

PUC Lakeview Charter 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.



Jorge Beas, Principal

Principal, PUC Lakeview Charter High

About Our School

PUC Lakeview Charter High School (LCHS) offers a rigorous educational experience emphasizing high academic achievement that is geared to getting students prepared for college or career aspirations. Our goal is to have all of our students college and career ready at the time of graduation. This goal that all students will be prepared for college success upon graduation is met through the standard-based curriculum in core classes, advisory or PUC Competitive Edge (PCE), and through co-curricular and extra-curricular opportunities that are driven to better prepare our students for college.

All PUC Lakeview Charter High School (LCHS) classes meet A-G requirements and provides support for all of our students and family with their college applications as well as workshops to assist in the financial aid process so that our students have every opportunity to enter a four year college. LCHS has an outstanding history marked by graduating a great deal of students who received many accolades such as POSSE and Gates Millennium recipients. Additional, LCHS has twice been recognized as a California Distinguished School and accreditation from WASC (Western Association of Schools and Colleges) which also serves as evidence of our current success.

PUC Lakeview Charter High School provides a rigorous and challenging environment for all of its students in order to meet the mission and vision of the organization. PUC LCHS has a well-prepared and dedicated staff who work to provide a cognitive engaging environment for our students while working closely with our families to ensure that our students are supported in their development towards graduation. PUC LCHS provides students the opportunities to take AP courses as well as college classes through the local community college. Students extend our students thinking with extra-curricular activities and after school programming that includes but is not limited to tutoring, credit recovery, field trips to local colleges, and variety other multi-cultural opportunities and or events.

LCHS's campus is located on seven acres in Sylmar, CA. The campus features athletic and arts facilities as well as technology integrated in all classrooms and in our Student Services Center.

Contact

PUC Lakeview Charter High
13361 Glenoaks Blvd.
Sylmar, CA 91342-2110

Phone: 818-356-2591

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 Lakeview Charter High
Street	13361 Glenoaks Blvd.
City, State, Zip	Sylmar, Ca, 91342-2110
Phone Number	818-356-2591
Principal	Jorge Beas, Principal
Email Address	c.rivas@pucschools.org
Website	http://pucschools.org
County-District-School (CDS) Code	19647330122606

Last updated: 12/27/2019

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

MISSION:

The mission for PUC Lakeview Charter High School 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 Lakeview Charter High School 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 Lakeview Charter High School is guided by PUC's 3 Commitments:

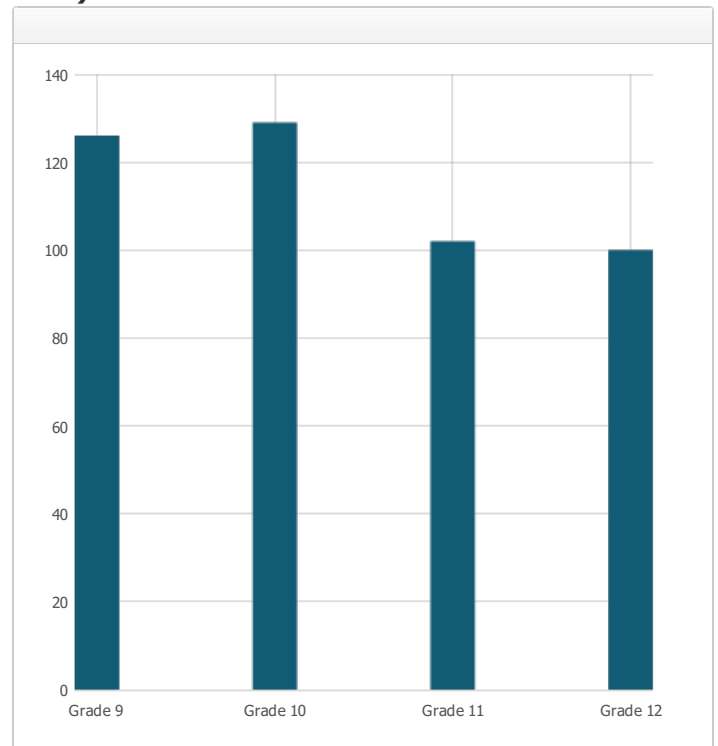
1. Five times more college graduates within the communities we serve.
2. After four years with us, students are proficient.
3. Students commit to uplift our communities now and forever.

