

# Lakeview Elementary School

## 2021 School Accountability Report Card



### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Lakeview Elementary School
<b>Street</b>	9205 Lakeview Rd.
<b>City, State, Zip</b>	Lakeside, CA 92040
<b>Phone Number</b>	619.390.2652
<b>Principal</b>	Staci Arnold
<b>Email Address</b>	sarnold@lsusd.net
<b>School Website</b>	www.lsusd.net/lv
<b>County-District-School (CDS) Code</b>	37681896038368

## 2021-22 District Contact Information

<b>District Name</b>	Lakeside Union Elementary School District
<b>Phone Number</b>	619.390.2600
<b>Superintendent</b>	Dr. Rhonda Taylor
<b>Email Address</b>	rtaylor@lsusd.net
<b>District Website Address</b>	www.lsusd.net

## 2021-22 School Overview

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

## 2021-22 School Overview

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 this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	92
Grade 1	126
Grade 2	95
Grade 3	116
Grade 4	116
Grade 5	110
Total Enrollment	655

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.7
Male	47.3
American Indian or Alaska Native	0.8
Asian	0.5
Black or African American	0.8
Filipino	0.8
Hispanic or Latino	27.2
Native Hawaiian or Pacific Islander	0.5
Two or More Races	2.6
White	67
English Learners	3.1
Foster Youth	0.3
Socioeconomically Disadvantaged	34.4
Students with Disabilities	19.7

### 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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

11/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Reading: Wonders, McGraw-Hill; adopted in 2013  Maravillas, McGraw-Hill; adopted in 2015	Yes	0
<b>Mathematics</b>	Everyday Math, McGraw-Hill; adopted in 2015  Matematicas Diarias, McGraw-Hill adopted in 2015	Yes	0
<b>Science</b>	Discovery Works (K-3), Houghton Mifflin; adopted in 2003  Science California 2007 (4-5), Houghton Mifflin; adopted in 2009  Full Option Science System, Delta Education  Science and Technology for Children, Carolina Biological	Yes	0
<b>History-Social Science</b>	History Social Science for California, Scott Foresman; adopted in 2006	Yes	0
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)			

## School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

8/27/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			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.
<b>Interior:</b> Interior Surfaces			X	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.

## School Facility Conditions and Planned Improvements

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 AIR FRESHENER.

14. TRIP HAZARD AT ASPHALT/RAMP SEAM.

FOOD SERVICE: 4. CEILING TILE IS TORN. 7. HALF OF LIGHTS ARE NOT TURNING ON.



## School Facility Conditions and Planned Improvements

			<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>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		<p>12: 5. GROWTH ON DRINKING FOUNTAIN MOUTHGUARD.</p>

## School Facility Conditions and Planned Improvements

			<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>15: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>20: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>21: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 6. ANTS ARE PRESENT.</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>BOYS REST ROOM: 4. STALL PARTITION IS RUSTED. 5. COVE BASE AND FLOORING ARE VERY DIRTY. 15. DOOR SLAMS SHUT.</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>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>PE STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>WORKROOM: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
Electrical		X	<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</p>

## School Facility Conditions and Planned Improvements

			<p>TILES ARE BROKEN. 6. ANTS ARE PRESENT. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 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>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	<p>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.</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>16: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 9. FAUCET HAS A LOW FLOW.</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</p>

## School Facility Conditions and Planned Improvements

			<p>CHECK LIGHTING DUE TO TEACHER ZOOM). 9. FAUCET HAS A LOW FLOW.</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>8: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>BOYS REST ROOM: 9. SINK CAPS ARE MISSING.</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.</p> <p>14. TRIP HAZARD AT ASPHALT/RAMP SEAM.</p> <p>HEALTH OFFICE: 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET HAS A LOW FLOW.</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>LOUNGE: 9. FAUCET LEAKS AT HANDLE.</p> <p>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.</p> <p>P5: 9. FAUCET HAS A LOW FLOW.</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	X		<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>

