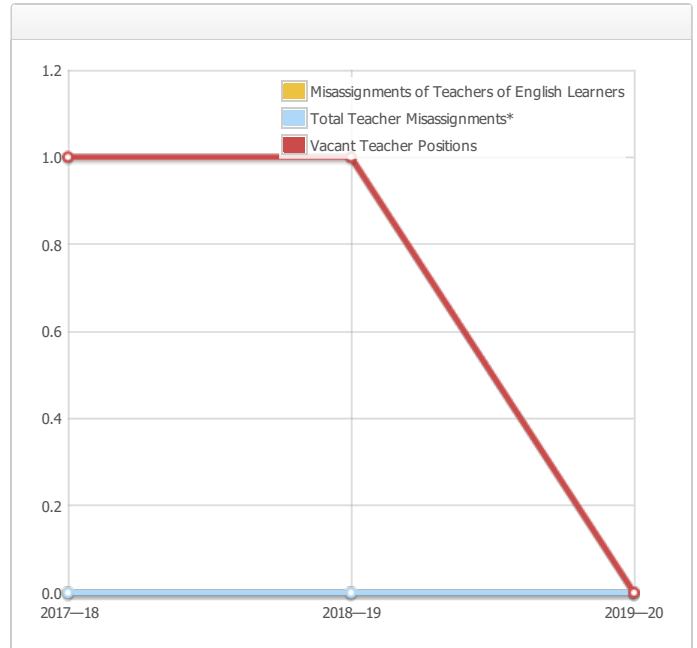
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	20	22	20	21054
Without Full Credential	10	9	11	783
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1103



Last updated: 1/30/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	1	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: 12/28/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p style="text-align: center;">CALS MS:</p> <p>Literature varies by grade level and unit of study. No textbooks for Reading/Language Arts. The school uses fiction/non-fiction short stories through these anchor novels which are standards aligned:</p> <p style="text-align: center;">6th Grade Title: Percy Jackson and the Lightning Thief by 7th Grade Title: Ma'am, Langston Hughes Title: Mother Daughter, Gary Soto Title: Thank You, Gary Soto Title: The Outsiders, SE Hinton Title: Dear Martin, Nic Stone Title: Diary of Your Girl: Anne Frank 8th Grade Title: Eleven, Sandra Cisneros Title: The House on Mango Street, Sandra Cisneros Title: The Distance Between Us, Reyna Grande Title: Neighborhood Ode's, Gary Soto Title: Raymond's Run, Toni Cade Bambara Title: Laughter, Sandra Cisneros Title: Intervention of Solitude, Paul Auster Title: I am Malala, Malala Title: Tattoos of the Heart; Father Greg Boyle Title: Brown Girl Dreaming, Jacqueline Woodson Title: Mam Sewing, Eloise Greenfield</p> <p style="text-align: center;">CALS HS:</p> <p style="text-align: center;">ERWC FOR ALL GRADES</p> <p>Literature varies by grade level and unit of study. No textbooks for Reading/Language Arts. The school uses fiction/non-fiction short stories through these anchor novels which are standards aligned:</p> <p style="text-align: center;">ENGLISH 9:</p> <p>Title: Romeo and Juliet, William Shakespeare (NP), Subject: English 9, Year of Adoption: 2010 Title: "St. Lucy's Home for Girls Raised by Wolves", Karen Russell, Subject: English 9 Title: "Indian Education", Sherman Alexie, Subject: English 9 Title: 1984, George Orwell, Subject: English 9 Title: Romeo And Juliet, William Shakespeare (Original & No Fear Shakespeare), Subject:</p> <p style="text-align: center;">ENGLISH 10:</p> <p>Title: "Tell Tale Heart," Edgar Allen Poe Title: Lord of the Flies, William Golding Title: The Kite Runner, Khaled Hosseini, Subject: English 10 Title: Romeo and Juliet, William Shakespeare, Subject: English 10 Title: Animal Farm, George Orwell, Subject: English 10 Title: The Odyssey, Homer, English 10 Title: Mythology, Edith Hamilton, English 10</p> <p style="text-align: center;">ENGLISH 11:</p> <p>Title: The New Jim Crow by Michelle Alexander, English 11, Date Adopted: 2018 Title: The Great Gatsby by F. Scott Fitzgerald, Subject: English 11, Date of Adopted: 2010 Title: Dracula by Bram Stoker, English 11, Date Adopted: 2018 Title: The Island of Dr. Moreau by H.G. Wells, English 11, Date Adopted: 2019 Title: The Catcher in the Rye by J.D. Salinger, English 11, Date Adopted: 2018 Title: Macbeth by William Shakespeare, English 11, Date Adopted: 2019</p> <p style="text-align: center;">ENGLISH 12:</p> <p>Title: The Glass Castle, Jeanette Walls, Subject: English 12, Title: Focus on Expository Text (Expository Reading and Writing Program), Subject: English 12, Date of Adoption: 2010</p>	No	0.00 %
Mathematics	<p style="text-align: center;">CALS MS:</p> <p>No textbooks for Mathematics. The school uses CCSS support through Engage NY which is standards aligned:</p>	Yes	0.00 %

