

PUC Early College Academy for Leaders and Scholars (ECALS)

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.



Peter Markovics, Principal

📍 Principal, PUC Early College Academy for Leaders and Scholars (ECALS)

About Our School

PUC eCALs is a dual enrollment, college preparation high school that provides individual academic and social-emotional support to students. We are ranked in the top 8% of high schools in the country, as acclaimed by the US News and World Report. We are WASC accredited, California Blue Ribbon distinguished and National Honors Society chaptered. In addition to our selection of college classes that we provide each semester to students, we offer an array of enrichment opportunities to students as well, from math and engineering programs to music ensembles to 3D art classes, amongst many others. Additionally, our support for students extends beyond the classroom as we provide clinical as well as college and career counseling to students starting from their first year in school up until, and even after, graduation.

Contact

PUC Early College Academy for Leaders and Scholars (ECALS)
2050 San Fernando Rd.
Los Angeles, CA 90065-1267

Phone: 323-276-5525
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 Early College Academy for Leaders and Scholars (ECALS)
Street	2050 San Fernando Rd.
City, State, Zip	Los Angeles, Ca, 90065-1267
Phone Number	323-276-5525
Principal	Peter Markovics, Principal
Email Address	c.rivas@pucschools.org
Website	http://pucschools.org
County-District-School (CDS) Code	19647330124933

Last updated: 12/27/2019

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

MISSION:

The mission for PUC Early College Academy for Leaders and Scholars (eCALs) is to provide a personalized learning environment in which students work for, and achieve mastery of the most rigorous academic standards while discovering and cultivating their unique gifts and talents. PUC Early College Academy for Leaders and Scholars will graduate students who are on track to be college and career-ready and are committed to uplifting their community.

VISION:

The vision for PUC Early College Academy for Leaders and Scholars 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. PUC Early College Academy for Leaders and Scholars offers every enrolled student a dynamic learning environment within a small community committed to educational excellence and personal integrity.

Ninety percent of courses at PUC eCALs meet high school graduation requirements and college entrance requirements. Students are encouraged to excel to the highest levels with differentiated teaching and standards-based grading method emphasizing content mastery. Teachers use a common grading scale to ensure that expectations are clear and consistent. Besides academics, students take a college prep class and each student participates in a class known as PUC Competitive Edge (PCE).

The PUC Competitive Edge course sequence (PCE 1-4) was designed to develop PUC high school students' core career and college knowledge, and to develop students into critical and self-reflective advocates for their own academic, social, and professional development. PCE is dedicated class time in which students work with their PCE teacher to: explore their post-secondary goals; develop technology knowledge and skills, and are inspired, as we as empowered to get involved and make a difference. In addition, students in 9th-12th grade will complete a series of required career, college and financial aid tasks.

We currently offer several AP courses. Students can choose from the following AP courses at eCALs: English Language, Statistics, Spanish, US History, Biology, and Art. In addition to AP choices for students, we have developed an early college model where students can take up to 4-6 courses in their sophomore, junior and senior years, while acquiring college credits. In addition, eCALs has collaborated with local community colleges to enroll students in classes, allowing them to earn college credit.

PUC eCALs values a strong culture around the mission of developing leaders, scholars and citizens. As such, students each semester are nominated by their teachers, confirmed by the school leadership and honored at a special assembly where they receive a certificate and a distinguished uniform shirt. Students are nominated for their strong academics, demonstration of leadership skills both in and out of class, and overall deemed valuable citizens to our school culture.

PUC eCALs also embraces the arts as part of the overall curriculum. Both visual and performing art classes tap into students' interests and ensure a continued focus on the whole child. PUC eCALs will guide and nurture its students as they discover and cultivate their unique gifts and talents, challenging each individual to achieve his or her full potential. PUC eCALs will prepare its students to enter and graduate in the colleges and universities of their choice and inspire in them a

