

PUC CALS Middle School and Early College High
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	7350 North Figueroa St. Los Angeles, CA , 90041-2547	Principal:	Concepcion Rivas, Superintendent
Phone:	(213) 239-0063	Grade Span:	6-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Concepcion Rivas, Superintendent

Principal, PUC CALS Middle School and Early College High

About Our School

CALS MS

In August 2000 CALS Middle School opened its doors to families in the north east Los Angeles communities. CALS Middle is the flagship school for the PUC Los Angeles Organization in the Los Angeles region. We are approaching our 20th year anniversary this upcoming year and we are very excited to share our anniversary with our community, students and families. We continue to be grounded in a rich tradition of serving the community. Our pedagogy at CALS MS is student centered and provides a variety of differentiated instructional supports that help to meet the needs of all learners. At CALS Middle School we work on promoting a college bound culture by exposing our students to college lessons, providing opportunities to promote college awareness through a cross curricular college focus and a partnership with the CALS ECHS to create peer mentorship supports for middle school students in the areas of academic and behavior. Lastly, we continue to focus on supporting our students with a rigorous curriculum and a well rounded approach to student development, not only in the areas of academics but also the personal/social elements that play 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 after school 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

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Reilly, Megan
Email Address	megan.reilly@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2021—2022)

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	Concepcion Rivas, Superintendent
Email Address	c.rivas@pucschools.org
Website	https://www.pucschools.org/cals/
County-District-School (CDS) Code	19647330133298

Last updated: 1/6/22

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

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 (CAL S) 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.

PUC CALS ECHS

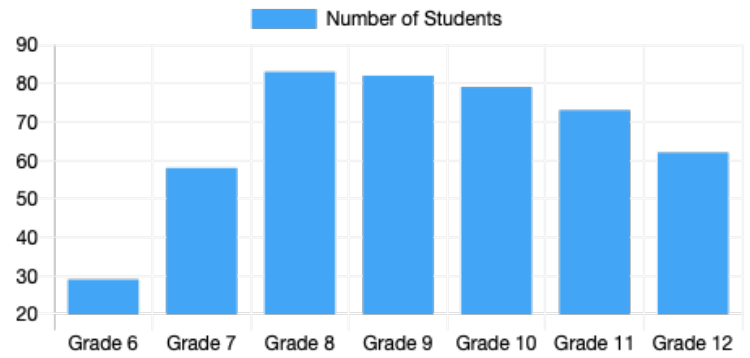
PUC California Academy Liberal Studies Charter Middle and Early College High School (PUC CALS ECHS) serves the educational needs of students living in the city of Los Angeles, with a concentration on the communities of Lincoln Heights, Cypress Park, and Glassell Park. PUC CALS ECHS, home of the falcons, 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 to 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 in our school community.

Last updated: 1/6/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 6	29
Grade 7	58
Grade 8	83
Grade 9	82
Grade 10	79
Grade 11	73
Grade 12	62
Total Enrollment	466



Last updated: 1/6/22

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

Student Group	Percent of Total Enrollment
Female	47.20%
Male	52.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.40%
Asian	0.90%
Black or African American	0.90%
Filipino	1.90%
Hispanic or Latino	92.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.20%
White	0.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	11.40%
Foster Youth	0.60%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	93.30%
Students with Disabilities	14.60%

