

Lakeview 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	Lakeview Elementary School
Street	11500 East Joslin Street
City, State, Zip	Santa Fe Springs, CA 90670
Phone Number	(562) 868-8655
Principal	Kelly Love
Email Address	klove@llcsd.net
School Website	https://lakeview.llcsd.net
County-District-School (CDS) Code	19647176015077

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

Nestled in a peaceful Los Angeles suburb, Lakeview Elementary, home of the Lions, is the pride of its neighborhood. Located at 11500 Joslin Street in the City of Santa Fe Springs, the facility is comprised of thirty-four classrooms, a multi-purpose room, and a library. Lakeview students are receiving more access to technology this school year. Every student at Lakeview has access to a Chromebook in the classroom while 4th and 5th grade students are able to take them home to continue their learning. Students also have access to a mobile STEM lab equipped with LEGO Robotics lessons and activities! With 486 students in grades TK-5, the school sits at the hub of a tightly knit community where school staff, parents, and community leaders work hand in hand to provide a safe, nurturing, learning environment.

Recognized as a former California Distinguished School by the California Department of Education, a California Business for Education Excellence Honor Roll School (2015, 2016, 2017), and a California Gold Ribbon School (2016), Lakeview focuses on high academic achievement for all students. Teachers provide purposeful and strategic instruction using the California State Standards and district pacing guides. There is a shared commitment to consistently implement best practices and research-based strategies. As a Professional Learning Community, teachers work in collaborative teams to analyze data, modify instruction, and provide intervention as needed to ensure student success. Students at Lakeview Elementary are motivated and encouraged to think critically, communicate effectively, and be active participants in successfully achieving their academic and personal growth goals to become lifelong learners.

At Lakeview, we foster a partnership of school, home, and community through ongoing communication and community events. Our supportive Parent Teacher Organization (PTO) works closely with the school to provide funds and programs which enrich the school experience for our students.

Our focus this school year is to accelerate learning. Our students are ready and willing to conquer new academic challenges. Our teachers are excited about working with students 1 on 1 and in small groups. Student are receiving Targeted Reading and/or Targeted Math instruction four days a week. I am encouraged and excited to watch our students progress throughout the year.

2023-24 School Description and Mission Statement

Not only are we dedicated to accelerating learning, but we are also heavily focused on supporting our students social and emotional needs. Our teachers will continue with the Second Step curriculum to teach our students to be resilient and emotionally sound individuals. Our school counselor is on campus 5 days a week and will be supporting students through classroom lessons as well as small group and individual counseling sessions. The entire staff completed training in trauma informed practices and are all well equipped to support our students social and emotional health.

Our 2022-2023 Healthy Kids survey given to 5th-grade students stated that 96% feel there is a teacher or adult at school who wants them to do their best and 92% feel there is a teacher or adult who listens when they have something to say. 89% feel safe at school and 97% of students expressed they feel a sense of belonging at school and have close friends. We continue to incorporate social-emotional learning in the classroom and throughout campus to ensure students feel safe and supported in all areas of school life. The LCAP Parent survey given during the 2022-2023 school year stated that 97% of surveyed parents are satisfied overall with Lakeview Elementary School and feel they have a positive relationship with the Lakeview staff. 96% of parents agree their child has learned new skills and are pleased with their child's progress toward meeting state standards. The community of Lakeview Elementary is dedicated to creating a learning environment that supports high expectations for student achievement and behavior. We believe that all students can achieve at high levels. Our passion for successful student achievement and our focus on collaboration, community ownership, and pride are elements that define Lakeview Elementary School and make it an outstanding place for all.

Kelly Love, Principal

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	66
Grade 2	78
Grade 3	81
Grade 4	84
Grade 5	85
Total Enrollment	484

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.7%
Male	48.3%
Asian	1.7%
Black or African American	0.6%
Filipino	1.7%
Hispanic or Latino	89.7%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.8%
White	4.1%
English Learners	7.6%
Foster Youth	1.9%
Homeless	8.7%
Socioeconomically Disadvantaged	74.8%
Students with Disabilities	15.1%

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)	21.00	95.45	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	1.00	4.55	10.70	5.59	18854.30	6.86
Total Teaching Positions	22.00	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)	20.50	93.18	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	1.50	6.82	6.00	3.26	15831.90	5.67
Total Teaching Positions	22.00	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 in 2003-2004 School Year	No	0

Mathematics	Houghton Mifflin Go Math K - 8 Adopted in 2013-2014 School Year	Yes	0
Science	TWIG Science Adopted in 2023-2024 School Year	Yes	0
History-Social Science	Harcourt - CA Edition History Social Studies Adopted in 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

Lakeview Elementary School has 15 regular classrooms, 13 portable classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1953.