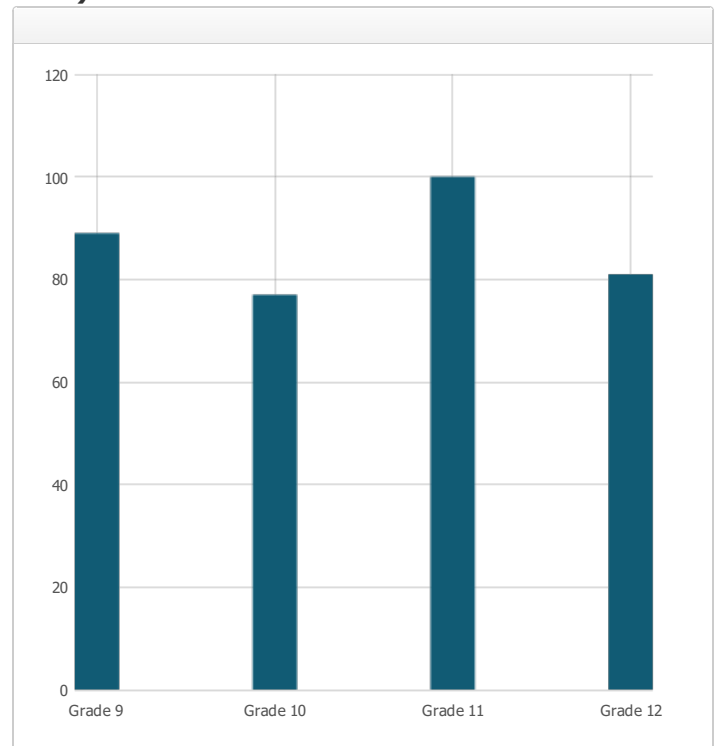
lifelong commitment to intellectual growth so that they will enrich and serve the communities in which they live. It is our goal that our students and alum will go beyond our organization's commitments and work towards being exemplary leaders, citizens and scholars in college and in life.

As we work toward our three PUC commitments, PUC eCALS utilizes data-driven instruction, collaboration and a whole child approach. Faculty members integrate school-wide rituals and routines that support the scholarly and leadership dispositions necessary for college and life. We strive to ensure every student is not only, Advanced and Proficient on high stake exams and internal benchmarks, but for every student to exceed minimum state requirements and be able to think, read, write and speak critically and thoughtfully about the world around them.

Last updated: 12/27/2019

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

Grade Level	Number of Students
Grade 9	89
Grade 10	77
Grade 11	100
Grade 12	81
Total Enrollment	347



Last updated: 12/27/2019

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

Student Group	Percent of Total Enrollment
Black or African American	1.20 %
American Indian or Alaska Native	0.30 %
Asian	0.60 %
Filipino	2.90 %
Hispanic or Latino	92.20 %
Native Hawaiian or Pacific Islander	0.00 %
White	0.90 %
Two or More Races	0.30 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	75.50 %
English Learners	11.80 %
Students with Disabilities	17.00 %
Foster Youth	0.30 %
Homeless	0.00 %

