



Lakeview Elementary School

9205 Lakeview Rd. • Lakeside, CA 92040 • 619.390.2652 • Grades K-5

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Lakeside Union Elementary School District

12335 Woodside Ave.

Lakeside, CA 92040

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District Administration

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Dr. Kim Reed

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Educational Services**

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**Assistant Superintendent of
Business Services**

School Description

The Lakeview Elementary School Community believes that students can reach their highest potential and become lifelong learners through a variety of challenging educational opportunities. Such opportunities include a rigorous standards-based curriculum, differentiated instruction, and visual and performing creative outlets. Our school continues to utilize technology as a tool which promotes critical thinking and discovery, and also makes learning more accessible to each student. Lakeview educators are committed to growing professionally by learning about innovative classrooms and teaching practices. This allows our classrooms to exemplify best teaching practices. Lakeview School enjoys strong support from our parent community. Our teachers, parents, and staff believe in supporting every student attending this school with the tools necessary to ensure student success. Lakeview enjoys a strong partnership with our Parent/Teacher Association. The Lakeview PTA offers several fundraising opportunities throughout the year in an effort to raise funds for the purpose of enhancing the educational experience for our students. PTA funds provide transportation for students to attend off site educational field trips such as the Star of India, BizTown, the Marine Science Floating Lab, the Julian Mining Company, and many more. PTA also provides educational assemblies for students on topics such as Anti-Bullying, Red Ribbon Week, Science Exploration, Literacy, etc. In addition, our PTA helps to supplement our educational program by providing classroom materials & supplies, educational software and Physical Education equipment.

Lakeview School offers its students a comprehensive program to meet each child's unique academic, physical and emotional needs. Our strong curricular program is a balance of basic skills instruction, critical-thinking activities, active participatory learning and challenging enrichment opportunities meeting all of the California Common Core State Standards. Every student in grades K-5 has access to an individual iPad, pre-loaded with standards-based learning content and standards based educational software. We incorporate Apple TV technology and curricular enhancements such as Google Classroom in all grades. Online programs allow us to implement an on-site "blended learning " model for our students. In addition, we offer Spanish Immersion classes in grades K-5. These students are taught part of the day in Spanish, and part of the day in English. Students in our immersion program develop life-long advantages by becoming bilingual, bi-literate and culturally competent citizens. We firmly believe in educating the whole student by offering Band and music instruction to students in grades 2-5. All students in Grades K-5 receive the benefit of art instruction offered by trained art specialists through the Art Docent Program. District multiple measures are used to assess the academic progress of each student several times yearly and gauge the overall strength of our academic program. District testing includes the Performance Assessment of Writing Skills, Reading Inventories in both English and Spanish, and the district adopted NWEA MAP Assessment in grades 1-5. Results of these assessments in addition to work samples and other curriculum-based assessment data are shared with parents and used as ongoing assessments to modify instruction. Teachers meet weekly at Professional Learning Communities to design instruction to meet the needs of students based on four primary questions: 1) What do we want our students to learn? 2) How will we know when they have learned it? 3) How will we respond when they haven't learned it? 4) How will we respond when they already know it? We use the previously mentioned data as well as team designed formative assessment data to answer these questions and inform our instruction. Lakeview Elementary School has adopted a Positive Behavior Interventions & Supports (PBIS) program as a means to provide a positive, safe and respectful environment for all members of the school community. After-school enrichment programs for students include: aerobic dance, reading, math, music, and science classes, focusing on various topics. These opportunities are offered throughout the school year. Leadership opportunities are also provided offering students valuable experience in serving the school community through such means as Safety Patrol, Peace Patrol, and Lakeview Leadership.