Title: Engage NY 6th Grade Date <https://www.engageny.org> Adopted: 2015
 Title: Engage NY 7th Grade Date <https://www.engageny.org> Adopted: 2015
 Title: Engage NY 8th Grade Date <https://www.engageny.org> Adopted: 2015
 Software/Other Resources for All Grades:
 Imagine Math "Imagine Math 3-8," https://math.imaginelearning.com/users/sign_in
 Khan Academy

CALS HS:

Title: Integrated Math 1 CPM: Core Connections Integrated Math I 2015, CPM Educational Program, Date Adopted: 2015
 Title: Integrated Math 2 CPM: Core Connections Integrated Math II 2015, CPM Educational Program, Date Adopted: 2017
 Title: Integrated Math 3 CPM: Core Connections Integrated Math III 2015, CPM Educational Program, Date Adopted: 2014
 Title: PreCalculus Precalculus, 5th Edition Mathematics for Calculus 2009, 2007, Redlin, L. , Stewart, J., & Watson, S. Date Adopted: 2017
 Title: Calculus, Single Variable Calculus 6th edition James Stewart 6th Date Adopted: 2014
 Title: Calculus, Single Variable Calculus 8th edition James Stewart 2016
 Software/Other Resources for All Grades:
 Kuta "Kuta Software,"
 Khan Academy SmartCity"

Science	<p style="text-align: center;">CALS MS:</p> <p style="text-align: center;">No textbooks for Science Software/Other Resources for All Grades: HHMI Biointeractive - online interactives, videos Various online news or journal articles - newsELA, national geographic Phet simulations sometimes when computers allow for simulations to work CK-12.org/chemistry online There are numerous authors since the website provides resources for more than one subject. Nov15 CK-12.org/chemistry</p> <p style="text-align: center;">CALS HS:</p> <p style="text-align: center;">Subject: Biology: Title: "Stemscopes; Biology for NGSS Student Workbook; Modern Biology" "online 2014 2009" "numerous authors, for Stemscopes, Greenwood et al. Holt, Rinehart and Winston" 2017 Biozone Biology for NGSS workbooks with worksheets & resources Pearson NGSS Biology - textbook, texts & practice problems (quiz or unit test bank) HHMI Biointeractive - online interactives, videos Various online news or journal articles - newsELA, national geographic Phet simulations sometimes when computers allow for simulations to work</p> <p style="text-align: center;">Subject: Chemistry CK-12.org/chemistry online There are numerous authors since the website provides resources for more than one subject. Nov15 CK-12.org/chemistry Phet simulations sometimes when computers allow for simulations to work Hyper-textbook (physics, with chemistry application): physics.info Flynn Scientific for materials and labs Learn4Life liberated practice books for activities, labs, demonstrations (in classroom) "Various websites. NewsELA"</p> <p style="text-align: center;">Subject: Physics Phet simulations sometimes when computers allow for simulations to work Hyper-textbook (physics, with chemistry application): physics.info CK-12.org</p>	No	0.00 %
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History-Social Science	<p style="text-align: center;">CALS MS:</p> <p style="text-align: center;">No textbooks for History-Social Science DBQ Project NewsELA, Various other online resources</p> <p style="text-align: center;">CALS HS:</p> <p style="text-align: center;">Subject: World History, Title: World History: Patterns of Interaction, 2007, Roger B. Beck Linda Black Larry S. Krieger Philip C. Naylor Dahia Ibo-Shabaka, Date Adopted: 2014 Title: Animal Farm Other Resources: "SHEG"-Reading like a Historian DBQ Project NewsELA, Gilder Lehrman Institute of American History</p>	No	0.00 %
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Subject: US History
 History Alive ! Textbook 2019. TCI. Ed Lauren Kent.
 "SHEG"-Reading like a Historian
 DBQ Project
 NewsELA
 Gilder Lehrman Institute of American History
 People's History for the Classroom. Bill Bigelow, 2008.