A. Conditions of Learning

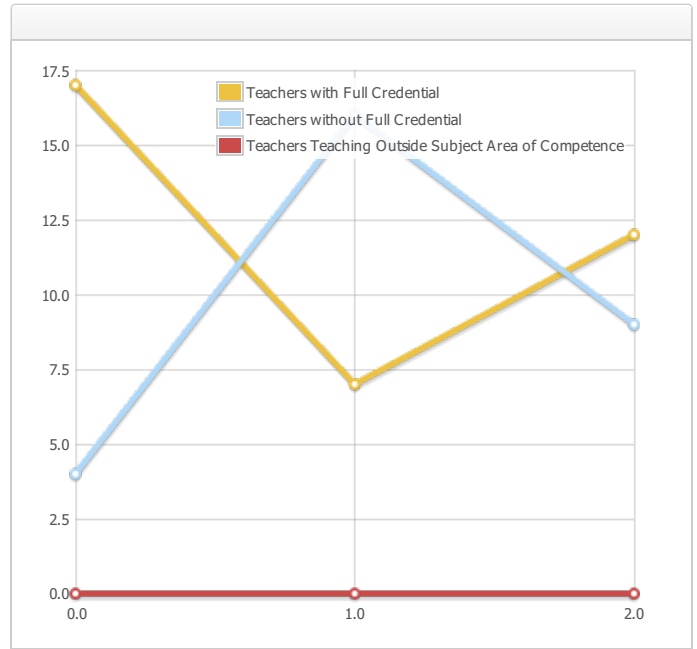
State Priority: Basic

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

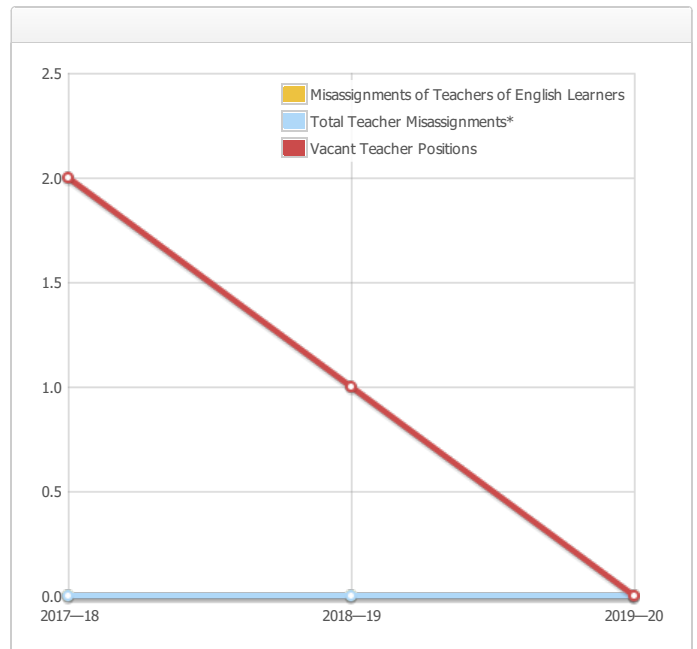
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	17	7	12	21054
Without Full Credential	4	16	9	783
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1103



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	2	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	Title: To Kill a Mockingbird, Author: Lee Harper, 2010 Title: Lord of the Flies, Author: William Golding, 2010 Title: Romeo and Juliet, Author: William Shakespeare, 2010 Title: Fahrenheit 451, Author: Ray Bradbury, 2010 Title: Othello, Author: William Shakespeare, 2010 Title: The Great Gatsby, Author: F. Scott Fitzgerald, 2010 Title: Raisin in the Sun, Author: Lorraine Hansberry, 2010 Title: Their Eyes Were Watching God, Author: Zora Neale Hurston, 2010 Title: Beloved, Author: Toni Morrison, 2010 Title: Death of a Salesman, Author: Arthur Miller, 2010 Title: Frankenstein, Author: Mary Shelley, 2010 Title: Much Ado About Nothing, Author: William Shakespeare, 2010 Title: Hamlet, Author: William Shakespeare, 2010	No	0.00 %
Mathematics	Title: Pre Calculus, McGraw Hill, 2011 Title: Core Connections, College Preparatory Math (CPM), 2013 Title: Algebra Volume 2, College Preparatory Math (CPM), 2013 Title: Algebra Volume 1, College Preparatory Math (CPM), 2013	No	0.00 %
Science	Title: Biology, McGraw Hill, 2013	No	0.00 %
History-Social Science	Title: Modern Times, McGraw Hill, 2011 Title: US/Gov Democracy in Action, McGraw Hill, 2011	No	0.00 %
Foreign Language	Subject - Spanish, title: Asi se Dice!, McGraw Hill, 2011	Yes	0.00 %
Health			0.00 %
Visual and Performing Arts	Subject - music title: Essentials of Music Theory, Author: Alfred, 2012 Subject - music, title: Fundamentals Methods of Music, Author: Alfred, 2012	Yes	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 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)	56.0%	59.0%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	35.0%	33.0%	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	93	85	91.40%	8.60%	58.82%
Male	51	47	92.16%	7.84%	51.06%
Female	42	38	90.48%	9.52%	68.42%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	87	80	91.95%	8.05%	58.75%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	68	62	91.18%	8.82%	59.68%
English Learners	14	12	85.71%	14.29%	33.33%
Students with Disabilities	16	13	81.25%	18.75%	15.38%
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: 1/15/2020

**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	93	86	92.47%	7.53%	32.56%
Male	51	46	90.20%	9.80%	30.43%
Female	42	40	95.24%	4.76%	35.00%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	87	81	93.10%	6.90%	32.10%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	68	63	92.65%	7.35%	31.75%
English Learners	14	14	100.00%	0.00%	7.14%
Students with Disabilities	16	15	93.75%	6.25%	6.67%
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: 1/15/2020

**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)

Not Applicable. PUC Early College Academy for Leaders and Scholars (ECALS) does not offer CTE programming.

UC Early College Academy for Leaders and Scholars (ECALS) does not offer CTE programming.

