

Lakeland Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Lakeland Elementary School
Street	11224 Bombardier Ave.
City, State, Zip	Norwalk, CA 90650
Phone Number	(562) 868-8887
Principal	Georgette Baltierrez
Email Address	gbaltierrez@llcsd.net
School Website	https://lakeland.llcsd.net/
County-District-School (CDS) Code	19647176015051

2023-24 District Contact Information

District Name	Little Lake City School District
Phone Number	(562) 868-8241
Superintendent	Jonathan Vasquez
Email Address	jvasquez@llcsd.net
District Website	www.llcsd.net

2023-24 School Description and Mission Statement

Principal's Message

Lakeland Elementary School is located at 11224 Bombardier Avenue in Norwalk, with approximately 320 students attending from Transitional Kindergarten through fifth grade, and Preschool Moderate/Severe. We are a neighborhood school where most students either walk or are driven by parents or family members. Our community includes single-family homes, condominiums, and apartment units. Students attending Lakeland Elementary matriculate to Lake Center Middle School and, once promoted from eighth grade, likely attend Santa Fe High School in the Whittier Union High School District.

We have a talented team of staff and parent volunteers who work closely together to ensure that our children receive the best possible education. Fifteen classroom teachers, additional interventionists, many support staff members, two custodians, office staff, and principal, make up the team of individuals dedicated to increasing the academic achievement of every child.

It is the dedication and hard work of the Lakeland Elementary School's professional staff that makes a difference for our children. Every Wednesday, teachers come together for additional training and planning. The primary focus has been instructional delivery, literacy development, writing, and real-world math application. Recently with the adoption of the new Common Core State Standards, we have purchased additional materials for our classrooms to support our literacy and math programs. Also, we are updating our library to reflect an increased emphasis on non-fiction. Every student has access to in-class Chromebooks. We are proud of the achievements we have made and the support our community provides us.

Lakeland Elementary School was named a California Distinguished School for 2014 and a 2016 California Gold Ribbon School. Further, the California Business for Education Excellence (CBEE) has named Lakeland to their Honor Roll multiple times, including the 2018-2019 school year. The CBEE recognizes schools that have demonstrated consistent high student academic achievement and have made significant progress toward closing achievement gaps among all students. In addition, Lakeland was awarded the Platinum Implementation Award by the California PBIS Coalition, for successful PBIS implementation during the 22/23 school year and successful PBIS implementation at the GOLD level for the 21/22, and 18/19 school years. Lakeland was named a 2020 Top Los Angeles Public School by Innovate Public Schools. In addition to traditional academics, we also have various supplemental programs such as fine arts, physical education, music, and technology classes. According to US Newsweek, Lakeland Elementary ranked within the top 24% for Best Elementary Schools in California in 2021. Overall, 99% of parents surveyed are satisfied with their child's school for the 22/23 school year. According to our 2022-2023 Healthy Kids Survey, 91% of fifth-graders felt safe at Lakeland.

2023-24 School Description and Mission Statement

We are proud of our accomplishments and in the fulfillment of our mission, "The mission of Lakeland Elementary School, as a vital child-centered community resource, is to provide a solid academic foundation of partnership with the community in order to develop responsible, literate, well-balanced citizens who have the skills to succeed and a positive attitude toward lifelong learning."

Georgette Baltierrez-Manohorathat, Principal

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	55
Grade 2	49
Grade 3	50
Grade 4	51
Grade 5	47
Total Enrollment	319

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6%
Male	51.4%
Asian	5.6%
Black or African American	5%
Filipino	0.3%
Hispanic or Latino	80.9%
Two or More Races	0.9%
White	5.6%
English Learners	9.7%
Foster Youth	0.6%
Homeless	7.8%
Socioeconomically Disadvantaged	76.5%
Students with Disabilities	9.1%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.00	100.00	174.60	90.77	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.20	2.18	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.10	0.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.60	0.83	12115.80	4.41
Unknown	0.00	0.00	10.70	5.59	18854.30	6.86
Total Teaching Positions	14.00	100.00	192.40	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.00	100.00	173.90	93.14	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	0.96	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.60	1.93	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.30	0.70	11953.10	4.28
Unknown	0.00	0.00	6.00	3.26	15831.90	5.67
Total Teaching Positions	15.00	100.00	186.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Language Arts Adopted 2003-2004 School Year	No	0

Mathematics	Houghton Mifflin Go Math K - 8 Adopted 2013-2014 School Year	Yes	0
Science	TWIG Science Adopted 2023-2024 School Year	Yes	0
History-Social Science	Harcourt - CA Edition History Social Studies Adopted 2006-2007 School Year	No	0
Foreign Language	N/A	No	0
Health	N/A	No	0
Visual and Performing Arts	Students receive instruction in the VAPA Standards but we do not use an adopted text.	No	0