Staci Arnold, PRINCIPAL

About the SARC

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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	132
Grade 1	106
Grade 2	118
Grade 3	121
Grade 4	119
Grade 5	114
Total Enrollment	710

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	1
Asian	0.3
Filipino	0.7
Hispanic or Latino	25.4
Native Hawaiian or Pacific Islander	0.4
White	68.7
Two or More Races	2.5
Socioeconomically Disadvantaged	32.5
English Learners	3
Students with Disabilities	16.2
Foster Youth	0.1

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

Teacher Credentials for Lakeview Elementary	18-19	19-20	20-21
With Full Credential	34	35	37
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	1	0

Teacher Credentials for Lakeside Union	18-19	19-20	20-21
With Full Credential	♦	♦	248
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Lakeview Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

On October 8, 2020 the Lakeside Union School District Board of Trustees verified by resolution that each student at Lakeview has a textbook and/or instructional materials for each core subject area, and that the textbooks and materials are aligned to the content and cycles of the curriculum framework adopted by the State of California. Care is taken to ensure that all students have access to Board adopted textbooks and instructional materials at all times. A book room is kept for extra copies of each textbook and these are used when new students enroll at our school.

Textbooks and Instructional Materials

Year and month in which data were collected: 10/2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Reading: Wonders, McGraw-Hill; adopted in 2013</p> <p>Maravillas, McGraw-Hill; adopted in 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Everyday Math, McGraw-Hill; adopted in 2015</p> <p>Matematicas Diarias, McGraw-Hill adopted in 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Discovery Works (K-3), Houghton Mifflin; adopted in 2003</p> <p>Science California 2007 (4-5), Houghton Mifflin; adopted in 2009</p> <p>Full Option Science System, Delta Education</p> <p>Science and Technology for Children, Carolina Biological</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>History Social Science for California, Scott Foresman; adopted in 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Lakeview Elementary School opened in September of 1959. Some of our classrooms have been updated and maintained to provide a safe and stimulating learning environment. The Lakeside Union School District team works diligently to ensure that all sites are well-maintained and undergo maintenance on a regular basis. An online system of work orders is implemented to assist in maintenance requests. Sites are cleaned, painted and carpeted on a regular basis. Restrooms and fire alarms systems are also maintained and updated as necessary. Upgraded waterless urinals have been installed in the boy's restrooms to provide sanitation and energy efficiency. Heating and cooling systems are regularly evaluated to ensure energy efficient use. The passing of Proposition V by the Lakeside Community allowed our site to build a new Multi-purpose room, office space and teacher workroom. State of the art office spaces, including a health office, and food service area, provide an energy efficient, attractive and healthy environment for our students. The Kindergarten playground has been rearranged and improved for safety and efficiency. New play equipment was added on both the lower and upper playgrounds that meet safety requirements supported by the JPA. Our school site is cleaned daily and any graffiti removed immediately by custodial staff. Each and every student takes pride in the appearance of their school and incentives are provided for campus beautification.

This year the LUSD Maintenance & Operations staff completed several projects which greatly improved the conditions on our campus. Bond monies were utilized to pave The North parking lot which has provided additional parking for parents and staff. Lakeview's running track was also paved during this project which allows us to keep our pickup circle in operation, even when it's raining. Additionally, the following are among the other facility improvements that have been completed thus far this year:

- * Repair of several A/C units
- * Repair of a gas leak

- * Installation of a hand rail and step into the kindergarten play structure to allow access for a physically handicapped student
- * Installation of artificial turf outside the school office which was donated to our site
- * Installation of Apple TVs in all classrooms
- * Repair of the water well