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:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/
Doors/Gates/Fences

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)	44	47	55	56	47	46
Mathematics (grades 3-8 and 11)	33	45	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	253	253	100.00	0.00	47.04
Female	124	124	100.00	0.00	48.39
Male	129	129	100.00	0.00	45.74
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	225	225	100.00	0.00	46.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	26	100.00	0.00	53.85
White	0	0	0	0	0
English Learners	18	18	100.00	0.00	22.22
Foster Youth	--	--	--	--	--
Homeless	21	21	100.00	0.00	47.62
Military	0	0	0	0	0
Socioeconomically Disadvantaged	195	195	100.00	0.00	41.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	49	100.00	0.00	8.16

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	253	253	100.00	0.00	45.06
Female	124	124	100.00	0.00	37.90
Male	129	129	100.00	0.00	51.94
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	225	225	100.00	0.00	44.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	26	100.00	0.00	53.85
White	0	0	0	0	0
English Learners	18	18	100.00	0.00	27.78
Foster Youth	--	--	--	--	--
Homeless	21	21	100.00	0.00	42.86
Military	0	0	0	0	0
Socioeconomically Disadvantaged	195	195	100.00	0.00	38.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	49	100.00	0.00	12.24

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)	20.93	33.33	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	87	87	100.00	0.00	33.33
Female	48	48	100.00	0.00	27.08
Male	39	39	100.00	0.00	41.03
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	78	78	100.00	0.00	32.05
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	69	69	100.00	0.00	28.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	7.14

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	99%	99%	99%	100%	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.

2023-24 Opportunities for Parental Involvement

Lakeview Elementary School offers a variety of parent involvement opportunities. Parents regularly support the educational program at Lakeview by being present at parent conferences and attending online and drive-thru events.

Parents are encouraged to attend our parent education events throughout the school year. The events are supported through the LCAP Supplemental and Concentration Funds with money specified for parent involvement.

Lakeview has a very active PTO that sponsors many activities throughout the year for students and parents. Our PTO organizes and sponsors events such as the Fall Festival, Red Ribbon Week, Staff Appreciation Week, and Grade Level Field Trip Transportation. New members and volunteers are always welcome. Meetings are held on the first Tuesday of the month at 4pm.

All members of the Lakeview School community share in the decision-making process by electing parents as members of the School Site Council (SSC) or English Learner Advisory Committee (ELAC). Elected members provide leadership and help implement the vision for the school community through the creation, adoption, and implementation of the School Plan.

At Lakeview, our staff recognizes and values the importance of working collaboratively with our parents as they are an integral part of our team. Communication with our families is conducted through Parent Square, Class Dojo, the Lakeview Website and social media, as well as phone communication. A monthly newsletter, The Lion's ROAR is posted on Parent Square, class dojo, and the school website: lakeview.llcsd.net.

For information about getting involved at our school, please contact Ms. Kelly Love at (562) 868-8655.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	500	489	120	24.5
Female	255	252	58	23.0
Male	245	237	62	26.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	8	8	1	12.5
Black or African American	5	4	2	50.0
Filipino	8	8	0	0.0
Hispanic or Latino	444	435	101	23.2
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	4	4	3	75.0
White	20	20	9	45.0
English Learners	42	40	5	12.5
Foster Youth	11	10	4	40.0
Homeless	44	44	16	36.4
Socioeconomically Disadvantaged	378	372	98	26.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	92	92	24	26.1

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

Lakeview Elementary School has a School Safety Plan that is updated annually. The last update to the plan was in October 2023 with contents shared with staff members in August 2023, and January 2024. The plan was reviewed and then approved by School Site Council in November 2023. The School Safety Plan contains the procedures and plans for ingress/egress, student safety, natural disasters, fires, lockdowns, as well as plans for evacuation.

Lakeview is a closed campus with all exterior gates locked throughout the school day. There are two points of entry in the morning, one door at the cafeteria and one gate closest to the office, that are monitored by supervision staff. Only students are allowed to enter campus through the monitored gate between 8:05 a.m. and 8:17 a.m. and the cafeteria between 7:30 a.m. and 8:05 a.m. All visitors, including parents and volunteers, must sign in at the office. Upon dismissal, the gate closest to the front office is opened by a supervisor and all students exit with their teacher and are released to a parent or guardian.

At Lakeview, various emergency drills are held throughout the year, with all staff participating in the Great California Shake-out in October.