School Facility Conditions and Planned Improvements

Lakeland Elementary School first opened its doors in 1950. Its design is like no other in the district. Most of the classrooms enjoy beautiful windows from floor to ceiling, allowing students the opportunity to learn in a unique setting. Lakeland has 16 regular classrooms, seven portable classrooms, a multipurpose room, a library, and an administration building. The school is in good condition and is maintained by a staff of two diligent custodians.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to making those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

Year and month of the most recent FIT report

12-23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	
External: 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	50	44	55	56	47	46
Mathematics (grades 3-8 and 11)	43	43	33	38	33	34

2022-23 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
All Students	150	149	99.33	0.67	44.30
Female	78	77	98.72	1.28	48.05
Male	72	72	100.00	0.00	40.28
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	122	122	100.00	0.00	42.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	27	26	96.30	3.70	50.00
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	122	121	99.18	0.82	44.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	20.00

2022-23 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
All Students	150	150	100.00	0.00	42.67
Female	78	78	100.00	0.00	43.59
Male	72	72	100.00	0.00	41.67
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	122	122	100.00	0.00	42.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	27	27	100.00	0.00	40.74
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	122	122	100.00	0.00	42.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	5.00

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	43.18	23.40	30.68	34.98	29.47	30.29

2022-23 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
All Students	47	47	100.00	0.00	23.40
Female	23	23	100.00	0.00	30.43
Male	24	24	100.00	0.00	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	0	0	0	0	0
Hispanic or Latino	41	41	100.00	0.00	19.51
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	39	39	100.00	0.00	23.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	98	98	98	98

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.

2023-24 Opportunities for Parental Involvement

Parents and the community are encouraged to support the educational program at Lakeland Elementary School. Parent education classes/speakers are offered to our community. Gifted and Talented Education (GATE) meetings/newsletters keep parents abreast of issues as they relate to our GATE population. Classroom volunteers are encouraged and supported at Lakeland Elementary. Parents are informed about the school program through the principal's newsletter, AERIES Parent Square, our website, the Little Lake City School District Parent/Student Handbook, teachers' monthly newsletters, phone messages, and marquee notices. Moreover, parents may participate in site meetings such as School Site Council, English Language Advisory Committee, or Parent Teacher Association (PTA). It is our goal to work collaboratively to forge partnerships to enrich our students' school life. Parents know they are welcomed at Lakeland when they walk into our main office. According to the 22/23 parent survey, 98% of respondents surveyed agree that there is good school-parent communication and 98% of these respondents are aware of the opportunities for involvement, participation, and decision-making.

Our PTA offers many parent volunteer opportunities to help with regularly scheduled activities, which promote educational distinction and build community and social awareness. With the help of our PTA and funds from LCAP 28, we held several events including, Spooky Story Night, Winter Wonderland, and Parents and Pastries. Numerous programs and activities are enriched by the generous contributions made by community organizations such as Lifetouch Pictures, The Habit, Santa Fe Springs Library, Norwalk City Library, and others.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	337	327	74	22.6
Female	164	163	32	19.6
Male	173	164	42	25.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	18	18	0	0.0
Black or African American	16	16	7	43.8
Filipino	1	1	0	0.0
Hispanic or Latino	274	265	60	22.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	2	50.0
White	19	18	3	16.7
English Learners	38	38	8	21.1
Foster Youth	5	5	1	20.0
Homeless	31	31	13	41.9
Socioeconomically Disadvantaged	259	251	66	26.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	44	42	9	21.4

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.00	1.33	1.66	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
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

2023-24 School Safety Plan

For the safety of the staff and children on campus, we monitor our campus daily. Our custodial staff ensures that when students arrive, the campus is safe. The school principal greets students as they enter the campus. We are a closed campus before school and during school hours. Only staff and pre-approved volunteers are permitted on school grounds during school hours. We lock our campus at 8:25 a.m. During the day, teachers report problems to the principal if necessary.

We revise our School Safety Plan annually. It includes procedures for emergencies and locations of exit routes. It is available in the office for public review and comment as needed. We share the plan with all staff during a school-wide staff meeting. We conduct regular emergency, fire, and earthquake drills, reflect on the drills and make changes as needed. Each staff member has assigned duties that are reviewed yearly. Emergency materials are inventoried and maintained in a secure location in case a need arises. In addition, we have periodic assemblies that focus on responsibility and safety while on campus. It is our goal to ensure our students are safe both physically and mentally. The Safety Plan for the 23/24 school year was approved by SSC/Staff on December 5, 2023.

We have a full-time counselor assigned to Lakeland to assist students who may have further needs, or students may attend sessions with a Turning Point counseling provider.

Furthermore, Lakeland is in year 5 training and is in the process of implementing a school-wide PBIS framework, because the model approaches behaviors as skills that need to be developed. It approaches behavior as an instructional need and is explicitly taught. The PBIS framework will create an effective and safe learning environment that improves teaching and learning at Lakeland.