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 8/27/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	6: 2. EXHAUST FAN IS NOT WORKING (REST ROOM). 4. CEILING TILE HAS A HOLE. CEILING TILES ARE BROKEN. 6. ANTS ARE PRESENT. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Poor	1: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 11. PESTICIDES ARE PRESENT. 13. DRY ROT ON FACIA. 11: 4. CEILING TILE IS LOOSE. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. FLOOR TILE IS BROKEN. 9. FAUCET LEAKS AT HANDLE. SINK DRAIN HAS A LEAK. 13: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER. 16: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 9. FAUCET HAS A LOW FLOW. 17: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. 18: 4. CEILING TILE HAS A WATER STAIN. 19: 4. CEILING TILES HAVE HOLES. WALL PAPER IS TORN. 20: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 21: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 6. ANTS ARE PRESENT. 22: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. (UNABLE TO CHECK LIGHTING DUE TO TEACHER ZOOM). 9. FAUCET HAS A LOW FLOW. 3: 4. CEILING TILES ARE BROKEN. RUBBER MOLDING IS MISSING/TORN. 13. DRY ROT ON FACIA (ENTIRE WING) 4: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 5: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE HOLES. CEILING TILE IS MISSING. 9. FAUCET LEAKS AT FITTING. 11. PAINT IS PEELING ON INTERIOR WALL. 6: 2. EXHAUST FAN IS NOT WORKING (REST ROOM). 4. CEILING TILE HAS A HOLE. CEILING TILES ARE BROKEN. 6. ANTS ARE PRESENT. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 7: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 8: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. BOYS REST ROOM: 4. STALL PARTITION IS RUSTED. 5. COVE BASE AND FLOORING ARE VERY DIRTY. 15. DOOR SLAMS SHUT. ESS: 4. WALL PAPER IS TORN. RUBBER MOLDING IS MISSING. FLOOR TILE IS BROKEN. 9. FAUCET LEAKS AT HANDLE. 10. PLUG IN AR FRESHENER. 14. TRIP HAZARD AT ASPHALT/RAMP SEAM.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>FOOD SERVICE: 4. CEILING TILE IS TORN. 7. HALF OF LIGHTS ARE NOT TURNING ON.</p> <p>GIRLS REST ROOM: 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. 5. COVE BASE AND FLOORING ARE VERY DIRTY. 15. DOOR SLAMS SHUT.</p> <p>HEALTH OFFICE: 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET HAS A LOW FLOW.</p> <p>K1: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 7. ONE LIGHT PANEL IS OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM.</p> <p>K2: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH (RR USED FOR STORAGE). 11. PAINT IS PEELING ON CEILING (IN RR). 12. DRY ROT ON SIDING.</p> <p>K4: 4. CEILING TILE IS BROKEN. FORMICA TRIM IS MISSING ON COUNTERTOP. INTERIOR THRESHOLD FOR GIRLS RR IS MISSING. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>MPR: 4. CEILING TILES HAVE WATER STAINS. (UNABLE TO TURN ON LIGHTS)</p> <p>P1: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING. ONE LIGHT DIFFUSER IS LOOSE. 11. PESTICIDES ARE PRESENT.</p> <p>P4: 4. CEILING TILES HAVE WATER STAINS. CARPET IS TORN. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. LOW VOLTAGE WIRES ARE EXPOSED. OUTLET COVER IS BROKEN. 14. RAMP IS LOOSE CREATING A TRIP HAZARD. DRY ROT/HOLR ON RAMP.</p> <p>P6: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 10. PLUG IN CANDLE WARMER.</p> <p>P7: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING.</p> <p>PRINCIPAL: 4. CEILING TILE HAS A WATER STAIN.</p> <p>SPEECH: 4. CARPET IS TORN.</p> <p>WORKROOM: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	12: 5. GROWTH ON DRINKING FOUNTAIN MOUTHGUARD. 13: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER. 15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 20: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 21: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 6. ANTS ARE PRESENT. 22: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. (UNABLE TO CHECK LIGHTING DUE TO TEACHER ZOOM). 9. FAUCET HAS A LOW FLOW. 6: 2. EXHAUST FAN IS NOT WORKING (REST ROOM). 4. CEILING TILE HAS A HOLE. CEILING TILES ARE BROKEN. 6. ANTS ARE PRESENT. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. BOYS REST ROOM: 4. STALL PARTITION IS RUSTED. 5. COVE BASE AND FLOORING ARE VERY DIRTY. 15. DOOR SLAMS SHUT. GIRLS REST ROOM: 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. 5. COVE BASE AND FLOORING ARE VERY DIRTY. 15. DOOR SLAMS SHUT. K2: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH (RR USED FOR STORAGE). 11. PAINT IS PEELING ON CEILING (IN RR). 12. DRY ROT ON SIDING. PE STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. WORKROOM: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	<p>1: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 11. PESTICIDES ARE PRESENT. 13. DRY ROT ON FACIA.</p> <p>22: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. (UNABLE TO CHECK LIGHTING DUE TO TEACHER ZOOM). 9. FAUCET HAS A LOW FLOW.</p> <p>6: 2. EXHAUST FAN IS NOT WORKING (REST ROOM). 4. CEILING TILE HAS A HOLE. CEILING TILES ARE BROKEN. 6. ANTS ARE PRESENT. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.</p> <p>FOOD SERVICE: 4. CEILING TILE IS TORN. 7. HALF OF LIGHTS ARE NOT TURNING ON.</p> <p>K1: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 7. ONE LIGHT PANEL IS OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM.</p> <p>K3: 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A LOW FLOW.