

# LAKESIDE UNION SCHOOL DISTRICT

Office of the Superintendent  
12335 Woodside Avenue  
Lakeside, California 92040  
(619) 390-2600

**Audience:**

Meeting ID: 947 9256 2765  
Dial In: 1 (669) 900-6833  
Meeting Password: 947175

**January 26, 2023**  
**Open Session: 5:30 p.m.**

## **NOTICE OF THE SPECIAL MEETING OF THE BOARD OF TRUSTEES**

### ***Agenda and Notes***

**A. CALL TO ORDER, ROLL CALL, AND PLEDGE OF ALLEGIANCE**

**B. OPPORTUNITY FOR MEMBERS OF THE PUBLIC TO ADDRESS THE BOARD ON ANY ITEM DESCRIBED IN THIS NOTICE (GOVERNMENT CODE SECTION 54954.3) Public Comment Form**

Opportunity for Members of the Public to address the Board on any item on the agenda. In the interest of time and order, presentations from the public are limited to four (4) minutes per person. An individual speaker's allotted time may not be increased by a donation of time from members of the public in attendance. If you wish to speak under Public Comment or Public Hearings, follow the directions for speaking to agenda items as listed above.

**C. ITEMS OF BUSINESS**

1. **Approval** is requested of the 2021-22 School Accountability Report Cards (SARC's) for all Lakeside Union School District sites. The California Department of Education requires school boards to approve prior to the publishing deadline of February 1.
2. **Approval** is requested of the following lecturer/performer agreements for the Stolen event on January 19, 2023: A) Susan Johnson; B) Marjorie Saylor; C) Kathi Torres; and D) Keelin Washington.

**D. ADJOURNMENT**

Respectfully Submitted,

Rhonda L. Taylor, Ed.D.  
Superintendent

# LAKE SIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** 1/26/23

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**Agenda Item:**

2021-2022 School Accountability Report Cards (SARC)

**Background (Describe purpose/rationale of the agenda item):**

State and federal law requires all schools receiving funding to publish a SARC. The purpose of the SARC is to provide parents and the community with important information about each school including: demographic data, school safety and climate for learning information, academic data, school completion rates, class sizes, teacher and staff information, and fiscal and expenditure data. The California department of Education requires school board approval before the publishing deadline of 2/1/23.

For active public schools, the teacher/pupil data will be uploaded onto the electronic SARC once it is released and made available by the CDE. Nonpublic nonsectarian schools are expected to input the information in the teacher data tables since the CDE does not have access to this data for these school types. The CDE populated data is information that the public schools/local educational agencies (LEAs) provided to the CDE during the school year. As of the 2021-2022 school year, LEAs are now required to populate their own Physical Fitness Test Participation Percentages.

**Fiscal Impact (Cost):**

N/A

**Funding Source:**

N/A

**Recommended Action:**

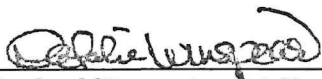
- |   |  |
|---|--|
| <input type="checkbox"/> <b>Informational</b>       | <input type="checkbox"/> <b>Denial/Rejection</b>                                       |
| <input type="checkbox"/> <b>Discussion</b>          | <input type="checkbox"/> <b>Ratification</b>   |
| <input checked="" type="checkbox"/> <b>Approval</b> | <input type="checkbox"/> <b>Explanation:</b> <a href="#">Click here to enter text.</a> |
| <input type="checkbox"/> <b>Adoption</b>            |  |

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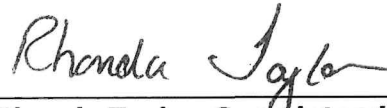
**Originating Department/School:** Ed Services

**Submitted/Recommended By:**

**Approved for Submission to the Governing Board:**



Principal/Department Head Signature



Dr. Rhonda Taylor, Superintendent

**Reviewed by Cabinet Member**

# Lakeside Union Alternative Education "DREAM Academy"

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

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

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

<b>School Name</b>	Lakeside Union Alternative Education "DREAM Academy"
<b>Street</b>	11838 Valle Vista Rd.
<b>City, State, Zip</b>	Lakeside, CA 92040
<b>Phone Number</b>	(619)390-2634
<b>Principal</b>	Brooke Dexheimer
<b>Email Address</b>	bdexheimer@lsusd.net
<b>School Website</b>	<a href="https://www.lsusd.net/dream-academy/">https://www.lsusd.net/dream-academy/</a>
<b>County-District-School (CDS) Code</b>	37 68189 6107742