A. Conditions of Learning

State Priority: Basic

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grades 6-8: Title: RWC - Expository Reading & Writing Curriculum, Subject: Language Arts, Year of Adoption: Fall 2015</p> <p>Grades 9-10 Title: iReady, Subject: Reading, Year of Adoption: Fall 2020</p> <p>NEWSELA, 2015</p> <p>EL ACHIEVE (ELD), Fall 2021, All ELD Students have their own physical copies.</p> <p>Textbook: Title: Amplify ELA, Author: Amplify Education, Subject: ELA, Year of Adoption: Fall 2021. All 6th, 7th, and 8th grade have digital copies and chapter books.</p>	No	0%
Mathematics	<p>Title: MRWC - Mathematical Reasoning with Connections, Subject: Mathematics, Fall 2022</p> <p>Title: CPM - Subject: Math, Fall 2015</p> <p>iReady - Fall 2020 (Grades 9th and 10th)</p>	Yes	0%
Science	<p>Title: Biozone, Subject: Science, Fall 2020</p> <p>Title: Stemsscopes, Subject: Science, Fall 2020</p> <p>Title: Gizmos, Subject: Science, Fall 2020</p> <p>Textbook: All 6th, 7th, and 8th graders have digital copies and physical copies.</p> <p>Title: Amplify Science, Author: Amplify Education, Date of Adoption: Fall 2021</p>	Yes	0%
History-Social Science	<p>Title: TCI - Econ Alive, Subject: Economics, Date of Adoption: Fall 2018</p> <p>Title: History Alive, Subject: History, Date of Adoption: Fall 2018</p> <p>Title: Government Alive, Subject: Government, Date of Adoption: Fall 2018</p>	Yes	0%
Foreign Language	Title: En Espanol, Author: McDougall Little, Subject: Spanish, Date of Adoption: Fall 2013	No	0%
Health	Peer Health Exchange COLlege Partnerships, Date of Adoption: Fall 2013	No	0%

Visual and Performing Arts	Not Applicable		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/7/22

School Facility Conditions and Planned Improvements

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

Maintenance and Repair:

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

Cleaning Process and Schedule:

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

Environmental Health and Safety:

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

Last updated: 1/11/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Implemented HVAC sanitation of the airstream and continue with MERV-13 filters
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Monthly pest control service is in effect.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Working on repairs a couple of roof deck leaks.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2021

Overall Rating

Good

Last updated: 1/11/22

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

- Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison.

As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/11/22

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	239	237	99.16	0.84	37.13
Female	115	114	99.13	0.87	43.86
Male	124	123	99.19	0.81	30.89
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	223	221	99.10	0.90	35.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	26	26	100.00	0.00	3.85
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	217	215	99.08	0.92	34.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	28	96.55	3.45	10.71

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/11/22

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	239	236	98.74	1.26	22.88
Female	115	114	99.13	0.87	23.68
Male	124	122	98.39	1.61	22.13
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	223	220	98.65	1.35	20.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	26	26	100.00	0.00	3.85
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	217	214	98.62	1.38	21.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	27	93.10	6.90	3.70

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/11/22

Local Assessment Test Results in ELA by Student Group**Assessment Name(s): MAP READING****Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Please note that PUC CALS MS-HS is reporting overall 6-12 grade local assessment data even though Grades 6-8 and 11 are checked under the Grade Levels to Show on Public SARC.

Note: Data shown reflects data from Spring 2021 assessment.

NOTE: The following subgroup data was collected and is being reported: 1. Hispanic, 2. English Learners, 3. Socioeconomically Disadvantaged, 4. Students with Disabilities.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	474	439	92.0	8.0	38.0
Female	0	0	0	0	0
Male	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	438	405	91.5	8.5	41.5
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	47	45	95.0	5.0	8.0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	434	400	92.0	8.0	42.0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	68	58	83.5	16.5	15.0

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Local Assessment Test Results in Mathematics by Student Group**Assessment Name(s): MAP MATH****Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Please note that PUC CALS MS-HS is reporting overall 6-12 grade local assessment data even though Grades 6-8 and 11 are checked under the Grade Levels to Show on Public SARC.

Note: Data shown reflects data from Spring 2021 assessment.