</p> <p>K4: 4. CEILING TILE IS BROKEN. FORMICA TRIM IS MISSING ON COUNTERTOP. INTERIOR THRESHOLD FOR GIRLS RR IS MISSING. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>P1: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING. ONE LIGHT DIFFUSER IS LOOSE. 11. PESTICIDES ARE PRESENT.</p> <p>P3: 6. ANTS ARE PRESENT. 7. ONE LIGHT PANEL IS OUT. 11. PESTICIDES ARE PRESENT.</p> <p>P4: 4. CEILING TILES HAVE WATER STAINS. CARPET IS TORN. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. LOW VOLTAGE WIRES ARE EXPOSED. OUTLET COVER IS BROKEN. 14. RAMP IS LOOSE CREATING A TRIP HAZARD. DRY ROT/HOLR ON RAMP.</p> <p>P7: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	11: 4. CEILING TILE IS LOOSE. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. FLOOR TILE IS BROKEN. 9. FAUCET LEAKS AT HANDLE. SINK DRAIN HAS A LEAK. 13: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER. 16: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 9. FAUCET HAS A LOW FLOW. 22: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. (UNABLE TO CHECK LIGHTING DUE TO TEACHER ZOOM). 9. FAUCET HAS A LOW FLOW. 5: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE HOLES. CEILING TILE IS MISSING. 9. FAUCET LEAKS AT FITTING. 11. PAINT IS PEELING ON INTERIOR WALL. 8: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. BOYS REST ROOM: 9. SINK CAPS ARE MISSING. COUNSELOR: 9. FAUCET HAS A LOW FLOW. 11. PESTICIDES ARE PRESENT. ESS: 4. WALL PAPER IS TORN. RUBBER MOLDING IS MISSING. FLOOR TILE IS BROKEN. 9. FAUCET LEAKS AT HANDLE. 10. PLUG IN AR FRESHENER. 14. TRIP HAZARD AT ASPHALT/RAMP SEAM. HEALTH OFFICE: 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET HAS A LOW FLOW. K3: 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A LOW FLOW. K4: 4. CEILING TILE IS BROKEN. FORMICA TRIM IS MISSING ON COUNTERTOP. INTERIOR THRESHOLD FOR GIRLS RR IS MISSING. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. LOUNGE: 9. FAUCET LEAKS AT HANDLE. P2: 9. FAUCET LEAKS AT HANDLE. 12. DRY ROT ON SIDING. 14. FIVE EXTERIOR BACK PACK HOOK IS BROKEN. RAMP IS LIFTING CREATING A TRIP HAZARD. P5: 9. FAUCET HAS A LOW FLOW.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	<p>1: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 11. PESTICIDES ARE PRESENT. 13. DRY ROT ON FACIA.</p> <p>13: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER.</p> <p>4: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>5: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE HOLES. CEILING TILE IS MISSING. 9. FAUCET LEAKS AT FITTING. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>COUNSELOR: 9. FAUCET HAS A LOW FLOW. 11. PESTICIDES ARE PRESENT.</p> <p>ESS: 4. WALL PAPER IS TORN. RUBBER MOLDING IS MISSING. FLOOR TILE IS BROKEN. 9. FAUCET LEAKS AT HANDLE. 10. PLUG IN AR FRESHENER. 14. TRIP HAZARD AT ASPHALT/RAMP SEAM.</p> <p>K1: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 7. ONE LIGHT PANEL IS OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM.</p> <p>K2: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH (RR USED FOR STORAGE). 11. PAINT IS PEELING ON CEILING (IN RR). 12. DRY ROT ON SIDING.</p> <p>K4: 4. CEILING TILE IS BROKEN. FORMICA TRIM IS MISSING ON COUNTERTOP. INTERIOR THRESHOLD FOR GIRLS RR IS MISSING. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>P1: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING. ONE LIGHT DIFFUSER IS LOOSE. 11. PESTICIDES ARE PRESENT.</p> <p>P3: 6. ANTS ARE PRESENT. 7. ONE LIGHT PANEL IS OUT. 11. PESTICIDES ARE PRESENT.</p> <p>P6: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 10. PLUG IN CANDLE WARMER.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	1: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 11. PESTICIDES ARE PRESENT. 13. DRY ROT ON FACIA. 10: 13. DRY ROT ON FACIA. 3: 4. CEILING TILES ARE BROKEN. RUBBER MOLDING IS MISSING/TORN. 13. DRY ROT ON FACIA (ENTIRE WING) K1: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 7. ONE LIGHT PANEL IS OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM. K2: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH (RR USED FOR STORAGE). 11. PAINT IS PEELING ON CEILING (IN RR). 12. DRY ROT ON SIDING. P2: 9. FAUCET LEAKS AT HANDLE. 12. DRY ROT ON SIDING. 14. FIVE EXTERIOR BACK PACK HOOK IS BROKEN. RAMP IS LIFTING CREATING A TRIP HAZARD.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	2: 15. WEATHER STRIPPING IS LOOSE. 7: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. BOYS REST ROOM: 4. STALL PARTITION IS RUSTED. 5. COVE BASE AND FLOORING ARE VERY DIRTY. 15. DOOR SLAMS SHUT. ESS: 4. WALL PAPER IS TORN. RUBBER MOLDING IS MISSING. FLOOR TILE IS BROKEN. 9. FAUCET LEAKS AT HANDLE. 10. PLUG IN AR FRESHENER. 14. TRIP HAZARD AT ASPHALT/RAMP SEAM. GIRLS REST ROOM: 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. 5. COVE BASE AND FLOORING ARE VERY DIRTY. 15. DOOR SLAMS SHUT. K1: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 7. ONE LIGHT PANEL IS OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM. P2: 9. FAUCET LEAKS AT HANDLE. 12. DRY ROT ON SIDING. 14. FIVE EXTERIOR BACK PACK HOOK IS BROKEN. RAMP IS LIFTING CREATING A TRIP HAZARD. P4: 4. CEILING TILES HAVE WATER STAINS. CARPET IS TORN. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. LOW VOLTAGE WIRES ARE EXPOSED. OUTLET COVER IS BROKEN. 14. RAMP IS LOOSE CREATING A TRIP HAZARD. DRY ROT/HOLR ON RAMP. PLAY COURTS: 14. TRIP HAZARD AT ASPHALT/RAMP SEAM TO UPPER LEVEL.
Overall Rating		