Lakeview is currently in our eighth year of PBIS implementation earning a Gold Recognition from the state of California. We are addressing Tier 1 universal supports through teaching appropriate behavior via a school-wide matrix. Behaviors are reinforced through a positive incentive program. We are currently addressing Tier II supports through the establishment of a check-in/check-out system for students in need of additional supports. To assist students with managing minor conflicts, a group of 4th and 5th grade students have been trained as conflict managers and are supporting students during recess. Noon supervision staff has also been provided a brief overview of the program in order to support students on the playground. In addition, any staff member who witnesses an act of bullying shall take immediate steps to intervene and redirect students. In addition, students are encouraged to report any acts of bullying they witness or receive. An anonymous online reporting procedure is available for students to report bullying at any time. This form can be found on our website: lakeview.llcsd.net. The counselor and principal will review, investigate, and respond to all reports of bullying. According to the 2021-2022 5th grade

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students were also surveyed during the 2022-2023 school year. Of the students surveyed, 96% feel there is a teacher or adult at school who wants them to do their best and 92% feel there is a teacher or adult who listens when they have something to say. 89% feel safe at school and 97% of students expressed they feel a sense of belonging at school and have close friends. We continue to incorporate social-emotional learning in the classroom and throughout campus to ensure students feel safe and supported in all areas of school life.

Students' social and emotional well-being is addressed through a variety of services. Students have immediate access to our school counselor. In addition, we have a counseling intern provided by Turning Point Counseling Services on campus every Tuesday. Referrals are also made on an as need basis to local agencies such as Pacific Clinics, The Whole Child, and the City of Santa Fe Springs Family and Youth Intervention Program. All staff have completed training in trauma informed practices to better support students who have experienced trauma.

Additionally, LCAP Supplemental and Concentration Funds are used for student motivational activities to increase student connectedness to school through our school-wide ROAR incentives, activities, and expectations. Students are explicitly taught and have opportunities to practice school-wide ROAR expectations throughout the year. ROAR is an acronym that helps students remember the expectations: Lakeview Lions are Responsible Citizens with Outstanding character, who are Always safe and Respectful to self and others.

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	11	8		
1	19	1	3	
2	14	3	2	
3	16	3	2	
4	18	3	2	
5	22	2	2	

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	21	2	2	
1	23		3	
2	26		3	
3	17	2	3	
4	21	2	2	
5	21	2	1	
Other	16	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

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	484

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	14,966	1,669	13,297	86,040
District	N/A	N/A	13,387	\$83,600
Percent Difference - School Site and District	N/A	N/A	-0.7	7.4
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	54.4	-3.1

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

Lakeview teachers and staff take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Since 2019, a portion of our LCAP 7 funds were set aside to provide training in ELA, Math, digital platforms, NGSS, and Thinking Maps to our certificated staff. Professional development at the site level is conducted throughout the year to refine teaching practices through innovative learning collaborative meetings, teacher collaboration, training and coaching provided by district and site TOSAs, as well as during staff meetings. Lakeview has been focused on reimaging and reculturing our school, building capacity through SALT Teams, Inquiry Cycles, and Learning Rounds. The SALT team has identified one major goal in ELA and Math respectively. The SALT team also meets to determine best practices for the school site and supports teachers with on-going professional development throughout the school year. Learning Rounds will be conducted at least three times during the 2022-2023 school year to improve school-wide instructional practices and determine next-steps to support our focus on critical reading and problem solving strategies site-wide. The principal and site TOSA meet weekly with grade level teams to debrief the use of a targeted teaching and learning strategy to discuss student strengths and needs in mathematics and language arts and determine next steps. The site TOSA also provides professional development to classroom instructional assistants, interventionists, and classroom teachers to ensure all signature practices are supported as needed. The site TOSA also coordinates and tracks the progress of all intervention at Lakeview Elementary.

This year, all district teachers will undergo training in Integrated ELD practices, while ELD teachers will also receive additional training in designated ELD. UCLA Math and Science cohorts have been created in order for teachers to learn and practice innovated NGSS and Mathematical practices. District TOSAs have also provided further training in Guided Reading and Mathematical routines, math fact fluency, as well as strategies to address unfinished learning.

New teachers receive PD throughout the year regarding key district practices, strategies, and pacing guides. In addition, new teachers participate in coaching cycles, receiving valuable feedback from our TOSAs to support their professional development. At the site level, innovative learning collaborative meetings continue to provide teachers and principal with regular opportunities to review results of student work and assessments, identify successes and areas of needed growth, and to plan for future instruction. This also allows for a high level of collaboration to continually improve our instruction, maintain our supportive learning environment, and ensure student achievement.

Lakeview teachers are receiving a three part training series to develop strategies that support building belonging amongst staff and students, integrating social-emotional learning into the academic instruction, as well as igniting sparks through promoting passion, meaning and purpose in the classroom. These trainings are provided by Thriving YOUiversity using a portion of LCAP 7 funds.

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