NOTE: The following subgroup data was collected and is being reported: 1. Hispanic, 2. English Learners, 3. Socioeconomically Disadvantaged, 4. Students with Disabilities.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	474	439	91.5	8.5	19.0
Female	0	0	0	0	0
Male	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	438	405	91.5	8.5	17.0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	47	45	95.0	5.0	0.0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	434	402	91.0	9.0	19.5
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	68	61	88.0	12.0	0.0

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	19.53	N/A	25.29	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/11/22

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	217	216	99.54	0.46	19.53
Female	98	98	100.00	0.00	20.41
Male	119	118	99.16	0.84	18.80
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	204	203	99.51	0.49	16.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	21	21	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	198	197	99.49	0.51	19.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	33	100.00	0.00	3.13

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/11/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

PUC CALS Early College High does not offer CTE programming.

Starting the 2022-2023 school year:
 PUC high schools that do not offer an Advanced Placement program (AP) are required to offer a Career Technical Education (CTE) pathway. If an AP program is offered, a CTE pathway is optional.

Last updated: 1/12/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

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: 1/11/22

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00%

Last updated: 1/11/22

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	--	--	--
9	--	--	--

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/11/22

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

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. 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.

Opportunities for further involvement please contact the Front Office at 323-254-4427

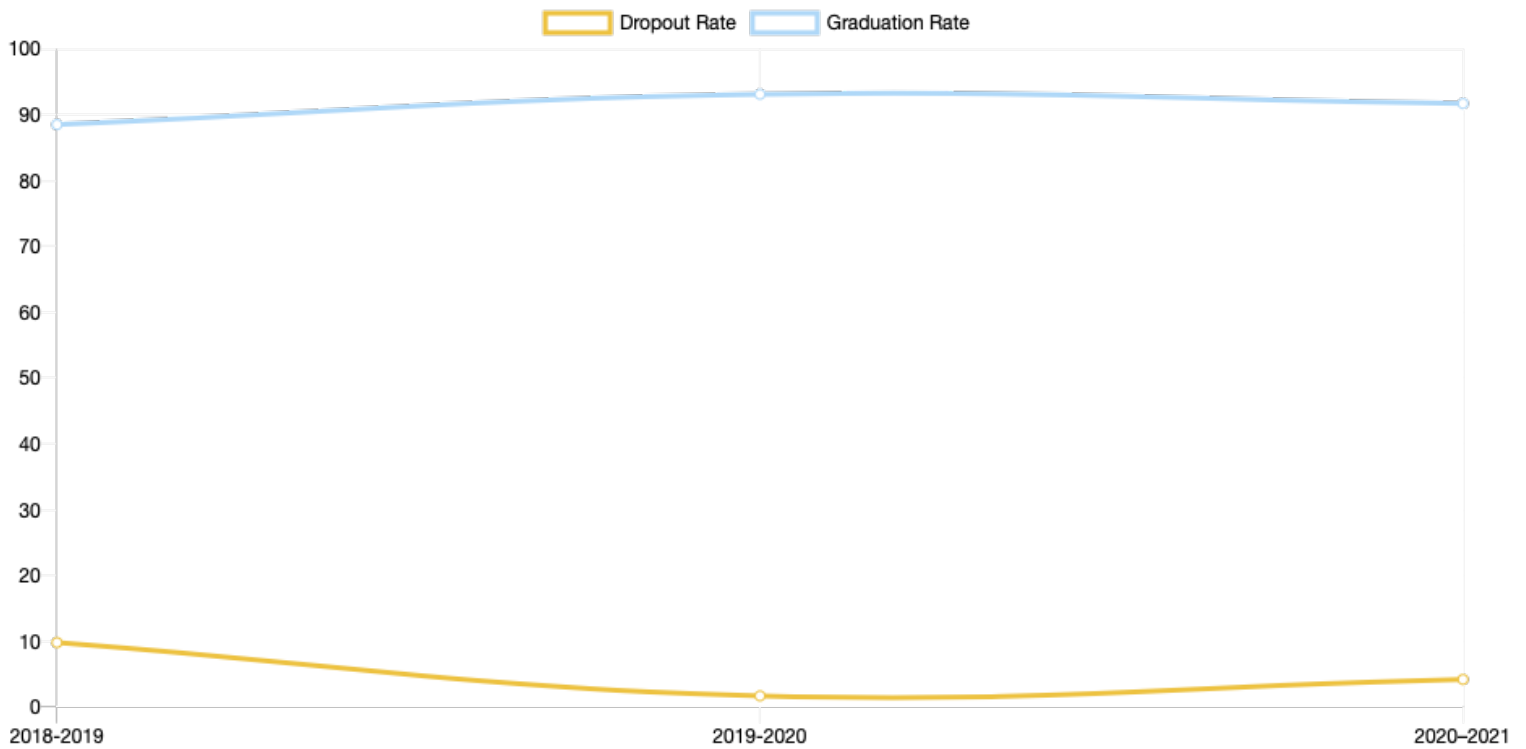
State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	9.80%	1.70%	4.20%	10.90%	8.90%	8.10%	9.00%	8.90%	9.40%
Graduation Rate	88.50%	93.10%	91.70%	81.50%	82.90%	83.50%	84.50%	84.20%	83.60%



Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	72	66	91.7
Female	32	30	93.8
Male	40	36	90.0
Non-Binary	--	--	0.0
American Indian or Alaska Native	--	--	90.0
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	66	61	92.4
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	0	0	0.00
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	0.0
Socioeconomically Disadvantaged	71	65	91.5
Students Receiving Migrant Education Services	--	--	0.0
Students with Disabilities	15	11	73.3

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Last updated:

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

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	483	479	0	0.0
Female	232	228	0	0.0
Male	251	251	0	0.0
American Indian or Alaska Native	5	5	0	0.0
Asian	2	2	0	0.0
Black or African American	5	5	0	0.0
Filipino	9	9	0	0.0
Hispanic or Latino	446	442	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	4	4	0	0.0
English Learners	55	54	0	0.0
Foster Youth	3	3	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	445	442	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	71	70	0	0.0

Last updated:

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	3.49%		0.65%		3.47%	
Expulsions	0.00%		0.02%		0.08%	

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

Suspensions and Expulsions for School Year 2019—2020 Only

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

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.36%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

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

Last updated: 1/11/22

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

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

Last updated:

School Safety Plan (School Year 2021-2022)

Emergency Response plan:

The Purpose of the School Emergency Response Plan is to protect the safety and welfare of the employees, visitors, volunteers, and students in our school, and to ensure the preservation of public property. The School Emergency Response Plan provides a concise reference for staff when facing a crisis or an emergency. Accident and crisis prevention are particularly important whenever children are involved, but even the most thorough and imaginative forethought cannot prevent all emergencies. It is our responsibility to be prepared with management plans for foreseeable emergencies and for all staff members to know their roles in these plans.

The School Emergency Response Plan addresses our responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the School in coordination and with the county of Los Angeles, California. The Plan establishes an emergency organization to direct and control operations at the school site during a period of emergency by assigning responsibilities to specific personnel.

The School Emergency Response Plan:

- Conforms to the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements:

The Plan meets the requirements of the State of California and the County of Los Angeles policies on Emergency Response and Planning, the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS) and defines the primary and support roles of the individual schools in after-incident damage assessment and reporting requirements.

Scope:

The Scope encompasses our schools. It addresses a broad range of major emergencies; such events include crimes committed on campus, hazardous materials emergencies, weather emergencies, earthquakes and fire. Also included are procedures for emergencies that may or may not require the full or partial activation of the School Emergency Response Team (SERT).

The objectives of the plan are to:

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the School's facilities and properties.
- Enable the School to restore normal conditions with minimal confusion in the shortest time possible.

Frequency:

Our staff is trained annually during In-Service Professional Development held in August.

COVID-19 SAFETY PROTOCOLS:

PUC Schools has implemented several procedures to protect team members, students and visitors.