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
	Fair	

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, which 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); and
- 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.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	65	N/A	53	N/A	50	N/A
Math	58	N/A	41	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	53	N/A	38	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

One of Lakeview School's greatest assets is community and parent involvement. The many parent and community volunteers who regularly read and volunteer in classrooms and with school-wide activities demonstrate are a prime example of this strength. While LUSD is in Phase 2 instruction as a result of the global Coronavirus Pandemic, parent outreach is especially important. Lakeview involves and engages parents in this virtual setting by providing ongoing home/school communication. Weekly email blasts relay school & community events, activities and important information. Weekly updates also provide essential information regarding safety protocols related to our new operation procedures during the pandemic. School and PTA newsletters empower parents and teachers to stay informed and involved as partners in ensuring each student's success. Our electronic marquee located on the corner of Lakeview Drive and East Lakeview Drive provides visible, current information daily. In addition, families can also receive information or ask questions on our Lakeview Facebook page which was created at the onset of the pandemic in an effort to build a strong sense of community. Lakeview also makes every attempt to engage families who do not have access to technology. We achieve this by reaching out to families via telephone, conducting home visits, or inviting them to participate in socially distanced meetings in our office. Lakeview teachers, administration and counseling staff work diligently to monitor student engagement on asynchronous days so that we can quickly and effectively make contact with students who are not actively participating in educational opportunities throughout the week.

Each teacher shares their instructional program, classroom policies and procedures with parents at our "Back To School" presentation in September. Additionally, parent/teacher conferences are held for every student each December and March. Open House, Family Lunch Day, Field Day, Science Nights, The Father Daughter Dance, Founders Day Dinner, Mother/Son Day, Bicycle Rodeo, Book Fairs, Art Docent Programs, classroom performances, and the annual Fall Carnival, provide numerous opportunities for parent involvement. Every grade level presents at least one special culminating instructional activity each year that encourages parent attendance. Our annual holiday program highlights our music program. Students in grades 2, 3, and 4 play instruments and perform holiday songs in both English and Spanish.