Last updated: 1/15/2020

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

PUC eCALS 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	99.71%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	97.40%

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)

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
9	19.30%	15.70%	36.10%

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)

Parents have the opportunity to participate in a variety of councils and clubs, including the Parent Action Committee, School Advisory Council, English Language Advisory Council and Coffee with the Principal. Coffee with the Principal is an informal gathering between the principal and parents from all grade levels. Coffees are held on a monthly basis in order to provide key school updates, but most importantly, coffees are intended to listen from parents directly. Here, parents share what is working for their child and family and what are specific areas for the school to focus on. In addition, Coffee with the Principal is a forum by which feedback from parents is solicited. Parents are always welcomed at the school site and often come to visit and discuss student progress and meet with staff to prepare events. At PUC eCALs, we value parent engagement and believe this is a critical lever for student's overall success.

PUC has also created a program free for parents, which provides resources in order for parents to create a positive and lasting educational environment at home using a number of tools: dedicating a home study location and time of day for homework, creating ongoing dialogue with their kids' surrounding their academic success and challenges, and discussing children's college expectations. This program is known as Parent College and it is held at PUC eCALs once a month on Saturdays. Our hope is to provide services not only for the PUC community but for all the communities in Northeast Los Angeles.

If you are interested in getting involved or would like to know more about our parent involvement opportunities, please contact the school at (323) 276-5525.

State Priority: Pupil Engagement

Last updated: 1/15/2020

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

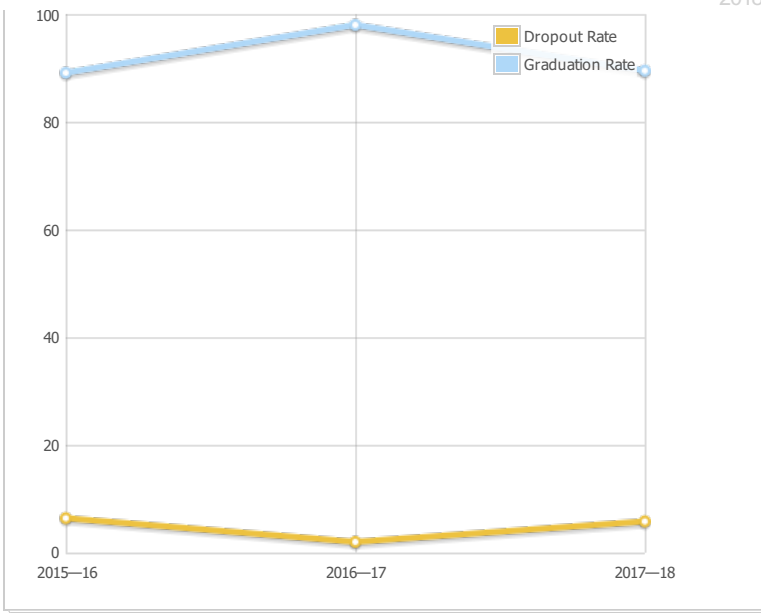
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	6.40%	13.70%	9.70%
Graduation Rate	89.10%	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	2.00%	5.80%	10.80%	11.30%	9.10%	9.60%
Graduation Rate	98.00%	89.50%	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: 1/15/2020

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	1.20%	2.10%	4.90%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.50%	0.30%	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: 1/18/2020

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 (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	8	13	
Mathematics	22.00	13	13	
Science	24.00	8	8	
Social Science	26.00	4	12	

* 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	20.00	13	7	
Mathematics	18.00	19	7	
Science	22.00	8	6	
Social Science	23.00	7	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 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	19.00	12	7	
Mathematics	19.00	17	7	
Science	20.00	8	7	
Social Science	20.00	11	4	

* 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*	173.50

*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)	2.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.25
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	\$8117.00	\$1623.00	\$6494.00	\$76803.00
District	N/A	N/A	\$8068.00	\$74789.00
Percent Difference – School Site and District	N/A	N/A	-19.50%	2.70%
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	-13.50%	-6.80%

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

Last updated: 1/30/2020

Types of Services Funded (Fiscal Year 2018—19)

PUC eCALs embraces the whole child in order to achieve academic outcomes. We understand and value the diversity our students bring to our schools and seek to foster a space that is safe and welcoming for all learners.

