

# Lakeview Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the 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.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Lakeview Elementary School
<b>Street</b>	3371 Brittany Way
<b>City, State, Zip</b>	El Dorado Hills, CA 95762
<b>Phone Number</b>	916-941-2600
<b>Principal</b>	Kathy Miracle
<b>Email Address</b>	kmiracle@rescueusd.org
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	09619780108258

## 2022-23 District Contact Information

<b>District Name</b>	Rescue Union Elementary School District
<b>Phone Number</b>	530.677.4461
<b>Superintendent</b>	Jim Shoemake
<b>Email Address</b>	jshoemake@rescueusd.org
<b>District Website Address</b>	rescueusd.org

## 2022-23 School Overview

The mission of Lakeview Elementary is to inspire all students to be passionate, continuous learners and to prepare them with the skills to achieve their goals and flourish as responsible, caring citizens in a global community.

Lakeview Elementary School received the California Distinguished School Award in 2018. Our beautiful school sits atop a hill in the midst of a newly developed subdivision overlooking views of the surrounding hills, attractive neighborhoods, and Folsom Reservoir. The campus was opened in August 2005 and is one of seven schools in Rescue Union School District. Located 28 miles east of Sacramento in the foothills of the Sierra Mountains, Lakeview serves a student body of approximately 575 students in TK through fifth grade. The enrollment continues to grow as our reputation for offering excellence in education travels throughout the community, prompting new families to relocate to our neighborhoods. Lakeview's school motto, "Soaring to Success," is a true reflection of what is taking place each and every day.

Lakeview Elementary School prides itself on a positive school climate and a commitment to ensuring success for all students. In order to meet the needs of all learners, our teachers work to offer targeted, strategic, and creative instruction. Our curriculum and instructional strategies are differentiated to meet the needs of all student skill levels. Under the guidance of dedicated staff members, students acquire high levels of knowledge, skills, and understanding which will open doors of opportunity and prepare them for thought and action in the wider world. Social Emotional Learning is a priority for our school and for our District. Further, we strive to ensure all children develop the skills, attitudes, and behaviors necessary to become principled, ethical citizens who are contributing members of society.

Student safety is the number one priority to all Lakeview staff. Crisis procedures and drills reviewed are practiced regularly. Safety protocols are in place.

Lakeview is extremely fortunate to employ an amazing team of teachers and staff whom are skilled, caring, energetic, and passionate educators. Twenty-six teachers work to support our wonderful Lakeview student body, alongside two secretaries, one librarian, three custodians, two nurses, one full-time counselor, one school psychologist, one Special Education teacher, 13 instructional aides, one speech/language pathologist and one principal. Two PE teachers offer specialized instruction to 1st through 5th grade students. Our Band Teacher offers instrumental instruction for 4th and 5th grade students, as well as "recorder" instruction for our 3rd grade students. Our librarian is available eight hours, each school day. A District nurse is on campus one day each week, while our site nurse assists with medical and health related needs daily. Our psychologist is on

## 2022-23 School Overview

site two days each week. Our counselor provides guidance lessons in classrooms and supports students in need. Our speech/language pathologist offers services to students five days per week. Our Special Education teacher is on site daily and oversees five full-time aides who serve students with identified learning disabilities. Our special education team works to serve students, using both the pull-out and push-in models to meet their individual needs in the least restrictive environment. Our all-day kindergarten program offers a two hour aide for each class. Our Learning Intervention Program provides three specialized instructional aides to support those in need of intervention. Our MTSS (Multi-Tiered Systems of Support) team meets weekly to collaborate and plan support/success strategies for our students. We are fortunate to include two El Dorado County Office of Education autism classes in our student body, who are an integral part of our community.

Technology is a priority at Lakeview. Promethean Boards, projectors, and document cameras are provided in all classrooms. Chromebooks are provided for all 1st - 5th grade students. iPads are provided for TK and kindergarten classes. Effective, research-based online programs are provided as supplemental instructional support for all students.