## 2022-23 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

## 2022-23 School Overview

DREAM Academy is a TK through 8th grade independent study school serving students in the San Diego area and is located in Lakeside, California. We offer the opportunity to be a part of an innovative school district when attending a traditional school is not the ideal option. DREAM Academy empowers students and their parents with independent learning tailored to meet our students' needs. Together, we build competence, critical thinking, creativity, and communication in all learners by providing unique learning opportunities structured at home and school in tutoring groups and small classes. DREAM Academy reflects Lakeside Union School District's commitment to academic excellence, a rich and varied curriculum, and innovative learning while focusing on our board goals of promoting academic achievement, socio-emotional well-being, and physical environments that support student learning.

DREAM Academy provides the ideal learning environment for our students who prefer learning at their own individual pace, and in small groups. We are not guided by bells, so students can create a schedule that will allow them to study at a time and pace that better fits their family's needs, while also participating in synchronous and asynchronous instruction. Additionally, DREAM Academy students have the opportunity to come to campus for in-person learning three times a week.

In-person days are enrichment days where students engage in project-based learning centered around design, research, engineering, agriculture, and mechanics.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
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2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

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

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

## 2021-22 Teacher Preparation and Placement

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

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

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

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

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

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

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)		
<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)		

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

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

DREAM Academy is home to LUSD's independent study program. Using the Edgenuity curriculum platform, our teachers partner with parents to empower them to serve as learning coaches as students work their way through the Edgenuity curriculum. In addition to rigorous standards-based curriculum, students receive differentiated instruction, enrichment, and intervention, as well as project-based learning. DREAM Academy utilizes technology as a tool to promote critical thinking and discovery. The use of an online program makes learning accessible to each student seven days a week. Every teacher exemplifies best teaching practices as masters in our crafts, while staying committed to continual improvement and professional development. All TK-8th grade students are provided with a home Chromebook or iPad, pre-loaded with standards-based learning content and language arts and mathematics enrichment. At DREAM Academy, we work with each student and family to cultivate an awareness and respect for ourselves first and then other cultures, empowering students to see themselves as important contributors to our global society.

Year and month in which the data were collected 11/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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<b>Reading/Language Arts</b>	Edgenuity (2021)	Yes	0
<b>Mathematics</b>	Edgenuity (2021)	Yes	0
<b>Science</b>	Edgenuity (2021)	Yes	0
<b>History-Social Science</b>	Edgenuity (2021)	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

The school was built in the early 1960s and has seen several programs on campus in the last 15 years. Eucalyptus Hills became the designated site to house LUSD's TK program eight years ago. TK recently moved and DREAM Academy solely occupies the campus this year. The buildings and restrooms are clean and well-equipped. We have a small playground with new equipment added last year and a large grassy field that is completely fenced in. Some issues still need to be addressed, including the trip hazard posed by tree roots pushing the asphalt near the lunch area. The bathrooms are built for TK, and our school is Tk-8 grade.

To determine the condition of our facilities, our district sent experts to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Eucalyptus Hills received an overall FIT score of good.

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

12/13/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	2: 4. WATER DAMAGE TO SINK SPLASH GUARD. 4: 4. FORMICA IS CHIPPING ON COUNTERTOP. WATER DAMAGE TO SINK COUNTERTOP. 6: 4. WATER DAMAGE TO SINK SPLASH GUARD. 11. PAINT IS PEELING ON THE EAVES AND DOOR. 12. DRY ROT ON EAVES. ADMIN: 4. CARPET IS WORN AT ENTRY. BOYS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. 5. COVE BASE IS VERY DIRTY/UNKEPT. FOOD SERVICE: 4. LINOLEUM FLOORING IS CRACKING ALONG COVE BASE.