Parents also play a significant role in the life of the school community through their involvement in ongoing committee work including the Lakeview School Site Council, the District Advisory Council, the District English Learners Advisory Council, the Run for the Arts Committee, School Safety Committee, PTA, and the Festival of the Arts Committee. Lakeview parents are actively involved in our ongoing Art Docent Program that places trained parent volunteers in classrooms teaching specifically planned art lessons. Parents are trained on various technology-based programs such as Accelerated Reader, Read Naturally, and Smarty Ants for the purpose of providing meaningful assistance while volunteering in the classroom. Parents, teachers and administrators from all district schools were represented on several special committees during the 2020-2021 school year, District Advisory Council, English Learner Advisory Council, Health and Wellness Committee, Schools of the Future, Playground Safety Committee, and the School Facilities Committee. The Lakeview PTA has received recognition for outstanding service to children from local, state and national organizations. Our PTA is responsible for organizing our parent task force. Each year, the Lakeview PTA identifies needs and opportunities for the school, sets goals that inform and involve parents that inspire and encourage students, and raises funds to assist financially in the achievement of these goals.

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.

School Safety Plan (School Year 2020-2021)

The primary purpose of California's schools is to educate children and provide them with the opportunity to participate fully in society as adults. However, for education to be successful, we must provide a safe and secure learning community in which teachers can teach and children can learn. Lakeview Elementary School created our Comprehensive School Safety Plan during the 2019-2020 school year and further revised the plan during the 2020-2021 school year. This plan was reviewed and updated by the School Safety Committee with representatives from the staff, parents, community, local law enforcement, and emergency service agencies. The plan is based on the recommended safe school model, consisting of four interacting components encompassing the whole school environment, the effects of these four components on the school environment, and ways in which the components interrelate with other school improvement efforts. These four components are personal characteristics of students and staff, the school's physical environment, the school's social environment, and the school's culture. We will continue to review and revise our plan with our School Site Council annually.

The plan also includes various Lakeside Union School District and Lakeview Elementary School policies and procedures relating to campus and community safety issues such as child abuse, disaster routines, dress code, school rules, sexual harassment and weapons on campus. Teachers share important parts of this plan with students as appropriate. Fire and various disaster drills are held monthly. The complete plan is on file in the school office and is reviewed with staff and our School Site Council annually. Quarterly Community Safety Meetings are held with representatives from the sites, PTA, Sheriff's Department, Highway Patrol, Fire Department, and San Diego County to discuss safety issues for each of the sites. The school also received a "Safe Routes To School" grant in 2012, which provided the installation of sidewalks in our neighborhood in an effort to protect walking students and parents from moving vehicles.

Campus security and student safety is always a priority at Lakeview Elementary. We employ seven campus student supervisors and one playground coordinator for our lunchtime and recess, one additional duty during morning breakfast, and one campus student supervisor for our kindergarten playground. Campus Student Supervisors have daily check-ins and monthly meetings to ensure that they have the appropriate training and support they need to be confident with their duties. Walkie-talkies and ear pieces have been purchased so that playground supervisors and teachers are in constant communication with each other and the school office. Our Playground Coordinator takes regular inventory and maintains playground equipment, and provide safe and fun activities for our students that teach teamwork, cooperation skills and promote a healthy lifestyle. All visitors to our campus must register at the front desk by requesting a name tag from our IDENT-A-KID registration system. Name tags, which are easily visible, are printed and a record of our visitors is kept secure.