Subject: Government
 Facing History/Facing Ourselves
 People's History of the United States / People's History for the Classroom Bill Bigelow, 2008.
 Icivics.org
 Cato institute
 Government Alive textbook
 Various other online resources

Foreign Language	CALS HS: Subject: Spanish 1, Website: spanish4teachers.org Title: iEn Español! Level 1 McDougal Litell Inc 2000 Other Resources: Audio Recording: Audio Lingua Subject: Spanish 2, Website: spanish4teachers.org Title: iEn Español! Level 2 McDougal Litell Inc 2000 Other Resources: Audio Recording: Audio Lingua	No	0.00 %
Health			0.00 %
Visual and Performing Arts	CALS MS: ART: No textbooks for Art Various other online resources Music: eMedia Piano https://www.emediamusic.com/keyboard-piano-lessons/beginner-piano-method.html adopted 2019 eMedia Guitar https://www.emediamusic.com/guitar-lessons/beginning-guitar-method.html adopted 2019 eMedia Base Guitar https://www.emediamusic.com/bass-lessons/bass-method.html adopted 2019 Ready to Read Music, Jay Althouse, adopted 2019 Rhythm Workshop, Sally k. Albrecht, adopted 2019 CALS HS: ART: Launching the Imagination (text book) THEATER: Fundamentals of Theatrical Desing by Karen Brewster Theater Games for the Classroom by Viola Spolin Ten Minute Plays: The Comedy Collection by Andrew Bliss The Best Ten Minute Plays of 2018 by Lawrence Harbison	No	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/19/2020

School Facility Conditions and Planned Improvements

PUC Schools takes great efforts to ensure that all schools are clean, 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 Manager 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 Manager 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 Manager 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 Superintendent.

Last updated: 1/16/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Not applicable.
Interior: Interior Surfaces	Good	Not applicable.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Established Pest Management Program in place.
Electrical: Electrical	Good	Not applicable.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Not applicable.
Safety: Fire Safety, Hazardous Materials	Good	Annual Fire-Life Safety Testing passed in 2019.
Structural: Structural Damage, Roofs	Good	Not applicable.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Not applicable.