## School Facility Conditions and Planned Improvements

				GIRLS REST ROOM: 4. TWO STALL DOORS ARE BROKEN/WOBBLY. 8. TOILETS ARE NOT FLUSHING PROPERLY.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			BOYS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. 5. COVE BASE IS VERY DIRTY/UNKEPT.
<b>Electrical</b>	X			GIRLS REST ROOM: 4. TWO STALL DOORS ARE BROKEN/WOBBLY. 8. TOILETS ARE NOT FLUSHING PROPERLY.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		GIRLS REST ROOM: 4. CEILING TILES ARE LOOSE. TWO STALL DOORS ARE BROKEN/WOBBLY. 5. COVE BASE IS VERY DIRTY/UNKEPT. 7. LIGHT COVER IS MISSING AT ENTRY. 8. TOILETS ARE NOT FLUSHING PROPERLY.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			6: 4. WATER DAMAGE TO SINK SPLASH GUARD. 11. PAINT IS PEELING ON THE EAVES AND DOOR. 12. DRY ROT ON EAVES.
<b>Structural:</b> Structural Damage, Roofs	X			6: 4. WATER DAMAGE TO SINK SPLASH GUARD. 11. PAINT IS PEELING ON THE EAVES AND DOOR. 12. DRY ROT ON EAVES.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			COVERED LUNCH AREA: 14. TRIP HAZARDS. PARKING LOTS: 14. TRIP HAZARDS AT ASPHALT/CEMENT SEAMS ALONG PULL THROUGH.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

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

#### Options

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

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

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

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

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

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

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

## CAASPP Test Results in Science for All Students

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

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

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

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

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

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

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

DREAM Academy is an Independent study program where the parents are the learning coaches, and the teachers are the support providers. Parents are our students' first teachers and a vital component of our academic success. Parent volunteers provide invaluable support to our teachers and students.

On-campus and school-wide involvement include, but are not limited to:

- School Site Council (filled by an election).
- Quarterly transformations
- Room Parents
- Field trips
- Social Event Coordination

Additionally, we keep our parents informed weekly about upcoming events, district updates, and school, and classroom news. We are always looking for new ways to partner with our DREAM Academy families!



## 2021-22 Chronic Absenteeism by Student Group

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

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

## 2021-22 Suspensions and Expulsions by Student Group

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

## 2022-23 School Safety Plan

The safety of our students and staff is of utmost importance on our DREAM Academy campus. Secure gates, traffic flow, mandated visitor sign-in, lunch/recess rotations, drop-off, and pick-up procedures are all determined with school safety in mind. DREAM Academy partners with local fire and law officials to conduct simulations of safety and emergency protocols and for consultation as part of the School Safety plan. Our School Site Council annually reviews the School Safety Plan, which is a comprehensive plan that guides all school community members in the event of a school emergency. The School Safety Plan is revised and reviewed by the DREAM Academy Staff members at the beginning of each school year. Staff members and students practice the safety procedures outlined in the School Safety Plan to effectively and immediately respond to natural disasters, and threats. Safety has been a priority conversation with all community members this school year. We have monthly safety drills where we practice the procedures outlined in our safety plan.

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

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

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

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

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

## 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				
1				
2				
3				
4				
5				
6				

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

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

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

## 2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

## 2021-22 Student Support Services Staff

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

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	4991	0	4991	62839
District	N/A	N/A	7813	
Percent Difference - School Site and District	N/A	N/A	-44.1	-19.2
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-51.4	-27.0

## 2021-22 Types of Services Funded

Site funds are used to ensure quality in developing mastery of the Common Core State Standards, including access books used at home with the students, plus the instructional materials used in our in-person learning opportunities. Unrestricted funding is utilized for professional development and for our unique homeschool support resources as we guide parents in understanding grade-level content standards and supply and support with a wealth of ways to instruct one-on-one at home.