## School Facility Conditions and Planned Improvements

			<p>ESS: 4. WALL PAPER IS TORN. RUBBER MOLDING IS MISSING. FLOOR TILE IS BROKEN. 9. FAUCET LEAKS AT HANDLE. 10. PLUG IN AIR 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>
<b>Structural:</b> Structural Damage, Roofs	X		<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. 10: 13. DRY ROT ON FACIA.</p> <p>3: 4. CEILING TILES ARE BROKEN. RUBBER MOLDING IS MISSING/TORN. 13. DRY ROT ON FACIA (ENTIRE WING)</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>

## School Facility Conditions and Planned Improvements

			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.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>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.</p> <p>BOYS REST ROOM: 4. STALL PARTITION IS RUSTED. 5. COVE BASE AND FLOORING ARE VERY DIRTY. 15. DOOR SLAMS SHUT.</p> <p>ESS: 4. WALL PAPER IS TORN. RUBBER MOLDING IS MISSING. FLOOR TILE IS BROKEN. 9. FAUCET LEAKS AT HANDLE. 10. PLUG IN AIR FRESHENER. 14. TRIP HAZARD AT ASPHALT/RAMP SEAM.</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>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>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.</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/HOLE ON RAMP.</p> <p>PLAY COURTS: 14. TRIP HAZARD AT ASPHALT/RAMP SEAM TO UPPER LEVEL.</p>

## 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).

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

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	346	NT	NT	NT	NT
<b>Female</b>	189	NT	NT	NT	NT
<b>Male</b>	157	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	94	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	237	NT	NT	NT	NT
<b>English Learners</b>	13	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	46	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	97	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	346	NT	NT	NT	NT
Female	189	NT	NT	NT	NT
Male	157	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	94	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	237	NT	NT	NT	NT
English Learners	13	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	46	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	97	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	394	394	100	0	58%
Female	221	221	100	0	57%
Male	173	173	100	0	57%
American Indian or Alaska Native	6	6	100	0	67%
Asian	0	0	100	0	n/a

<b>Black or African American</b>	2	2	100	0	50%
<b>Filipino</b>	4	4	100	0	75%
<b>Hispanic or Latino</b>	110	110	100	0	60%
<b>Native Hawaiian or Pacific Islander</b>	3	3	100	0	33%
<b>Two or More Races</b>	3	3	100	0	33%
<b>White</b>	266	266	100	0	57%
<b>English Learners</b>	13	13	100	0	54%
<b>Foster Youth</b>	0	0	100	0	n/a
<b>Homeless</b>	0	0	100	0	n/a
<b>Military</b>	12	12	100	0	58%
<b>Socioeconomically Disadvantaged</b>	122	122	100	0	55%
<b>Students Receiving Migrant Education Services</b>	0	0	100	0	n/a
<b>Students with Disabilities</b>	107	107	100	0	37%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>NWEA MAP Student Groups</b>	<b>NWEA MAP Total Enrollment</b>	<b>NWEA MAP Number Tested</b>	<b>NWEA MAP Percent Tested</b>	<b>NWEA MAP Percent Not Tested</b>	<b>NWEA MAP Percent At or Above Grade Level</b>
<b>All Students</b>	344	344	100	0	43%
<b>Female</b>	187	187	100	0	39%
<b>Male</b>	157	157	100	0	47%
<b>American Indian or Alaska Native</b>	5	5	100	0	80%
<b>Asian</b>	0	0	100	0	n/a
<b>Black or African American</b>	2	2	100	0	0%
<b>Filipino</b>	4	4	100	0	50%
<b>Hispanic or Latino</b>	93	93	100	0	40%
<b>Native Hawaiian or Pacific Islander</b>	2	2	100	0	50%
<b>Two or More Races</b>	2	2	100	0	50%
<b>White</b>	34	34	100	0	43%
<b>English Learners</b>	12	12	100	0	8%
<b>Foster Youth</b>	0	0	100	0	n/a
<b>Homeless</b>	0	0	100	0	n/a
<b>Military</b>	10	10	100	0	40%
<b>Socioeconomically Disadvantaged</b>	106	106	100	0	38%
<b>Students Receiving Migrant Education Services</b>	0	0	100	0	n/a