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Exemplary
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Last updated: 1/16/2020

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, 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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	47.0%	49.0%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	29.0%	31.0%	32.0%	34.0%	38.0%	39.0%

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: 12/30/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	300	297	99.00%	1.00%	49.16%
Male	145	142	97.93%	2.07%	40.14%
Female	155	155	100.00%	0.00%	57.42%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	277	275	99.28%	0.72%	48.00%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	263	260	98.86%	1.14%	49.23%
English Learners	54	53	98.15%	1.85%	11.32%
Students with Disabilities	58	56	96.55%	3.45%	16.07%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: ELA 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.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/30/2019

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	300	298	99.33%	0.67%	30.54%
Male	145	143	98.62%	1.38%	27.27%
Female	155	155	100.00%	0.00%	33.55%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	277	276	99.64%	0.36%	28.99%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	263	261	99.24%	0.76%	28.74%
English Learners	54	54	100.00%	0.00%	9.26%
Students with Disabilities	58	56	96.55%	3.45%	7.14%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: 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.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/30/2019

**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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 12/30/2019

Career Technical Education (CTE) Programs (School Year 2018—19)

PUC CALS Early College High does not offer CTE programming.

PUC CALS Early College High does not offer CTE programming.

Last updated: 1/15/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Not Applicable. PUC CALS MS & ECHS does not offer CTE programming.

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/15/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	54.99%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00%

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 2018—19)

Data provided by CDE. Data not yet available. School will update report once data is provided.

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	21.70%	10.80%	8.40%
9	19.80%	16.00%	12.30%

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Last updated: 1/30/2020

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 2019—20)

As an organization PUC schools has implemented a Parent College series that educates, empowers and promotes advocacy for parents in college awareness, supporting the whole student in school and building skills to help our parents be the change agent for their children. In addition every PUC school has created a PAC committee of parents that meet monthly with principals to discuss school related issues in academics, culture, safety and other school items where parents are able to provide feedback and recommendations to the school leaders

Our school has also experienced a strong parent engagement as noted in our end of the year parent survey which showed a strong satisfaction as evidenced by a level 3 or higher on a 4 point scale. The school offered and provided a number of different opportunities for parents and families to be more involved through; student led conferences, monthly meetings with the principal, honor roll events and community traditional dinners. In addition both programs have created a PAC (Parent Action Committee) that meets bi-monthly with the principal to discuss upcoming school events, review school wide goals/initiative and listen to parent concerns/feedback.

To volunteer at the school please contact the office manager or office assistant at 323-254-4427 (PUC CALS MS) or 213-239-0063 (PUC CALS HS).

State Priority: Pupil Engagement

Last updated: 1/15/2020

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

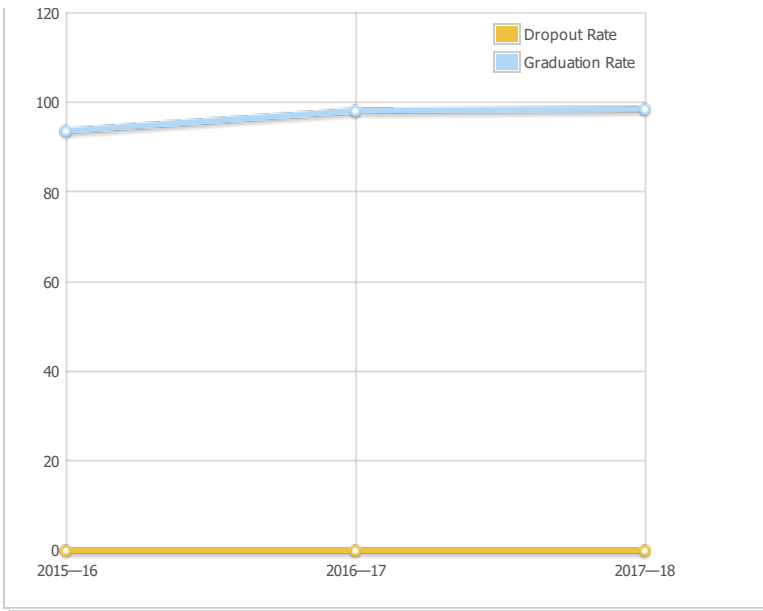
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	13.70%	9.70%
Graduation Rate	93.50%	77.30%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.00%	0.00%	10.80%	11.30%	9.10%	9.60%
Graduation Rate	98.00%	98.40%	79.70%	96.00%	82.70%	83.00%

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



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 12/30/2019

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	3.40%	3.50%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	0.20%	0.20%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 12/30/2019

School Safety Plan (School Year 2019—20)

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.

