

PUC Lakeview Charter High
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	13361 Glenoaks Blvd. Sylmar, CA , 91342-2110	Principal:	Concepcion Rivas, Superintendent
Phone:	(818) 356-2591	Grade Span:	9-12

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 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, 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 provide 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. Additionally, 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. We 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 a variety of 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. Students also have access to a new state of the art Dance room and Music room. The complex also houses both Triumph Middle and Triumph High School. This allows students at LCHS to have the large school environment, but still have the benefits of being part of a small school.

Contact

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

Phone: [\(818\) 356-2591](tel:8183562591)
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 Lakeview Charter High
Street	13361 Glenoaks Blvd.
City, State, Zip	Sylmar, CA , 91342-2110
Phone Number	(818) 356-2591
Principal	Concepcion Rivas, Superintendent
Email Address	c.rivas@pucschools.org
Website	https://www.pucschools.org/lchs/
County-District-School (CDS) Code	19647330122606

Last updated: 1/6/22

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

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.

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

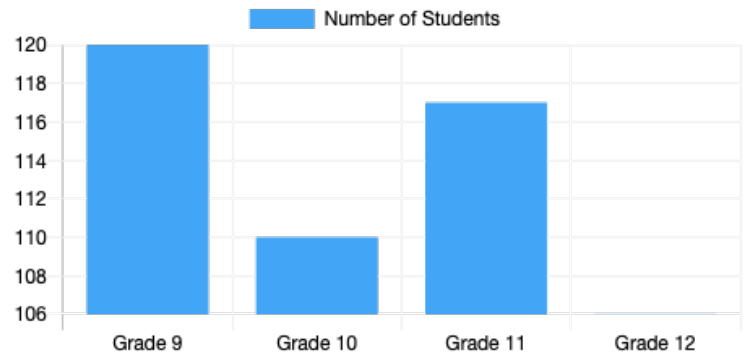
1. Five times more college graduates within the communities we serve.
2. After four years with us, students are proficient.
3. Students commit to uplift our communities now and forever.

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: 1/6/22

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

Grade Level	Number of Students
Grade 9	120
Grade 10	110
Grade 11	117
Grade 12	106
Total Enrollment	453



Last updated: 1/6/22

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

Student Group	Percent of Total Enrollment
Female	49.70%
Male	50.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.20%
Black or African American	0.00%
Filipino	0.40%
Hispanic or Latino	96.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.20%
White	0.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	7.50%
Foster Youth	0.20%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	94.30%
Students with Disabilities	14.80%

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	Textbooks: Title: McDougal Littell Literature Grade 9, Subject: Literature, 2008 Title: Edge Grammar & Writing Practice Book, Cengage Learning, Subject: Reading, Writing & Language, 2014 Other Instructional Materials/Programs: Expository Reading and Writing Course (ERWC) iReady NewsELA Novels: Fahrenheit 451, Animal Farm, Catcher in the Rye, The Distance Between Us short stories: The Lottery; Harrison Bergeron drama: Othello	Yes	0%
Mathematics	Textbook: Title: McDougal Littell - Algebra 2, Subject: Algebra 2 Title: CPM Precalculus Third Edition, Subject: Precalculus Other Resources: Kuda, iMath, Khan Academy, CPM iReady Mappers CollegeBoard AP Classroom	Yes	0%
Science	Textbook: Title: Prentice Hall Chemistry, Subject: Chemistry, National Geographic Environmental Science Spoolman and Miller Environmental Science	Yes	0%
History-Social Science	Textbook: Title: History Alive! Pursuing American Ideals, Subject: History Title: TCI Government Alive, Subject: Government Title: American Pageant, A History of the American, Subject: US	Yes	0%

	<p>History Title: AMSCO AP US History, Subject: AP US History Title: AMSCO European History, Subject: European History Title: Geography Alive, Subject: Geography Title: Human Geography:People, Place and Culture, Subject: Geography</p>		
Foreign Language	<p>Textbook: Title: En espanol!- McDougal Littell Vocabulary and Grammar Lesson Review Bookmarks, Subject: Spanish Title: En espanol 2- McDougal Littell Title: Aproximaciones al Espano Other: Title: Agentes Secretos y el mural de Picasso- Mira Canion. Title: Cajas de Carton- Francisco Jimenez, ...y no se lo trago la tierra- Tomas Rivera Title: La casa en Mango Street- Sandra Cisneros I</p>	Yes	0%
Health	N/A		0%
Visual and Performing Arts	<p>Title: Standard of Excellence, Kjos Music Publishing, Subject: Band, 2017 Title: All For Strings, Kjos Publishing, Subject: Violin, Title: Guitar Method, Mel Bay, Subject: Guitar Title: Improvising Blues Piano, Tim Richards, Subject: Piano Title: The Aspiring Jazz Pianist, Debbie Denke, Subject: Piano Title: You Are An Artist, Sarah Urist Green, Subject: Art Title: Rethinking Curriculum in Art Title: The Art Teacher's Book of Lists Title: Art Fundamentals(Theory& Practice)</p>	Yes	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	
Electrical: Electrical	Good	Installed Solar Panels
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Installed hand washing stations and bottle drinking fountains in eating area and installed hand washing stations in main office and teacher’s lounge.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Resealing roof pipes penetrations for 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	Exemplary
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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	117	116	99.15	0.85	46.55
Female	52	52	100.00	0.00	53.85
Male	65	64	98.46	1.54	40.63
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	115	114	99.13	0.87	46.49
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	109	108	99.08	0.92	45.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	25.00