Lakeview has gone to great lengths to implement safety procedures and protocols around Coronavirus. These protocols include, but are not limited to:

- * Non-Staff visitors are not permitted on campus
- * Students are split in two cohorts (Cohort A attends class on Monday & Tuesday, Cohort B attends class on Thursday & Friday) during hybrid instruction an effort to reduce the number of students on campus at a time
- * Teachers, Support Staff and Campus Student Supervisors assist at all entrances including the dropoff circle
- * All students and staff are required to wear a face mask when 6 feet of social distancing cannot be achieved
- * Parents are asked to conduct a symptom check prior to dropping students off in the morning
- * Each staff member is required to conduct a Covid screening (temperature and symptom verification) prior to coming on campus every day
- * Staff screens all students prior to entering the classroom. If a student presents Covid symptoms, they are sent to a designated "Rest & Recovery" room
- * All students have a protective safety shield at their desk
- * Students do not share materials such as crayons, pencils, scissors or manipulatives
- * All students and staff wash their hands every 60-90 minutes
- * An extra supply soap, sanitizer and PPE is on hand at all times
- * Hand-washing stations have been installed on 2 of our playgrounds
- * A water bottle refilling station is used in lieu of drinking fountains
- * The Covid-19 Symptom Decision Tree has been communicated to parents and staff and is strictly enforced

- * Building air filters are changed out every three months
- * Two additional custodial staff members have been added to aid in sanitizing all high-touch surface areas
- * Additional Campus Student Supervisors have been added to assist ensure students have an opportunity to get fresh air and exercise without classroom cohorts intermingling

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.7	0.8	2.8	3.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			2.5
Expulsions			0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	710

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

*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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	26		5		25		5		24		5	
1	22	1	4		26		4		30		3	1
2	20	1	5		25		5		24		5	
3	22	2	4		24		6		24		5	
4	29		3		25		4		24	2	3	
5	28		5		26		5		29		4	
Other**									24		1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	10

District-Wide PD on Curriculum Alignment

Lakeview believes in making decisions for staff development based on multiple forms of student achievement data. A variety of assessments including SBAC, district benchmarks, adopted curricular assessments, and site-based formative assessments have led Lakeview to pursue professional development in several areas. All Lakeview teachers have received in-depth training in the area of mathematics from the Math Transformations team. Teachers are also provided with release days to work in their grade level teams with a Math Transformations coach. Lakeview teachers participated in an in-service series focused on the recently adopted common core aligned Language Arts curriculum, and common core mathematics in-service and coaching. All grade-level teachers are also scheduled to attend the Learning Headquarters Common Core aligned writing training. Lakeview benefits from regular coaching from technology integration specialists who are employed by the district. Teachers have also attended technology-focused conferences such as the CUE. Many teachers also augment the teaching of Science through their participation in the development of the Next Generation Science Standards and the IDEAS grant. Immersion teachers have attended multiple conferences which focused on language acquisition. Staff members from Mainstream, SDC, and RSP classes attended trainings which focused on inclusion and meeting the needs of all students. Six members of the Lakeview staff also received multiple days of training on Positive Behavior Intervention and Supports (PBIS.) These teacher leaders then developed a program to train their colleagues. This PBIS Team provides ongoing training for staff at monthly staff meetings.

Across the District:

SCIENCE –

The primary areas of focus for staff and administrator development have been related to the adoption of the Next Generation Science Standards (NGSS) and moving teachers and administrators into implementation. Focus areas include: 1) Building leadership capacity, 2) Scaling up Professional Learning and Support to include all district teachers, 3) Planning instruction aligned to the Next Generation Science Standards, 4) Collaborative planning tools for instruction, and 5) Addressing supplemental instructional materials.

Professional development needs were determined via district-wide Needs Assessment Surveys, LUSD Core Leadership Team/California Next Generation Science Standards Early Implementation Initiative, and feedback data collected via prior professional learning events in the district.

Professional Learning for the 2018-2019 school year will address all levels/cohorts of teachers and administrators in the district through continued leadership, pedagogy, and content training. This will occur primarily through science lesson study for all TK-8 teachers of science to include MS ELA teachers, an intensive summer institute, district Professional Development days, and a review of publisher materials.

Core Leadership Team and established Teacher Leaders will continue to receive training in the areas of Leadership, Facilitation of Professional Learning for their peers, and deepening understanding of NGSS innovations, planning, and pedagogy via the NGSS Early Implementation Initiative Program. "Expansion" (all other district teachers) teachers will be provided NGSS professional learning facilitated by their district Teacher Leader peers through the established lesson study model, Summer Institute opportunities, and district PD days.

Other opportunities for science professional learning include supplemental material/planning work supported by a CA Regional Environmental Education Community (CREEC) partnership, and instructional material evaluation.