Last updated September 2019.

Last updated: 1/16/2020

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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	19.00	32		
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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	18.00	28		
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—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	28.00		16	
Other**				

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	6	15	
Mathematics	21.00	11	13	
Science	24.00	7	11	
Social Science	22.00	7	11	1

* 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 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	9	12	
Mathematics	22.00	10	12	
Science	24.00	6	12	
Social Science	25.00	4	13	

* 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—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	12	8	1
Mathematics	20.00	18	5	
Science	21.00	11	9	
Social Science	20.00	13	6	

* 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: 12/30/2019

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	511.00

*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.

**Average Number of Pupils per Counselor

Last updated: 1/18/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
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: 12/28/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12691.00	\$2538.00	\$10153.00	\$64501.00
District	N/A	N/A	\$8068.00	\$74789.00
Percent Difference – School Site and District	N/A	N/A	25.80%	-13.80%
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	35.20%	-21.70%

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

Last updated: 1/30/2020

Types of Services Funded (Fiscal Year 2018—19)**PUC CALS MS**

PUC CALS MS offers additional academic and scholarly support to all incoming sixth graders through SSR and morning intervention block focuses on engaging students in a differentiated process utilizing Lexile leveled text in the Teen Biz program where students are reading within their zone of proximal development. Students receive targeted support in math and literacy, including a focus on writing development in a small group setting.

PUC CALSMS institutes weekly intervention sessions in 7th and 8th grade for students not meeting academic expectations and struggling with the content. Students are able to receive standards based review sessions and deconstructed lessons to allow them to receive targeted small group intervention.

PUC CALSMS instituted a daily focus on reading through school-wide Sustained Silent Reading (SSR) into the school schedule and in the English Language Arts classes. Each grade level began with a school-wide book club and were assessed for their Lexile score in preparation for their independent reading. Students read books of their choice that are in alignment with their Lexile levels and reflect on their selected literature in the traditional reading class.

PUC CALSMS offers an afterschool program that meets on a daily basis from 3:10 p.m. to 6:10 p.m. The afterschool program includes opportunities for sports participation in soccer, volleyball, football, basketball, and baseball. Tutors provide additional support in homework, computer time, and physical activities. Our school has one full-time Inclusion specialist and four assistants who support students in the classroom as part of our inclusion program. We also provide speech or physical therapy through outside services. Counseling interns help our students with social/emotional development and family sessions are provided to families in need. The resource specialist and special education team provide strategic intervention and support with homework, organization, and content scaffolding throughout the school year after school.

PUC CALS ECHS

PUC CALS ECHS offers a variety of outside of the classroom supports to ensure the success of the whole child. We leverage the support of a full time on site clinical counseling program, college counseling program, special education program, athletic program, internship program, and mentorship program. Student receive these supports based on their needs, data, and/or personal interest.