Leadership opportunities are provided to all 4th and 5th grade students through our IMPACT student government program. Typically, 115 IMPACT students learn and practice leadership skills while working on interest-based service teams. Lakeview has worked to successfully implement Positive Behavior Support Intervention (PBIS) training and planning. This process of refining procedures and expectations has further enhanced our positive learning environment. We emphasize the acronym, SOAR, which stands for Solving Problems, Owning Good Decisions, Achieving Leadership, and Radiating Respect! The Student Success Team (SST) approach is utilized to evaluate assistance to children needing additional support. Student Success Team meetings are held, as needed, to develop educational assistance plans for children who have been referred by their teacher or parents.

Differentiated opportunities for gifted students are provided as an integrated part of the school day. Enrichment classes are offered to provide for all students before/after school. 90% of Lakeview teachers are certified in GLAD (Guided Language Assessment & Development) to allow students access to even more research based, language-rich instructional strategies. All K-3 teachers have been trained in SIPPS (Systematic Intervention, Phonemic Awareness, Phonics, and Sight Words) research-based instruction. Through SIPPS, all K-3 students receive strong, leveled instruction in the foundation skills for reading. 4th and 5th grade students may be assessed through REWARDS, a foundational reading program, to ensure their foundational reading skills are in tact. Grade levels meet each trimester to analyze grade level data. Every student's data is analyzed and compared within the students' needs of the grade level. Teachers meet regularly to plan and analyze data for targeted instruction, intervention needs, and continuous improvement.

Lakeview offers opportunities for 3rd-5th grade students to participate in Cross Country, as well as 5th grade girls' and boy's volleyball and basketball.

Our Lakeview Elementary School community is proud of our outstanding students, staff, and families who continue to "Soar to Success!"

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	91
Grade 1	92
Grade 2	92
Grade 3	86
Grade 4	82
Grade 5	103
<b>Total Enrollment</b>	<b>546</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.0
Male	52.0
American Indian or Alaska Native	0.4
Asian	15.0
Black or African American	1.1
Filipino	3.1
Hispanic or Latino	7.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	5.9
White	67.0
English Learners	3.7
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	8.4
Students with Disabilities	10.6

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.90	100.00	159.00	95.95	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.20	1.38	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1.80	1.09	12115.80	4.41
<b>Unknown</b>	0.00	0.00	2.60	1.57	18854.30	6.86
<b>Total Teaching Positions</b>	19.90	100.00	165.70	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected			
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<b>Reading/Language Arts</b>	Benchmark Grades K-5	Yes	0
<b>Mathematics</b>	K-5 Houghton Mifflin Harcourt: Go Math - 2014	Yes	0
<b>Science</b>	Scott Foresman Science Grades K-5	Yes	0
<b>History-Social Science</b>	Scott Foresman History-Social Science for California K-5	Yes	0
<b>Foreign Language</b>			
<b>Health</b>		Yes	0

### School Facility Conditions and Planned Improvements

School building and grounds at Lakeview provide a clean, positive environment that is conducive to teaching and learning. All facilities are clean and well maintained. Floors, walls, roofs, and plumbing are maintained on a regular schedule. The Lead Custodian and Principal work to inspect concerns, request support from the District when needed, and ensure the facility is in excellent working order.

**Year and month of the most recent FIT report**

12/27/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



## 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:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in 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.

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.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	78	N/A	70	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	71	N/A	60	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	273	272	99.63	0.37	77.57
<b>Female</b>	139	138	99.28	0.72	78.26
<b>Male</b>	134	134	100.00	0.00	76.87
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	36	36	100.00	0.00	80.56
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	32	32	100.00	0.00	62.50
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	24	24	100.00	0.00	79.17
<b>White</b>	169	168	99.41	0.59	80.36
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	22	22	100.00	0.00	59.09
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	37	37	100.00	0.00	40.54

