PUC Lakeview Charter High
Informe de responsabilidad escolar 2020—2021
Reporte de datos del año escolar 2020—2021
Departamento de Educación de California

Dirección:	10381 Glenoaks Blvd.	**Principal:**	Concepción Rios, Superintendente
Sitio web:	www.pucschools.org		
Teléfono:	(818) 686-3300	**Rango de grados:**	9–12

Para el 1 de febrero de cada año, la escuela requiere que lidere su escuela de California publicar un Informe de responsabilidad escolar (SARC). El contenido y el formato de este informe están definidos por el Departamento de Educación de California (CDE). Este informe contiene información sobre el estado y el rendimiento académico y de madurez de la escuela. Para obtener información sobre la escuela charter en el Departamento de Educación de California (CDE) por favor ingrese en Ingrese aquí. Para obtener información sobre las escuelas públicas de la escuela para todos los alumnos, con información sobre el rendimiento académico de los alumnos de afro-americanos, latinos, filipinos, hablantes de inglés como segundo idioma, con bajos ingresos, con discapacidades y de migrantes por el SARC.

- Para obtener información sobre los requisitos del SARC, consulte la página web del SARC del Departamento de Educación de California (CDE) en https://www.cde.ca.gov/ta/ac/sa/.
- Para obtener información sobre el SARC LEA, consulte la página web de CDE LEA en https://www.cde.ca.gov/ta/ac/.

Para obtener información sobre la escuela charter en el Departamento de Educación de California (CDE) por favor ingrese en Ingrese aquí.

Búsqueda de datos

DataQuest es una herramienta de datos en línea ubicada en la página web de CDE DataQuest en https://dq.cde.ca.gov/dataquest/ que contiene información académica adicional sobre escuelas comparables de la escuela así como sobre el condado y distrito. Específicamente, DataQuest es un sistema de informes dinámico que ofrece informes sobre el rendimiento académico (Pruebas), personal docente y características de la escuela (Escuelas) y de escuelas especiales (Educación especial), incluyendo estudiantes, matriculación en cursos, dotación de personal docente y datos de evaluación de la escuela.

Tablero de la escuela de California

El Tablero de la escuela de California (https://www.caschoolboard.org/home) ofrece el nuevo sistema de rendición de cuentas y mejora continua de California y proporciona información sobre cómo las LEA y las escuelas satisfacen las necesidades de los alumnos potencialmente vulnerables. El Tablero de la escuela de California indica el rendimiento de los distritos escolares y de las escuelas en un conjunto de medidas en un círculo de mando para ayudar a identificar fortalezas, desafíos y áreas que necesitan mejorar.

Acerca de esta escuela

Concepción Rios, Superintendente

Nombre PUC Lakeview Charter High

Acerca de nuestra escuela

Street 10381 Glenoaks Blvd.
City, State, Zip Sun Valley, CA, 91352
Phone Number (818) 686-3300
Principal Concepción Rios, Superintendent
Email Address c.rios@pucschools.org
Website https://www.pucschools.org/our-schools/lakeview-high
District District School (CDS) Code 19647330122840

Last updated: 2/26/2021

Contact Information (School Year 2021–2022)

District Contact Information (School Year 2021–2022)	
District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Debra Duardo, M.S.W.
Email Address	debra.duardo@lacoe.edu
Website	www.lacoe.edu

School Contact Information (School Year 2021–2022)	
School Name	PUC Lakeview Charter High
Street	10381 Glenoaks Blvd.
City, State, Zip	Sun Valley, CA, 91352
Phone Number	(818) 686-3300
Principal	Concepción Rios, Superintendent
Email Address	c.rios@pucschools.org
Website	https://www.pucschools.org/our-schools/lakeview-high
District District School (CDS) Code	19647330122840

Last updated: 2/26/2021

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

The mission for PUC Lakeview Charter High is to provide a college preparatory education to which students want to, and achieve mastery of the new rigorous academic mandates while discovering and cultivating their unique gifts and talents. PUC Lakeview Charter High School is committed to ensuring that all students are prepared for a rigorous college preparatory curriculum.

The vision for PUC Lakeview Charter High School is guided by PUC's Foundation Statements:

PUC Lakeview Charter High School is a rigorous and challenging environment for all of its students in order to meet the mastery of the new academic mandates. PUC Lakeview Charter High School is a safe and caring environment for all of its students in order to meet the mastery of the new academic mandates. PUC Lakeview Charter High School is a rigorous and challenging environment for all of its students in order to meet the mastery of the new academic mandates. PUC Lakeview Charter High School is a safe and caring environment for all of its students in order to meet the mastery of the new academic mandates. PUC Lakeview Charter High School is committed to ensuring that all students are prepared for college preparatory curriculum. We extend our students thinking with cross-curricular projects, and we provide our students with opportunities to take SAT and college courses in their senior year

C. Engagement

State Priority: Parental Involvement

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

PTA Meetings are held every month. We have parent team it meeting where the school district and school site

Opportunities for Parental Involvement (School Year 2021-2022)

PLC Leaders Chairman Elect Kathy Cuellar-Mejia serves as our partnership with our homes 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 homework. Our PTA is very active and our parents are very involved in our school community. Our parents are encouraged to participate in our leadership to better support our students at home. This is designed to strengthen our school community and to promote a collaborative relationship between our parents and our staff.