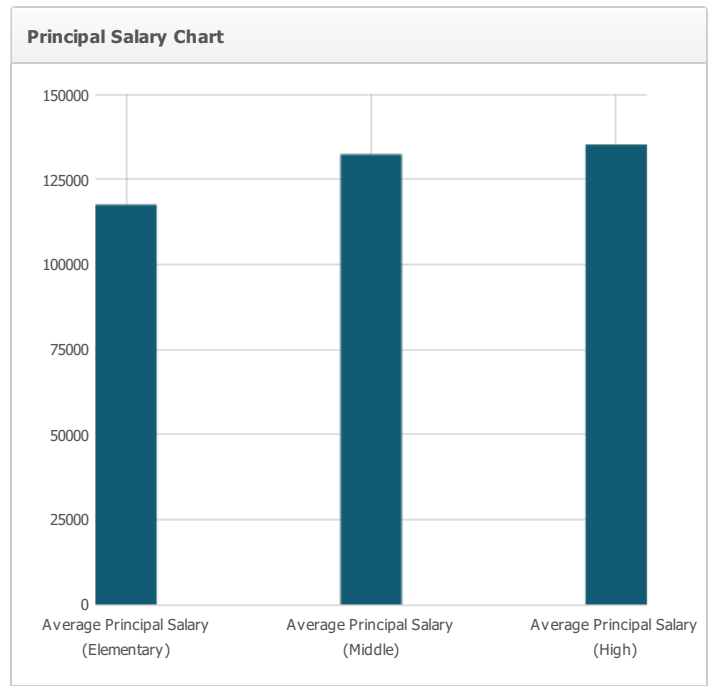
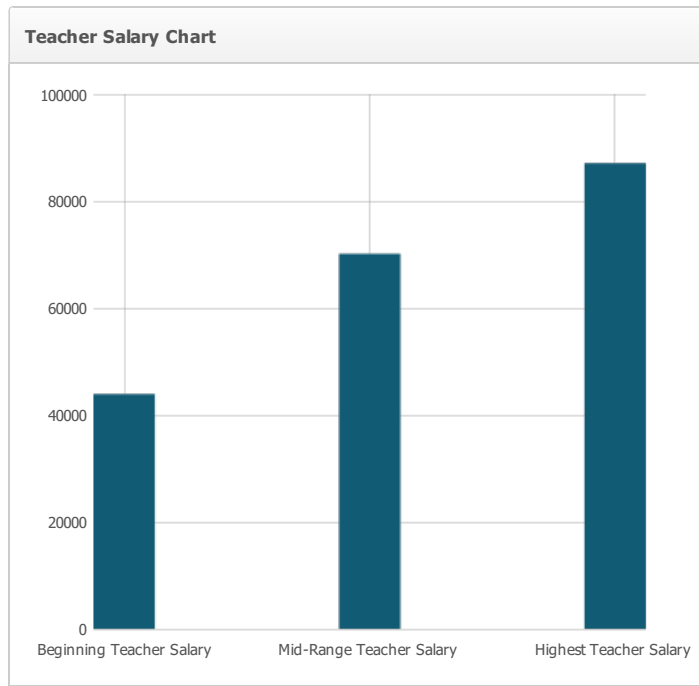
At PUC CALS ECHS we work hard to provide our school community with programs and resources that promote college readiness despite our small school budget. Our school has always funded and continues to fund college classes for our students. These courses are taken afterschool at the school site through our partnership with local community colleges. In order to support our students' extracurricular needs, we offer a variety of sports for both girls and boys that range from intramural sport offerings to CIF sport offerings. We offer the following sports: cross country, boys' basketball, girls' basketball, boys' soccer, girls soccer, volleyball, baseball, and softball during the school year. We have also fully funded SAT prep courses for our students to better prepare them for college entrance exams. In preparation for Common Core we are transitioning to more computers per student and online services to support literacy needs.

Last updated: 1/15/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$48,612
Mid-Range Teacher Salary	\$70,141	\$74,676
Highest Teacher Salary	\$87,085	\$99,791
Average Principal Salary (Elementary)	\$117,494	\$125,830
Average Principal Salary (Middle)	\$132,291	\$131,167
Average Principal Salary (High)	\$135,145	\$144,822
Superintendent Salary	\$350,000	\$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
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: 12/30/2019

Advanced Placement (AP) Courses (School Year 2018—19)

PUC CALS MS and ECH does not offer AP courses.

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

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

Last updated: 12/30/2019

Professional Development

PUC CALS MS-HS used the highest number for each year and the breakdown is as follows:

2017-18 2018-19 2019-20
 FULL DAYS MS-10 /HS-10 MS-10/HS-10 MS-5/HS-5
 PARTIAL MS-53/HS-53 MS-53 /HS-50 MS-51/HS-51
 TOTAL DAYS 63 63 56

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	63	63	56