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	273	272	99.63	0.37	70.85
<b>Female</b>	139	138	99.28	0.72	64.96
<b>Male</b>	134	134	100.00	0.00	76.87
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	36	36	100.00	0.00	75.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	32	32	100.00	0.00	46.88
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	24	24	100.00	0.00	79.17
<b>White</b>	169	168	99.41	0.59	73.05
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	22	22	100.00	0.00	59.09
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	37	37	100.00	0.00	54.05

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	61.39	--	51.52	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	101	101	100	0	61.39
<b>Female</b>	52	52	100	0	53.85
<b>Male</b>	49	49	100	0	69.39
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	12	12	100	0	58.33
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	14	14	100	0	28.57
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	13	13	100	0	84.62
<b>White</b>	56	56	100	0	66.07
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	99%	99%	99%	99%

## 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 regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Parents are viewed as valued partners in their children's education. At Lakeview, this partnership is strongly advocated! Parent volunteers are both encouraged and welcomed! Parent input and contributions to our learning community are an integral part of our decision-making process. Our amazing PTO consists of a dedicated group of parents and teachers who generously give their time and effort to planning wonderful activities (ex. Fall Festival, Movie Night, Pancake Breakfast, Elf Emporium Holiday Shop, Santa Gathering with EDH Fire Dept., Valentine Dance, Paint Night, etc.). Their donations have recently made it possible for Lakeview to hold dance and pottery instruction, fund a beautiful mural project, provide supplemental online technology for students, and offer necessary supplies for our school site. The Lakeview School Site Council (SSC) and Parent Teacher Organization (PTO) are two groups that encourage community involvement. Typically, our PTO organizes wonderful events and fundraisers, designed to offer financial support and bring families together in a positive, child-centered, social setting. The SSC develops Lakeview's Single Plan for Student Achievement and works with the school staff, PTO, and community to set yearly goals and objectives in reading/language arts, math/science, health and wellness, citizenship, and fitness. The PTO supports our annual goals by donating funds to help supplement the cost of programs and resources.

Contact Person: Kathy Miracle  
Contact Phone No. 916-941-2600

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	576	559	102	18.2
Female	274	266	44	16.5
Male	302	293	58	19.8
American Indian or Alaska Native	2	2	2	100.0
Asian	86	85	13	15.3
Black or African American	6	6	1	16.7
Filipino	18	17	3	17.6
Hispanic or Latino	47	42	9	21.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	32	32	6	18.8
White	385	375	68	18.1
English Learners	22	20	1	5.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	65	62	27	43.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	69	64	10	15.6

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.69	1.30	2.45
Expulsions	0.00	0.11	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.36	0.35	0.57	1.73	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.35	0.00
Female	0.36	0.00
Male	0.33	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	0.52	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.54	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00



## 2022-23 School Safety Plan

Lakeview's dedicated and caring staff work to provide a positive, warm, fair, and consistent climate.

Lakeview's Safe School Plan includes goals and objectives relative to school climate and the safety of the physical environment. Our Safety Committee meets to offer input for our annual Safe School Plan updates. Safety information is shared and input is requested from our parent community, SSC and PTO.

Student and staff safety are our number one priority! Safety and crisis procedures are in place and practiced regularly.

For the safety of our students, monthly drills are conducted to practice safe evacuations, duck and cover procedures, and lockdown procedures. An emergency preparedness plan is in effect. Campus supervision is provided according to policies established by the District Board of Trustees. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

Staff serve to supervise students before and after school. Students in 5th grade serve as Safety Patrol Officers. They accompany staff members in monitoring drop-off, dismissal, and campus safety.

Our custodial team, consisting of two full-time and one part-time custodian, work diligently to maintain the sanitation, cleanliness, and beauty of our classrooms, facilities, and grounds. Our District maintenance and grounds team work to keep our school site in working order.

Our school counselor and MTSS (Multi-Tiered Systems of Support) team work to lead staff and guide students in Social-Emotional Learning. Positive character lessons, resources, and modeling are provided. Our school counselor provides guidance lessons (anti-bullying, stress management, emotional regulation, friendship, etc.) regularly in all classrooms.