PUC Lakeview Charter High School provides a rigorous and challenging environment for all of its students in order to meet the mission and vision of the organization. PUC LCHS has a well-prepared and dedicated staff who work to provide a cognitive engaging environment for our students while working closely with our families to ensure that our students are supported in their development towards graduation. PUC LCHS provides many opportunities to take AP and college courses as well as extend our students thinking with extra – curricular activities and after school programming that includes but is not limited to tutoring, credit recovery, field trips to local colleges, and varies other multi-cultural opportunities and or events.

Last updated: 12/27/2019

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

Grade Level	Number of Students
Grade 9	126
Grade 10	129
Grade 11	102
Grade 12	100
Total Enrollment	457



Last updated: 12/27/2019

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

Student Group	Percent of Total Enrollment
Black or African American	0.40 %
American Indian or Alaska Native	%
Asian	0.70 %
Filipino	1.30 %
Hispanic or Latino	96.30 %
Native Hawaiian or Pacific Islander	0.00 %
White	0.70 %
Two or More Races	0.20 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	83.40 %
English Learners	4.60 %
Students with Disabilities	13.60 %
Foster Youth	0.20 %
Homeless	0.00 %

A. Conditions of Learning

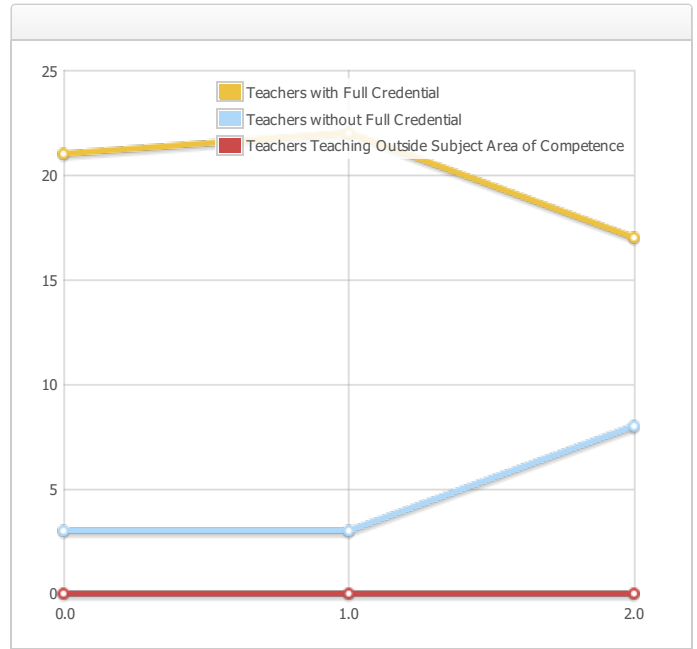
State Priority: Basic

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

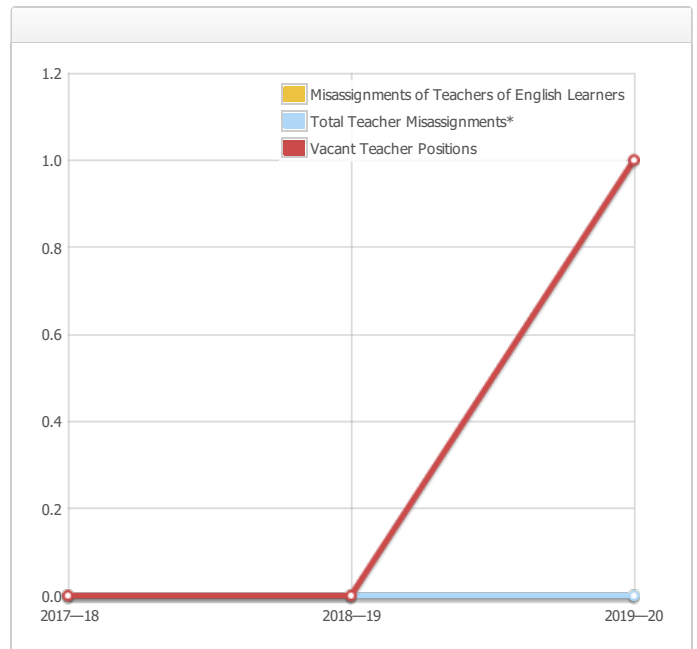
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	21	22	17	21054
Without Full Credential	3	3	8	783
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1103