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	117	116	99.15	0.85	20.69
Female	52	52	100.00	0.00	19.23
Male	65	64	98.46	1.54	21.88
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	115	114	99.13	0.87	20.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	109	108	99.08	0.92	20.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	0.00

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 LCHS is reporting overall 9-12 grade local assessment data even though Grade 11 is 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	449	423	94.0	6.0	56.0
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	434	408	94.0	6.0	55.0
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	29	25	89.0	11.0	11.0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	416	391	94.0	6.0	35.0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	62	95.0	5.0	25.0

*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 LCHS is reporting overall 9-12 grade local assessment data even though Grade 11 is 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	449	422	94.0	6.0	27.0
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	434	407	94.0	6.0	26.0
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	28	25	89.0	11.0	0.0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	416	390	94.0	6.0	27.0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	61	94.0	6.0	6.0

*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	17.76	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	110	107	97.27	2.73	17.76
Female	61	59	96.72	3.28	18.64
Male	49	48	97.96	2.04	16.67
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	--	--	--	--	--
Hispanic or Latino	107	104	97.20	2.80	17.31
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	106	104	98.11	1.89	18.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	17	94.44	5.56	0.00

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 LCHS 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)

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: 1/11/22

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	99.78%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	85.57%

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	N/A	N/A	N/A
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)

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.

For more information, please call the main office at 818-356-2591.