<b>Students with Disabilities</b>	96	96	100	0	13%
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\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	109	NT	NT	NT	NT
<b>Female</b>	55	NT	NT	NT	NT
<b>Male</b>	54	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	22	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	82	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	18	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	30	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

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 has had to modify our protocols to address the health risks brought on by the 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 so that we can quickly and effectively make contact with students who are not actively participating in educational opportunities throughout the week while quarantined due to a positive Covid-19 test result or exposure/close contact with a positive Covid-19 individual.

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 in October 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. In a non-pandemic year, 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

## 2021-22 Opportunities for Parental Involvement

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.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	708	694	70	10.1
Female	367	364	33	9.1
Male	341	330	37	11.2
American Indian or Alaska Native	8	8	1	12.5
Asian	3	3	0	0.0
Black or African American	6	6	0	0.0
Filipino	5	5	1	20.0
Hispanic or Latino	191	188	22	11.7
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	20	17	0	0.0
White	472	464	45	9.7
English Learners	26	23	9	39.1
Foster Youth	2	2	1	50.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	248	243	46	18.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	158	158	24	15.2

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

#### Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.82	0.00	3.01	0.42	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	1.96	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2021-22 School Safety Plan

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 and updated 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. Our 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



## 2021-22 School Safety Plan

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 conducts a "soft screen" all students prior to entering the classroom. If a student presents Covid symptoms, they are sent to the Health Office for further screening
- \* The sharing of student materials such as crayons, pencils, scissors or manipulatives are minimized to the greatest extent possible
- \* 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 is communicated to parents and staff each time it is updated and is strictly enforced
- \* Building air filters are changed out every three months
- \* Additional Campus Student Supervisors have been added to assist ensure students have an opportunity to get fresh air and exercise without classroom cohorts intermingling

Lakeview's Comprehensive School Safety Plan was reviewed with our School Site council 12/2021

### 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.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	25		5	
1	26		4	
2	25		5	
3	24		6	
4	25		4	
5	26		5	
6				

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

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		5	
1	30		3	1
2	24		5	
3	24		5	
4	24	2	3	
5	29		4	
6				
Other	24		1	

## 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	15	4	2	
1	16	6	2	1
2	14	5	2	
3	17	5	2	
4	19	2	4	
5	16	3	4	
6				

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	655

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	1
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	7682	0	7682	68961
<b>District</b>	N/A	N/A	7813	\$76,196
<b>Percent Difference - School Site and District</b>	N/A	N/A	-1.7	-10.0
<b>State</b>			\$8,444	\$82,431
<b>Percent Difference - School Site and State</b>	N/A	N/A	-9.5	-17.8

## 2020-21 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.lsusd.net/domain/1503>. Currently, Lakeview does not qualify for Title I funding.

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." 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's School Site Council reviewed and approved our SPSA on October 18, 2021.

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 for the purpose of data collection, alignment & calibration work, and grade level collaboration. Supplemental materials to address site identified academic and social emotional goals were also purchased to support English/Language Arts, Mathematics, Science, Technology, English Language Development, Social-Emotional Supports and School/Community Partnerships.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$49,706	\$51,450
<b>Mid-Range Teacher Salary</b>	\$73,960	\$80,263
<b>Highest Teacher Salary</b>	\$110,824	\$101,012
<b>Average Principal Salary (Elementary)</b>	\$115,487	\$128,082
<b>Average Principal Salary (Middle)</b>	\$134,089	\$132,453
<b>Average Principal Salary (High)</b>	\$0	\$134,792
<b>Superintendent Salary</b>	\$207,296	\$197,968
<b>Percent of Budget for Teacher Salaries</b>	35%	34%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