Our Parent Teacher Association officers presents the opportunity to become more active in school decision making. The PLC Lite does have representation from our parents, community members, classified and certificated staff members. Our parents are encouraged to participate in our monthly parent events. PLC Lite does has a monthly coffee and the principal shares parents have the opportunity to discuss any concern with the principal.

For more information, please call the main office at 559-266-3500.

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; and
- Chronic Absenteeism

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

Indicators	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	0.00%	1.00%	4.30%	10.00%	8.80%	9.30%	9.00%	8.80%	9.40%
Graduation Rate	97.00%	98.00%	95.00%	81.00%	83.80%	83.20%	84.00%	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	48	40	83.3
Female	22	20	90.9
Male	26	20	76.9
Non-Binary	--	--	0.0
American Indian or Alaska Native	--	--	0.0
Asian	0	0	0.00
Black or African American	0	0	0.0
Filipino	--	--	0.0
Hispanic or Latino	42	35	83.3
Native Hawaiian or Pacific Islander	--	--	0.0
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	13	8	61.5
Foster Youth	--	--	0.0
Homeless	16	15	94.1
Socioeconomically Disadvantaged	114	107	93.9
Students Receiving Migrant Education Services	--	--	0.0
Students with Disabilities	10	8	80.0

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 09/2021

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	240	235	5	2.1
Female	229	226	5	2.2
Male	232	229	5	2.2
American Indian or Alaska Native	1	1	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	232	229	5	2.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	0	0	0	0.0
English Learners	36	35	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	437	427	5	1.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	16	16	0	0.0

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 school climate.

Suspensions and Expulsions
(School Year 2018–2019, through June, each full school year reported)

Rate	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	0.21%	0.00%	3.65%	0.66%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.00%

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 pandemic. Additionally, the suspension rate is not comparable to other suspension rate calculations and datasets in the SARC and in other reports and datasets for other school years.

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

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Last updated 09/2021

School Safety Plan (School Year 2021-2022)

Campus 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 care. Our school is committed to providing a safe environment for our students and employees. We have developed a plan that is simple, practical, and appropriate, and can be implemented in an orderly and consistent manner. Our plan addresses the following: Fire, Earthquake, Medical Emergency, Hazardous Materials Spill, Bomb Threat, Violent Behavior, Intruder, and Lockdown. Our plan is designed to be compatible with the Incident Command System (ICS) and California Emergency Response Plan.

The School Emergency Response Plan addresses our responsibilities and preparedness to emergencies associated with natural disasters, 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 surrounding community. The School Emergency Response Plan addresses the mitigation, preparedness, response, and recovery to all hazards and types of emergencies by responding to requirements in specific personnel.

The School Emergency Response Plan includes the following components:

Standard Emergency Management System (SEMS), the Standardized Emergency Management System (SEMS) and effectively manage multiple emergency responses and coordinate with other agencies and jurisdictions.

Emergency response and recovery procedures, including the following components:

- Describes and details procedural steps necessary to protect lives and property.
- Assigns duties to School personnel.
- Provides screens for unified command and coordination between various emergency response agencies.

Training

- Provides 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 emergency response roles of the individual schools in other incident damage assessment and reporting requirements.

Drills and Exercises

The School encompasses all schools. It addresses a broad range of natural and human-caused events, including hazardous materials incidents, biological terrorism incidents, weather emergencies, earthquakes and fires. Also included are procedures for emergencies that may or may not require the evacuation of students and staff from the School.

Functions of the plan are to:

- Protect the safety and welfare of students, employees and staff.
- Provide a safe environment for students, employees and staff.
- Provide a framework for coordination of response and recovery efforts within the School.
- Provide for School personnel to assist students and minimize confusion in the shortest time possible.

Training

- Provide training to School personnel in Emergency Response and Disaster Management Skills in August.

Drills and Exercises

PLC School has implemented several procedures to protect team members, students and visitors.

Substantial safety and security improvements. Exercises required in a large emergency situation where entering the school site plus 60 hours of emergency response training for School personnel. Training for School personnel in Emergency Response.

Distributing Practical Maintenance classes the facilities daily covering all surfaces and uses electronic sensors once a week.

Fire Drills, Lockdown, Shelter in Place, Earthquake drills. Drills are conducted on a minimum of once a month. Drills are done to always ensure clear and safe exit routes for students and staff. Drills are done to ensure students are aware of the school safety plan.