In order for students to serve as critical and thoughtful readers, writers, and speakers, we utilize Newsela as a literacy tool in all classrooms. Through Newsela, students engage with non-fiction material utilizing lexile leveled text where students read within their zone of proximal development, which aims at ensuring every student achieves individualized growth goals. Newsela is an on-line software utilized in every classroom through the use of our campus' laptop carts. Science course are also provided with an online platform called STEMscope. This platform allows teachers to use resource to supplement and guide instruction through a scientific literacy lens. Kahn Academy and DreamBox are also tools that are being used by our math department to ensure numeracy development on our campus.

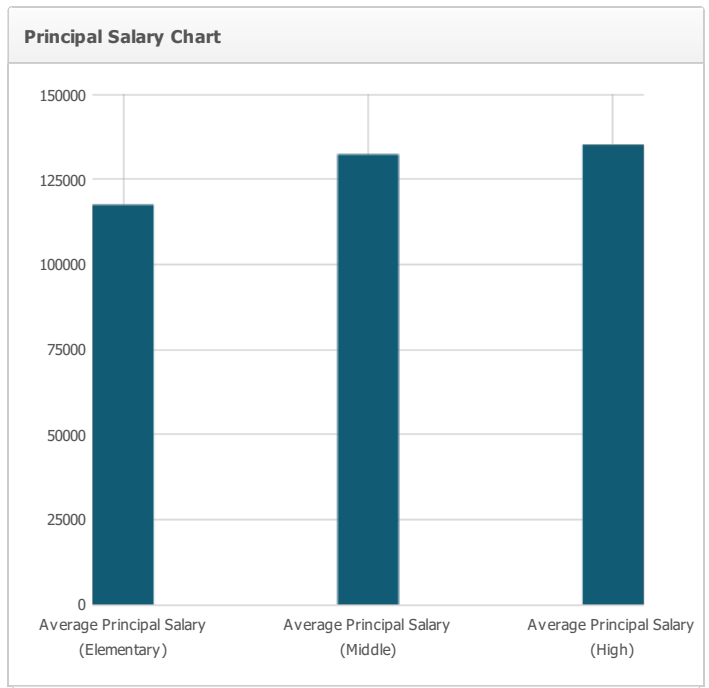
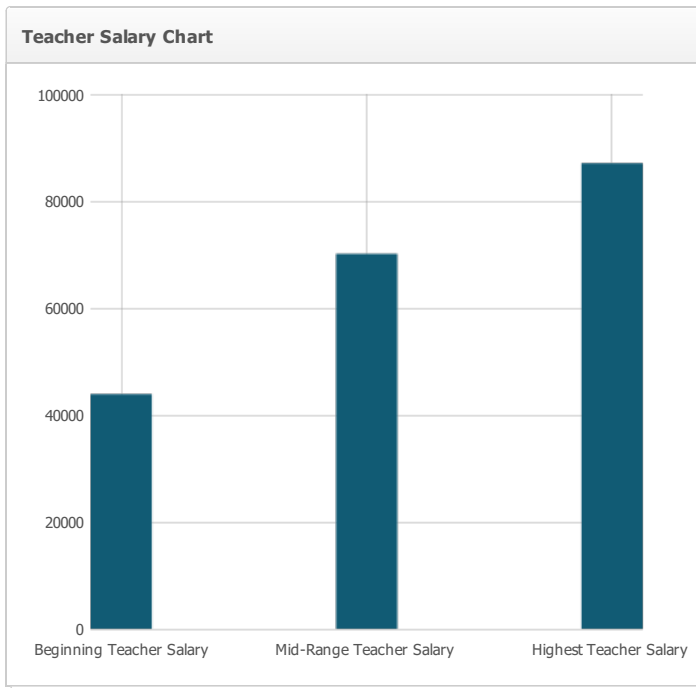
Resource specialists serve students with individualized educational plans. At PUC, we pride ourselves around a collaborative model between our general education teachers and our resource specialists. Through the support of our director of inclusion and inclusion coaches at the home office, teachers receive up-to-date best practices that ensure all students are served and provided the best possible learning experiences.

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)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	2	N/A
All Courses	7	23.90%

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 eCALS breakdown is as follows:

2017-18 2018-19 2019-20
 FULL DAYS 10 10 5
 PARTIAL 53 50 50
 TOTAL DAYS 63 60 55

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	63	60	55