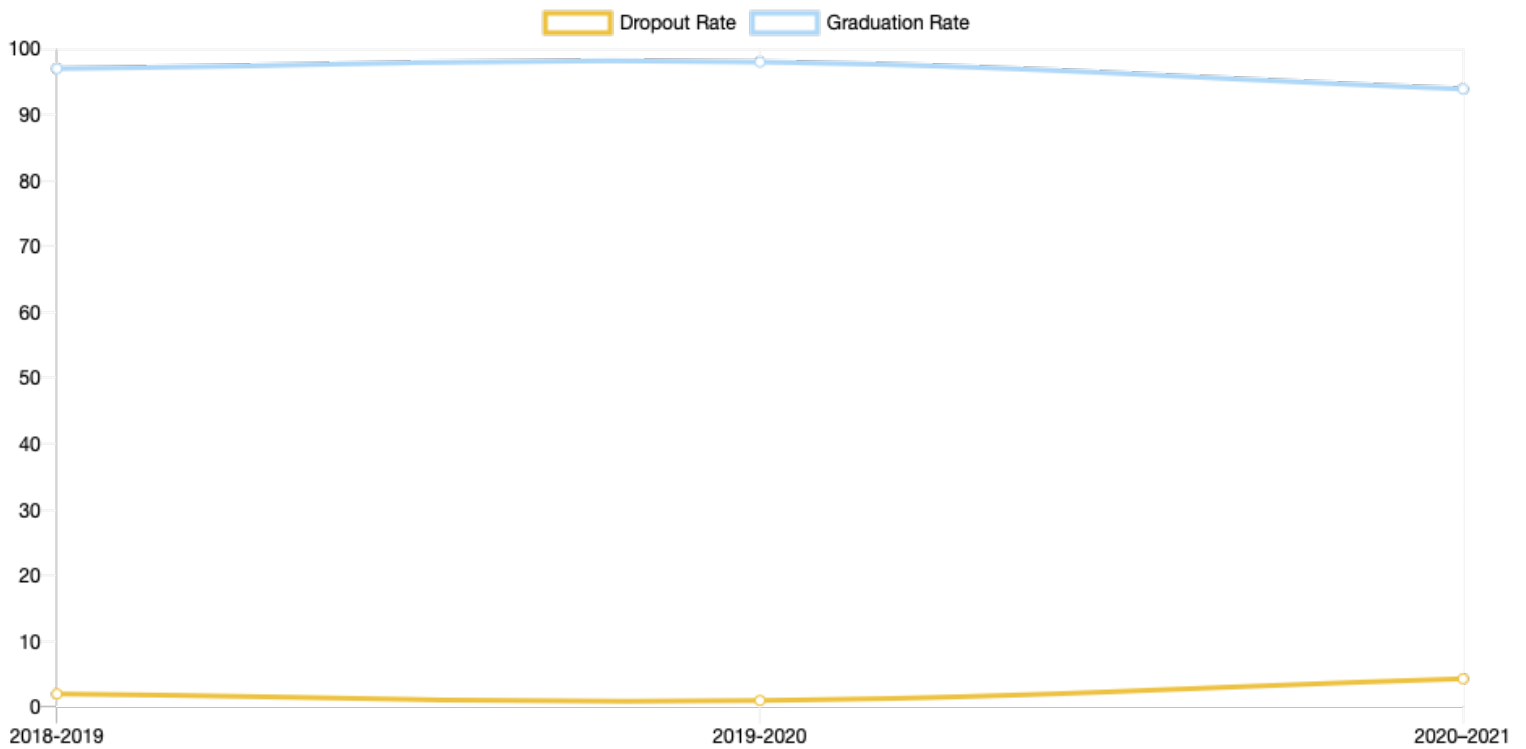
State Priority: Pupil Engagement

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	2.00%	1.00%	4.30%	10.90%	8.90%	8.10%	9.00%	8.90%	9.40%
Graduation Rate	97.00%	98.00%	93.90%	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	115	108	93.9
Female	62	59	95.2
Male	53	49	92.5
Non-Binary	--	--	0.0
American Indian or Alaska Native	0	0	92.5
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	112	105	93.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	0	0	0.00
English Learners	13	11	84.6
Foster Youth	--	--	--
Homeless	--	--	0.0
Socioeconomically Disadvantaged	114	107	93.9
Students Receiving Migrant Education Services	--	--	0.0
Students with Disabilities	19	16	84.2

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	460	455	0	0.0
Female	228	226	0	0.0
Male	232	229	0	0.0
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	2	2	0	0.0
Hispanic or Latino	444	439	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	1	1	0	0.0
English Learners	36	35	0	0.0
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	431	427	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	70	68	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	0.21%		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	0.43%	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 (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	9	19	
Math	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.

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	11	12	1
Math	23.00	9	17	
Science	26.00	1	15	
Social Science	25.00	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 2020—2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	22.00	9	13	
Math	22.00	10	15	
Science	27.00	2	13	
Social Science	25.00	5	14	

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	1.10

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	\$14561.76	\$2911.76	\$11650.00	\$75318.11
District	N/A	N/A	\$8823.00	\$78721.00
Percent Difference – School Site and District	N/A	N/A	32.00%	-4.30%
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	38.00%	-11.00%

Last updated: 1/20/22

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

Types of Services Funded (Fiscal Year 2020–2021)

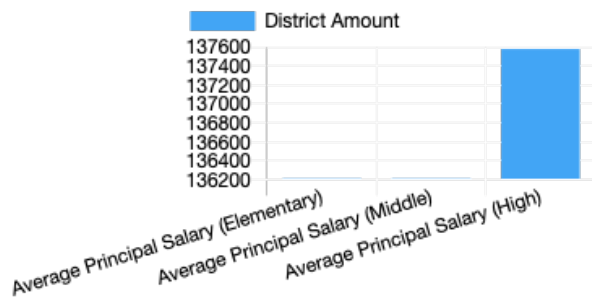
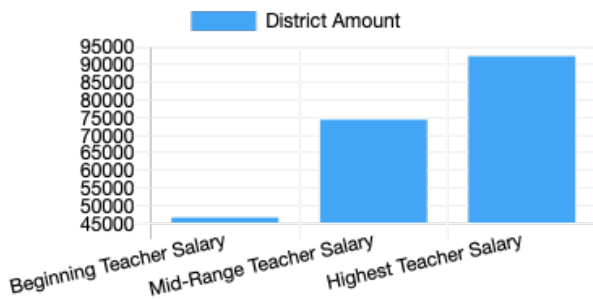
PUC Lakeview Charter High School provide programs and supplemental services funded through Title 1, ELAP, EIA and the LEA’s general fund in the form of a Block grant. Funding was used to support the curriculum with supplementary materials, new technology, extracurricular excursions, intervention programs, 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: 1/11/22

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)

Percent of Students in AP Courses 26.70%

Subject	Number of AP Courses Offered*
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	2
Mathematics	0
Science	2
Social Science	2
Total AP Courses Offered*	7.00%

Last updated: 1/11/22

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

Professional Development

PUC LCHS breakdown is as follows:

	2018-19	2019-20.	2020-21	2021-22
FULL DAYS:	10	4.	4	11
PARTIAL:	52	52.	35	37
TOTAL DAYS:	62	56.	39	48

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	56	39	48