Weed abatement, gardening to avoid attracting insect swarming all PLC Facilities have been implemented.

Emergency Response training is being a minimum of 60 min each month (Emergency Drills).

Last updated: September 2021

D. Other SARC information

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

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

Subject	Average Class Size	Number of Classes *=≥0	Number of Classes *=1-22	Number of Classes *=23-32	Number of Classes *=33+
English	22.00	12	6	6	0
Math	22.00	12	6	6	0
Science	22.00	12	6	6	0
Social Science	22.00	12	6	6	0

Number of Classes (Secondary) with 1-22 students: 50.0%

Number of Classes (Secondary) with 23-32 students: 50.0%

Number of Classes (Secondary) with 33+ students: 0.0%

The information reported in these charts shows how small classes (on average) are in the school. The information reported in these charts shows how many classes (in each size range) are in the school.

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

Subject	Average Class Size	Number of Classes *=≥0	Number of Classes *=1-22	Number of Classes *=23-32	Number of Classes 33+
English	22.00	12	6	6	0
Math	23.00	6	0	6	0
Science	22.00	12	6	6	0
Social Science	25.00	6	0	6	0

Number of Classes (Elementary) with 1-22 students: 50.0%

Number of Classes (Elementary) with 23-32 students: 50.0%

Number of Classes (Elementary) with 33+ students: 0.0%

The information reported in these charts shows how small classes (on average) are in the school. The information reported in these charts shows how many classes (in each size range) are in the school.

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

Subject	Average Class Size	Number of Classes *=≥0	Number of Classes *=1-22	Number of Classes *=23-32	Number of Classes 33+
English	22.00	12	6	6	0
Math	23.00	6	0	6	0
Science	22.00	12	6	6	0
Social Science	25.00	6	0	6	0

Number of Classes (Combination) with 1-22 students: 50.0%

Number of Classes (Combination) with 23-32 students: 50.0%

Number of Classes (Combination) with 33+ students: 0.0%

The information reported in these charts shows how small classes (on average) are in the school. The information reported in these charts shows how many classes (in each size range) are in the school.

Number of FTE Support 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	0.00

Last updated: 12/2020

* 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	$8,611.00	$2,611.00	$6,000.00	$78,000.00
District	N/A	N/A	$8823.00	$78731.00
Percent Difference - School Site and District	N/A	N/A	-31.5%	-0.9%
State	N/A	N/A	$9043.00	$80860.00
Percent Difference - School Site and State	N/A	N/A	-35.93%	-11.00%

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

Types of Services Funded (Fiscal Year 2019–2020)

PLC Leaders Chairman Elect Kathy Cuellar-Mejia supplemental and supplemental services funded Title 1, SAC Grant, Grant and Lottery grant is the base in school grant. Funding has been used to support the curriculum with supplemental materials, new technology, extracurricular excursions, supplemental instructional aides, and professional development. Our Parent Teacher Association officers presents the opportunity to become more active in school decision making. Preliminary Assessment Test (PAT) is a district wide assessment given to students in grades 2-8 that measures English Language Arts and Mathematics skills. Our PAT assessing Mark to adapt curriculum to meet the needs of every student. LCFS offers Reading2, a computer based individualized program that assesses and adapts to the student's reading level and provides instruction in phonics, fluency, and comprehension. Our Parent Teacher Association officers presents the opportunity to become more active in school decision making. Extracurricular activities include clubs and sports, such as football, cheerleading, and track. Our school also offers a variety of enrichment opportunities such as Kindergarten Graduation, Dr. Seuss week, Science Fair, Spelling Bee, and classroom learning. Additionally, our school developed a tutoring program, identifying students with specific needs and offering tutoring in small groups.

Teacher and Administrative Salaries (Fiscal Year 2019–2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$49600.00	$50832.00
Mid-Range Teacher Salary	$74412.00	$80613.00
Highest Teacher Salary	$95388.00	$104320.00
Average Principal Salary (Elementary)	$132600.00	$219893.00
Average Principal Salary (High School)	$132600.00	$217338.00
Average Principal Salary (High)	$132600.00	
Superintendent Salary	$230000.00	$267931.00
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/sd/cs/.

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

Percentage de estudiantes en curso AP (%)	0%

Tema	Número de cursos AP ofrecidos*
Ciencias de la Computación	0
Inglés	0
Idioma extranjero	0
Matemáticas	0

Matemáticas	3
Ciencias	2
Ciencias Sociales	2
Total de cursos AP ofrecidos*	7,00%

Última actualización: 10/01/22

* Donde hay matrículas de curso de estudiantes de al menos un estudiante.

Desarrollo profesional

Medida	2019-2020	2020-2021	2021-2022
Número de días escolares dedicados al desarrollo del personal y la mejora continua	56	39	48