Administrator professional learning will address NGSS innovations, strategies to identify and support high quality science instruction (observations and feedback) and sustainability. This support will occur both on site and through district management meetings via the Early Implementer Initiative.

Next Generation Science Standards Teacher Leaders, Expansion Teachers, and administrators are supported via NGSS Early Implementation Initiative Project Director, on-site Core Leadership Team members and/or Teacher Leaders.

MATH –

LUSD focused on mathematics as a professional development goal in response to low performance scores on the CAASPP and to support teachers in the Common Core Standards for Mathematics.

Professional development in mathematics is delivered in three primary ways: 1) Workshops (after school, on professional growth days, and during teacher release time), 2) Individual and small group site-based coaching/mentoring, and 3) Conference attendance.

Teachers are supported in refining their mathematics instruction and use of curriculum materials through: 1) Workshops focused on the content and pedagogy relevant to the math content they teach, vertical progression of content, and the Common Core content and practice standards 2) Workshops/guided collaboration focused on unit and lesson design with their curriculum materials (within school and cross-school), 3) In-class coaching both in one-on-one and small groups, and 4) Lesson Study in grade-level groups. Additionally, principals attend all teacher professional learning activities and receive additional training from a leadership perspective.

Social/Emotional/Behavioral Support -

Social-emotional learning and support and behavioral support are focus areas in the 18-19 school year.

PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. Two Behavior Specialists and two Behavior Intervention Aides are also available to support students with the most intensive behavioral needs. Two MTSS Teachers on Special Assignment (TOSAs) were added to support the development of social/emotional/behavioral intervention systems at four of our Elementary sites.

Professional Development and Coaching have focused on Conscious Classroom Management strategies. Conscious Classroom Teaching provides teachers with professional development and coaching on Tier I and II behavioral strategies. MTSS TOSAs are also available to coach on classroom management strategies and student behavior plans.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,706	\$50,574
Mid-Range Teacher Salary	\$73,960	\$76,649
Highest Teacher Salary	\$110,824	\$98,993
Average Principal Salary (ES)	\$110,150	\$125,150
Average Principal Salary (MS)	\$125,091	\$129,394
Average Principal Salary (HS)		\$122,053
Superintendent Salary	\$203,231	\$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	34.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Our district relies on federal funding under Title I, Title II, and Title III of the Every Student Succeeds Act (ESSA). The purpose of these funds is to assist districts in closing the educational gap of special populations and providing resources, professional development, and materials to improve instruction. For a more detailed analysis of services funded, refer to the LUSD LCAP on our website at <https://www.lusd.net/domain/1503>

In addition, each year each school's School Site Council (SSC) develops a School Plan for Student Achievement (SPSA). The SSC at Lakeview is comprised of the principal, teachers, staff, and parents who share the goal of improving our school and our students' performance. The California Department of Education describes the SPSA as the "plan of action to improve student academic performance by coordinating all educational services and resources."

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7682	0	7682	68961
District	N/A	N/A	7813	\$76,958
State	N/A	N/A	\$7,750	\$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-1.7	-11.0
School Site/ State	-0.9	-15.5

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

The SPSA is developed by reviewing site-specific student demographic, achievement, outcome, and perception data and developing an improvement process. The SSC is the decision-making body responsible for gathering input from the staff and the parent community about school goals and establishing a plan for accomplishing those goals. The SSC reviews, modifies, and monitors implementation of the plan and establishes a budget for proposed expenditures to support the specified goals. SPSAs are reported to the LUSD Board of Trustees annually and is available through the following link: <https://www.lsusd.net/Domain/391>

Lakeview elementary school operates from several different financial categories. The largest group of monies at our school is our LCFF funds. These are funds provided to schools by the state. These monies are used with input from the School Site Council for supplies, equipment, programs, technologies, and professional development that are servicing the general population of students in a regular classroom setting. We provide professional learning on research-based best practices in the core instructional areas through the use of Professional Learning Communities (PLCs). Personnel costs include additional substitute teachers to support teacher release time. Supplemental materials to address needs were also purchased to support English/Language Arts, Mathematics, Science, Technology, English Language Development, Social-Emotional Supports and School/Community Partnerships.

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.