Additionally, Lakeland was awarded the Platinum Implementation Award by the California PBIS Coalition, for successful PBIS implementation during the 22/23 school year and successful PBIS implementation at the GOLD level for the 21/22, and 18/19 school years. Together with our PBIS coach, our student leadership works to teach behavioral expectations to all students. All

2023-24 School Safety Plan

staff is trained on positive reinforcements and PBIS expectations to ensure coherent implementation.

According to the Healthy Kids Survey 22/23, 91% of students felt safe at school. According to the LCAP Parent Survey, 97% of parents stated that Lakeland provides a safe environment for students.

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.

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	13	6		
1	24		2	
2	18	1	2	
3	20	1	2	
4	24	1	1	
5	25	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	19	4		
1	26		2	
2	25		2	
3	26		2	
4	24	1	1	
5	21	1	1	
Other	27		1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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
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2022-23 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
Pupils to Academic Counselor	319

2022-23 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
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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
School Site	12,896	1,654	11,242	81,388
District	N/A	N/A	13,387	\$83,600
Percent Difference - School Site and District	N/A	N/A	-17.4	1.9
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	38.6	-8.6

Fiscal Year 2022-23 Types of Services Funded

The Little Lake City School District provides additional services for students using federal funds (Title I, Title III, Title IV) and LCAP funds. Title I funds are primarily used to support all students using a Response to Intervention (RtI) model. At the elementary sites, Interventionists are funded to provide differentiated instruction to meet the needs of all learners within the RtI model in ELA and mathematics during the school day. At the middle schools, Interventionists monitor student academic progress and determine placement for intervention based on student needs. Title I funds are also used to support parent involvement at both the site and district level. Title III is used to provide supplemental services to all English Learners including additional tutoring beyond the school day, and professional development for EL Coordinators. Title IV funds provide students with a well-rounded education and supports using phenomena in NGSS-designed lessons through the creation of NGSS kits. In addition, these funds support safe and healthy students through the implementation of a social emotional learning program, Second Step, which is a proactive approach to building essential social and behavioral skills.

LCAP funds are also given directly to sites to supplement services for English learners, low income students, and homeless/foster students. Some specific site actions and services include LCAP 2 for supplemental materials to support student learning, LCAP 7 for site based training and professional development for staff, LCAP 28 for site specific parent engagement opportunities, LCAP 29 for site based tutoring and intervention needs, and LCAP 33 for site based student motivation activities. These site specific services are in addition to District-wide LCAP services including school counselors and response to intervention services.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
Beginning Teacher Salary	\$51,855	\$54,046
Mid-Range Teacher Salary	\$77,155	\$84,515
Highest Teacher Salary	\$104,469	\$110,867
Average Principal Salary (Elementary)	\$114,144	\$136,841
Average Principal Salary (Middle)	\$118,260	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$202,452	\$217,473
Percent of Budget for Teacher Salaries	33.02%	32.43%
Percent of Budget for Administrative Salaries	5.13%	5.62%

Professional Development

Lakeland teachers participate in a wide variety of professional development activities at both the site and district levels. During the 21/22 and 22-23 school year, all Lakeland teachers participated in district-wide professional development which was focused on Social Emotional Learning and Trauma-informed Practices. For 2023-2024 we will continue to work with our SALT teams to develop a focus and help build capacity for our staff. In addition, our teachers and interventionists will participate in inquiry cycles and Learning Rounds. During the 23/24 all Kindergarten and 1st-grade teachers have been trained in the Science of Reading through IMSE. We are looking to train all staff in the Science of Reading during the 24/25 school year. Continuous support in online platforms will be given on an as-needed basis. These technology platforms include Lexia, ST Math, and TWIG Science. All teachers have been trained in NGSS PD through the UCLA science project and we have several teachers continuing to participate in the UCLA Spiral Project. For the 2023-2024 school year PD plan includes Integrated ELD and PD with UCLA Math Center. In addition, Lakeland's site-level PD is focused on building more inclusive classrooms, math instruction, and reading instruction. LCAP 7 funds will be utilized for Learning Rounds, Vertical articulation, Science of Reading training, and Learning Walks.

Lakeland has several staff committees focused on student achievement. Our Student Achievement Leadership Team participates in continuous data analysis, planning, and leading professional development for our staff. SALT is focused on finding ways to increase student achievement. This year we have focused on literacy and ensuring that all students are reading at grade level. Together with our district math and ELA coaches, our teachers work to develop lessons to best meet the needs of our students. Teachers meet twice monthly during Innovative Learning Collaborative to discuss student progress and plan for upcoming lessons. Many of our teachers are master teachers for aspiring educators attending various colleges in the California State University system and guide them regarding the best instructional practices and teacher preparedness. Through our concerted efforts, we continually strive to provide the best educational experience for our students and to grow as professionals.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8