This year our district has engaged in professional development around Curriculum and Standards Alignment. Teachers have received extensive training and collaboration time on both Alignment & Calibration as well as the development of performance tasks to monitor students' growth and progress. LUSD offers two district-wide professional development days as well as four district-wide professional learning community days. In addition to professional growth opportunities around curriculum alignment, teachers also received training on MTSS supports, utilization of our universal screener, strategies for analyzing achievement data (NWEA MAP, DIBELS, IDLE, etc.) targeted intervention strategies and online programs and resources such as Imagine Language & Literacy, Imagine Math, Imagine Español, Explode the Code, Achieve the Core, etc. This year our district also adopted a new student information system called Infinite Campus. Teachers have also received professional development on the various tools and options within Infinite Campus such as acquisition of student information, data entry, grade book management, attendance, report cards, reporting student behavior data, etc.

Lakeview believes in making decisions for staff development based on multiple forms of student achievement data. A variety of assessments including SBAC, NWEA MAP data, district benchmarks, adopted curricular assessments, and site-based formative assessments have led Lakeview to pursue professional development in several areas. All Lakeview teachers have previously 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. 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.

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.

LUSD focused on mathematics as a professional development goal in response to low performance scores on the CAASPP

Professional Development

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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	12	10	12

Lakeside Union Elementary School District  
2020-21 Local Accountability Report Card (LARC) Addendum

## Local Accountability Report Card (LARC) Addendum

### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

<b>District Name</b>	Lakeside Union Elementary School District
<b>Phone Number</b>	619.390.2600
<b>Superintendent</b>	Dr. Rhonda Taylor
<b>Email Address</b>	rtaylor@lsusd.net
<b>District Website Address</b>	www.lsusd.net

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	3030	27	0.89	99.11	3.70
<b>Female</b>	1544	9	0.58	99.42	--
<b>Male</b>	1485	18	1.21	98.79	0.00
<b>American Indian or Alaska Native</b>	46	0	--	100.00	--
<b>Asian</b>	56	2	3.57	96.43	--
<b>Black or African American</b>	89	1	1.12	98.88	--
<b>Filipino</b>	44	0	0.00	100.00	--
<b>Hispanic or Latino</b>	1027	7	0.68	99.32	--
<b>Native Hawaiian or Pacific Islander</b>	20	1	5.00	95.00	--
<b>Two or More Races</b>	117	1	0.85	99.15	--
<b>White</b>	1631	15	0.92	99.08	6.67
<b>English Learners</b>	227	2	0.88	99.12	--
<b>Foster Youth</b>	15	0	0.00	100.00	--
<b>Homeless</b>	22	2	9.09	90.91	--
<b>Military</b>	190	3	1.58	98.42	--
<b>Socioeconomically Disadvantaged</b>	695	4	0.58	99.42	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	611	27	4.42	95.58	3.70



## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	3030	26	0.86	99.14	0.00
<b>Female</b>	1544	9	0.58	99.42	--
<b>Male</b>	1485	17	1.14	98.86	0.00
<b>American Indian or Alaska Native</b>	46	0	--	100.00	--
<b>Asian</b>	56	2	3.57	96.43	--
<b>Black or African American</b>	89	1	1.12	98.88	--
<b>Filipino</b>	44	0	0.00	100.00	--
<b>Hispanic or Latino</b>	1027	7	0.68	99.32	--
<b>Native Hawaiian or Pacific Islander</b>	20	1	5.00	95.00	--
<b>Two or More Races</b>	117	1	0.85	99.15	--
<b>White</b>	1631	14	0.86		0.00
<b>English Learners</b>	227	2	0.88	99.12	--
<b>Foster Youth</b>	15	0	0.00	100.00	--
<b>Homeless</b>	22	2	9.09	90.91	--
<b>Military</b>	190	3	1.58	98.42	--
<b>Socioeconomically Disadvantaged</b>	695	4	0.58	99.42	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	611	26	4.26	95.74	0.00

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