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	0	0	1



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>SUBJECT: AP English Language, TITLE: The Language of Composition: Reading, Writing, Rhetoric Second Edition Second Edition by Renee H. Shea (Author), Lawrence Scanlon (Author), Robin Dissin Aufses (Author)</p> <p>ELA 9: TITLE: McDougal Littell Literature Grade 9 California</p> <p>Additional books for ELA 9 CHAPTER BOOKS: TITLE: Absolutely True-Diary of a Part-Time Indian, TITLE: Bless Me, Ultima, TITLE: I Know Why the Caged Bird Sings, TITLE: Tattoos on the Heart,</p> <p>ELA 10: TITLE: Fahrenheit 451; TITLE: Othello - Folger and No Fear; TITLE: Animal Farm; TITLE: Night; TITLE: Catcher in the Rye</p> <p>ELA 11: TITLE: Perks of Being a Wallflower; TITLE: The Great Gatsby; TITLE: Beloved; TITLE: Outliers; TITLE: Fast Food Nation</p> <p>SUBJECT AP ENGL LANG & COMPOSITION, TITLE: The Narrative of the Life of Frederick Douglass; SUBJECT: CSU EXP READ WR COURSE (ERWC), TITLE: INTO THE WILD, TITLE: BRAVE NEW WORLD</p>	No	0.00 %
Mathematics	<p>SUBJECT: ALGEBRA, TITLE: Algebra 1 text books, AUTHOR: Hughline Mifflin</p> <p>Kuta software</p> <p>SUBJECT: GEOMETRY, Geometry Textbooks</p> <p>SUBJECT: College Ready Math: Int. Math 2: CPM IM2;</p> <p>SUBJECT: Integrated Math, Course 2, By McGraw-Hill Education Publication Date: March 12, 2014</p> <p>SUBJECT: Int. Math 3: CPM</p> <p>SUBJECT: PRE-CALCULUS, Calc: Calculus 10th ed by Larson and Edwards</p> <p>AP CALCULUS</p>	Yes	0.00 %
Science	<p>SUBJECT: BIOLOGY, TITLE: Biology: Miller & Levine(2008 edition- dragonfly)</p> <p>SUBJECT: PHYSICS, TITLE: Conceptual Physics, 12th Edition. By Hewitt. SBE ADOPTED 2018</p> <p>SUBJECT: Chemistry, TITLE: Chemistry, The Central Science (Pearson 2015)</p> <p>SUBJECT: ANATOMY & PHYSIOLOGY: TEXTBOOK: An Integrated Approach</p>	Yes	0.00 %
History-Social Science	<p>SUBJECT: World History: 0% TITLE: TCI History Alive World Connections, Adopted 2011 SUBJECT: AP Euro: TITLE: Western Civilizations by Coffin and Stacey, Adopted 2011 & ?</p> <p>SUBJECT: US History: TITLE: TCI History Alive! Pursuing American Ideals, Adopted 2012 SUBJECT: APUSH: TITLE: American Pageant (15th ed.), Adopted 2012 & ?</p> <p>SUBJECT: Government: 0% TITLE: TCI Government Alive Power, Politics and You, Adopted 2016</p> <p>SUBJECT: Economics: 0% TITLE: TCI Econ Alive The Power to Choose, Adopted 2016</p> <p>AP European History</p> <p>AMSCO Advanced Placement European History, published by Perfection Learning Corp. ISBN9781531113629. 2019.</p>	Yes	0.00 %

AP US History

AMSCO United States History, Advanced Placement Edition by John J. Newman and John M. Schmalbach. 3rd Edition. Publisher: Perfection Learning. Copyright date 2020

Foreign Language	SUBJECT: Spanish 1N: TITLE: Nuevas vistas 1, SUBJECT: Spanish 2N: TITLE: Nuevas Vistas 2, SUBJECT: Spanish 1NN: TITLE: En espanol/ Realidades 1, SUBJECT: Spanish 2NN: TITLE: En espanol/ Realidades 2, SUBJECT: AP SPANISH LANGUAGE & CULTURE : TITLE: Abriendo Paso,	No	0.00 %
Health			0.00 %
Visual and Performing Arts	SUBJECT: Art 1: TITLE: Glencoe ARTTALK SUBJECT: Dance: TITLE: Dance Pedagogy for a Diverse World, by Nyama McCarthy-Brown TITLE: Trail Guide to the Human Body, TITLE: Anatomy for Dancers. SUBJECT: Music: TITLE: Standard of Excellence, TITLE: Mel Bay Book 1, TITLE: Syncopation For The Modern Drummer	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	Filtered drinking fountain installed in 2019.
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)	69.0%	73.0%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	42.0%	51.0%	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	98	97	98.98%	1.02%	73.20%
Male	42	42	100.00%	0.00%	61.90%
Female	56	55	98.21%	1.79%	81.82%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	95	94	98.95%	1.05%	74.47%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	77	76	98.70%	1.30%	75.00%
English Learners	13	13	100.00%	0.00%	15.38%
Students with Disabilities	17	16	94.12%	5.88%	37.50%
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	98	97	98.98%	1.02%	50.52%
Male	42	42	100.00%	0.00%	38.10%
Female	56	55	98.21%	1.79%	60.00%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	95	94	98.95%	1.05%	51.06%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	77	76	98.70%	1.30%	53.95%
English Learners	13	13	100.00%	0.00%	0.00%
Students with Disabilities	17	16	94.12%	5.88%	12.50%
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 LCHS does not offer CTE programming.