Lakeview has worked to successfully implement Positive Behavior Support Intervention (PBIS) training and planning. This process of refining procedures and expectations has further enhanced our positive learning environment. We emphasize the acronym, SOAR, which stands for Solving Problems, Owning Good Decisions, Achieving Leadership, and Radiating Respect!

Eagle Manners are taught and encouraged, as well. A school-wide quiet signal is practiced daily and used for safety and procedures. Grade level expectations assemblies (SOAR assemblies) are held throughout the year, where students are also recognized for positive behavior.

Our 4th and 5th grade student leadership group, IMPACT, works to provide school service and community service, while learning and practicing leadership skills. Over 100 students belong to IMPACT!

Lakeview staff are dedicated and determined to maintain a safe, positive school climate!

## D. Other SARC Information Information Required in the SARC

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	24		3	
2	24		3	
3	23	1	3	1
4	27		3	
5	26		3	
Other	24		2	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	20	1	2	
2	27		2	
3	35		1	1
4	22		3	
5	25		3	
Other	24		1	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	6		
1	22	1	3	
2	23		4	
3	21	1	3	
4	20	2	2	
5	25		4	
Other	5	2		

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
<b>Pupils to Academic Counselor</b>	682.5

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0.8
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.3
<b>Social Worker</b>	
<b>Nurse</b>	0.2
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$10,409	\$3,509	\$6,900	\$84,167.71
<b>District</b>	N/A	N/A	\$7,423	\$79,683
<b>Percent Difference - School Site and District</b>	N/A	N/A	-7.3	5.5
<b>State</b>	N/A	N/A	\$6,594	\$84,612
<b>Percent Difference - School Site and State</b>	N/A	N/A	4.5	-0.5

## 2021-22 Types of Services Funded

All Rescue schools receive equal allocations, per student, of LCFF Base Funding. This funding helps support students by providing instructional materials, supplies and other needs. Funding for support services, such as maintenance of buildings and grounds, utilities, and student transportation, is budgeted for at the district level and provided to each school site based on the varying needs of the individual school.

In addition to the Base Funding described above, schools in the Rescue Union School District receive Supplemental funding roughly proportional to the number of unduplicated pupils (English Learners, Socioeconomically Disadvantaged, and Foster/Homeless Youth) they serve. Furthermore, school sites receive allocations from other state and federal categorical programs, including Title I and Title II. The purpose of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$52,067	\$51,591
<b>Mid-Range Teacher Salary</b>	\$74,475	\$79,620
<b>Highest Teacher Salary</b>	\$97,082	\$104,866
<b>Average Principal Salary (Elementary)</b>	\$122,234	\$131,473
<b>Average Principal Salary (Middle)</b>	\$123,861	\$135,064
<b>Average Principal Salary (High)</b>		\$137,679
<b>Superintendent Salary</b>	\$187,309	\$205,661
<b>Percent of Budget for Teacher Salaries</b>	38%	33%
<b>Percent of Budget for Administrative Salaries</b>	7%	6%

## Professional Development

Early Release Professional Development/Teacher Collaboration days are scheduled every Wednesday throughout the school year. During these meetings, teachers work to analyze assessment data and target key standards. In addition, they plan, develop and improve effective instructional strategies. Staff development related to instructional practices, adopted curriculum, technology, Social Emotional Learning, and other educationally related matters are provided for all teachers.” (Include any site specific PD that you wish to share)

Teachers receive professional development and will work collaboratively on a regular, ongoing basis to target key standards, analyze formative assessment data, and develop effective instructional practices.

A majority of Lakeview teachers are certified in GLAD (Guided Language Assessment and Development) and have received thorough follow-up coaching. Primary teachers are skilled and trained in SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words). 85% of Lakeview Teachers will be certified in Love and Logic by the spring of 2023. Lakeview certificated support staff are trained and certified in The Zones of Regulation.

This table displays the number of school days dedicated to staff development and continuous improvement.

**Professional Development**

<b>Subject</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2