Temperature taking and screening questions: Everyone is required to take a temperature check when entering the school site plus fill out a screening questionnaire to determine their exposure to the virus and grant or deny access to the facilities.

Disinfecting Protocol: Maintenance cleans the facilities daily covering all surfaces and uses electrostatic sprayers once a week.

HVAC upgrades: All HVAC filters have been upgraded to MERV-13 and implemented an annual sanitation of the air stream to always ensure clean air.

Plexiglass: All front offices have plexiglass protection for our staff and are available for any staff member upon request.

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

Social Distancing: Requirements to keep a minimum of 6ft in each direction is strictly enforced.

Last updated: September 2021

Last updated: 1/11/22

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

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**				0

* 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	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	28.00		12	
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 2020–2021

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	25.00	1	6	
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 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	22.00	12	8	1
Math	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.

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

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	23.00	12	15	
Math	23.00	14	9	
Science	22.00	7	11	
Social Science	22.00	4	5	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	21.00	17	9	

Math	21.00	18	4
Science	20.00	18	4
Social Science	24.00	10	10

Last updated: 1/11/22

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

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	0.0

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	3.00

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14310.41	\$3037.41	\$11273.00	\$67432.74
District	N/A	N/A	\$8823.00	\$78721.00
Percent Difference – School Site and District	N/A	N/A	27.80%	-14.30%
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	33.50%	-20.40%

Last updated: 1/20/22

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

Types of Services Funded (Fiscal Year 2020–2021)

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 where 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 support 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. Students 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. In preparation for Common Core we are transitioning to more computers per student and online services to support literacy needs. This includes office hours for SCC and teachers.

Last updated: 1/11/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

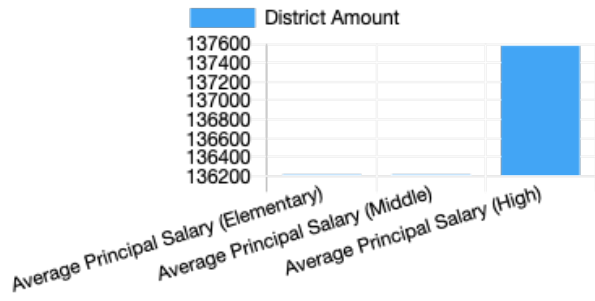
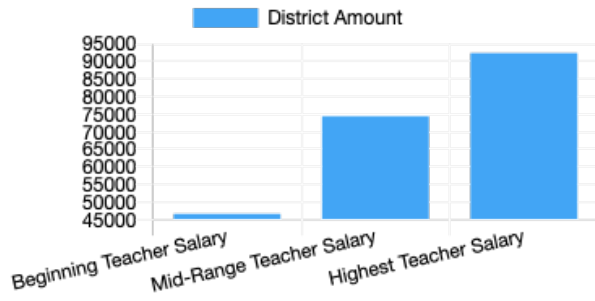
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46587.00	\$50897.00
Mid-Range Teacher Salary	\$74412.00	\$78461.00
Highest Teacher Salary	\$92389.00	\$104322.00
Average Principal Salary (Elementary)	\$124955.00	\$131863.00
Average Principal Salary (Middle)	\$136210.00	\$137086.00
Average Principal Salary (High)	\$137581.00	--
Superintendent Salary	\$350000.00	\$297037.00
Percent of Budget for Teacher Salaries	28.00%	32.00%

Percent of Budget for Administrative Salaries

5.00%

5.00%

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



Last updated:

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

PUC CALS MS and ECH does not offer AP courses.

Percent of Students in AP Courses 0.00%

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

Last updated: 1/11/22

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

Professional Development

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

	2019-20.	2020-21	2021-22
FULL DAYS:	MS-5/HS-5.	MS-10/HS-10	MS-4/HS-4
PARTIAL:	MS-51/HS-51	MS-44/HS-44	MS-37/HS-37
TOTAL DAYS:	56.	54	41

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	56	54	41