PUC LCHS does not offer CTE programming.

Last updated: 1/15/2020

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

PUC LCHS 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	99.56%
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)

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	21.40%	25.00%	20.50%

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)

PUC Lakeview Charter High School (LCHS) truly believes that we are in a partnership with our families and the community at large. Our parents are encouraged to participate in monthly meetings in order to learn more about the school and how they can support their students with classes and course work. PUC LCHS invites our parents to meet with our teachers and staff members during these family meetings to develop a working relationship to better support our students at home. This is designed to strengthen and build a positive school culture and bring awareness to school initiatives and student progress.

A quarterly Site Advisory Council affords parents the opportunity to become more active in school decision making. The PUC LCHS also hosts ongoing supports for parents in regards to meetings focused on special education, post-secondary education, and clinical counseling. In addition to monthly parent events, PUC LCHS also has a monthly coffee with the principal where parents have the opportunity to discuss any issues with the Principal.

To volunteer at the school please contact the office manager or office assistant at 818-356-2591.

State Priority: Pupil Engagement

Last updated: 1/15/2020

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

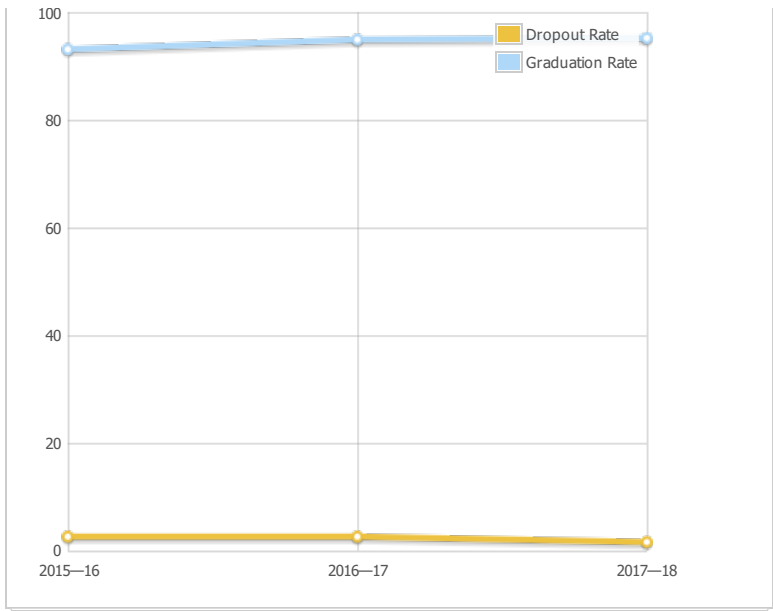
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	2.60%	13.70%	9.70%
Graduation Rate	93.10%	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	2.60%	1.60%	10.80%	11.30%	9.10%	9.60%
Graduation Rate	94.90%	95.20%	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	4.00%	1.30%	0.20%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	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 (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	8	15	
Mathematics	20.00	10	5	
Science	21.00	11	9	
Social Science	22.00	6	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 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00	9	15	1
Mathematics	22.00	13	12	1
Science	24.00	6	14	
Social Science	23.00	6	9	

* 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	9	19	
Mathematics	22.00	12	14	
Science	27.00	2	15	
Social Science	22.00	8	6	2

* 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*	228.50

*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	\$10328.00	\$2066.00	\$8262.00	\$72044.00
District	N/A	N/A	\$8068.00	\$74789.00
Percent Difference – School Site and District	N/A	N/A	2.40%	-3.70%
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	10.10%	-12.60%

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

Last updated: 1/30/2020

Types of Services Funded (Fiscal Year 2018—19)

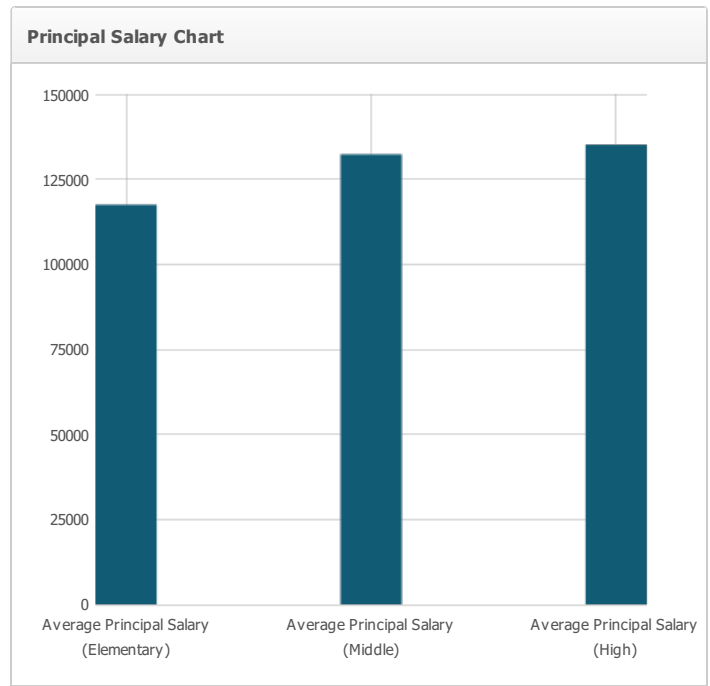
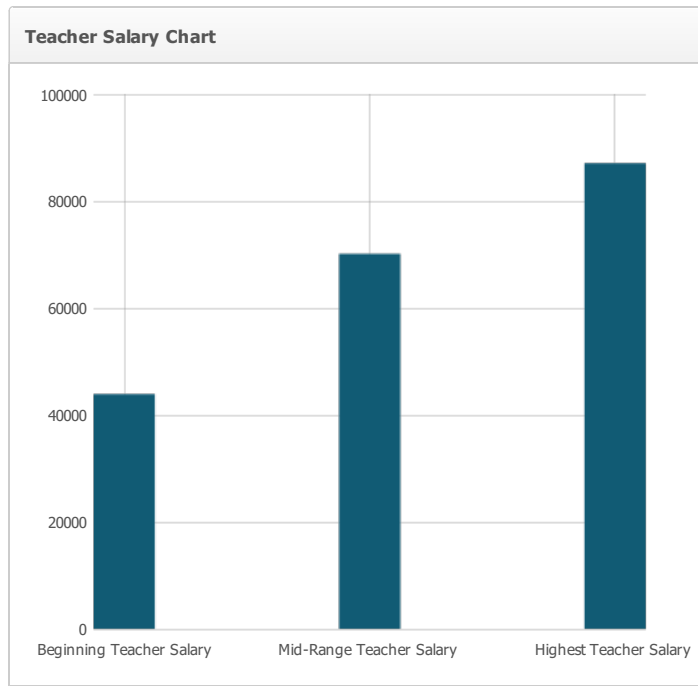
PUC Lakeview Charter High School provide programs and supplemental services funded through Title 1, ELAP, EIA and the LEA's general fund in the form of a Block grant. Funding was used to support the curriculum with supplementary materials, new technology, extracurricular excursions, intervention programs, homework club, peer tutoring, after-school tutoring, and staff development. English Learners take the English Language Proficiency Assessment for California (ELPAC) each year. Teachers are able to analyze PUC-developed assessments and benchmarks via Illuminate allowing them to adjust curriculum to meet the needs of every student. LCHS offers NewsELA, a computer-based individualized program that supports English Language Arts instruction. Our afterschool program enjoys support from Think Together tutors, who are college students that provide afterschool activities and academic support for students enrolled in the program. Activities include clubs and sports, such as football, volleyball, soccer, basketball, and dance. The daily homework club subscribes all afterschool students where work is completed and staff enrich classroom learning. Additionally, our school developed a tutoring program, identifying students with specific needs and offering tutoring in small groups.

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	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	0	N/A
Social Science	4	N/A
All Courses	10	31.20%

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 LCHS breakdown is as follows:

2017-18 2018-19 2019-20
 FULL DAYS 10 10 4
 PARTIAL 49 52 52
 TOTAL DAYS 59 62 56

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	59	62	56