## 2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## Professional Development

As a new independent study school in our district, our professional development at the site level has been centered on collaboration to build the best new model of an independent study school to meet the wide variety of needs of our student population who have chosen this unique school. Teachers are developing their professional skills by sharing their expertise with other professionals in multiple settings within our school and district. We utilize our technology TOSA to train and support us in utilizing all student apps loaded onto the student iPads and Chromebooks. DREAM Academy teachers received SEL training from our multi-tiered system of support-coach to implement our MTSS system of supports and interventions by collecting data to ensure no student is overlooked or left behind. DREAM Academy teachers received professional development on administering the SEL screener to all students in TK-8th grade. Our professional development has also been centered on determining our strengths and limitations as we connect with and serve our students and their families, acknowledging that different teachers may connect with students in a powerful way even though that student is not on their class roster. Therefore, we have continued to partner in our learning to embrace a model that all DREAM Academy students are "our students."

As we implement Project Based Learning(PBL) as our focus for in-person learning day, teachers receive professional development centered around PBL and have the opportunity to visit PBL schools to observe how an established program uses PBL.

Through our joint district-union Teacher Evaluation, staff is provided a teacher-growth model to reflect and build on their teaching. Through this process, instructional leaders support teachers through formal and informal observations, instructional walk-throughs, teacher/admin reflections, and PD support is provided in various layers to meet individual teacher needs. Additionally, our district is committed to weekly PLCs, allowing teachers to collaborate, analyze data, and plan instruction according to CCSS and student needs. Various formative & summative assessments and teacher observations drive our professional learning and collaborations.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

# Lakeside Farms Elementary School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



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

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



## 2022-23 School Contact Information

<b>School Name</b>	Lakeside Farms Elementary School
<b>Street</b>	11915 Lakeside Ave
<b>City, State, Zip</b>	Lakeside, CA 92040-0578
<b>Phone Number</b>	(619) 390-2646
<b>Principal</b>	Jim Rosa
<b>Email Address</b>	jrosa@lsusd.net
<b>School Website</b>	<a href="https://www.lsusd.net/Domain/299">https://www.lsusd.net/Domain/299</a>
<b>County-District-School (CDS) Code</b>	37681896038343

## 2022-23 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

## 2022-23 School Overview

The Lakeside Farms staff will provide an enjoyable place for all students to achieve a comprehensive curriculum integrating ARTS, HUMANITIES and The SCIENCES.

All staff will take responsibility for students' academic, emotional, physical, and social success.

At Lakeside Farms, we take pride in providing an outstanding education for our students. Our mission is to make each day a day of learning and growth for every child. Below are some areas of Cougar Pride:

Lakeside Farms was honored as a California Distinguished School in February of 2020. We were also named a 2010-2014 California Distinguished School under the Older California Assessment model. Less than eight (8) percent of elementary schools in the state of California received this prestigious award.

Lakeside Farms was named an Honor Roll School by the Campaign for Business and Educational Excellence (CBEE) for 2014, 2015 and once again for 2016. Each year, CBEE presents this award to individual schools that have excelled in raising student achievement and closing achievement gaps.

Our students continue to achieve academically under the new California Assessment of Student Performance and Progress (CAASPP) System.

We have well-rounded Arts programs with a variety of opportunities for our students. In addition to the arts instruction provided by the classroom teachers, our students benefit from the following additional programs: K - Exploratory Art Introduction , 1st grade - Choral Music, 2nd grade - visual arts, 3rd grade - flutophones, 4th grade - square dancing, and 5th grade - dance. Also, we offer band and orchestra to interested 5th grade students.

The Lakeside Farms PTA offers a variety of enjoyable activities for our parents and students including our Halloween Carnival, Family Reading Night, Turkey Trot and many more activities. Our PTA is also proud to have transitioned to non food-based fundraisers such as our Jog-a-thon. Our PTA provides funds for student programs, field trips and assemblies during the year.

The San Diego County Board of Supervisors recognized our school with Lakeside Farms Day in the county in recognition of our programs, awards, and student success.

## 2022-23 School Overview

Jim Rosa, PRINCIPAL.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
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### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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## A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

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

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

## 2021-22 Teacher Preparation and Placement

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

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

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

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

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

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

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)		
<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)		

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

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

On October 13, 2022 the Lakeside Union School District Board of Trustees verified by resolution that each student at Lakeside Farms 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	10/2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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 2002  Science California (4-5), Houghton Mifflin; adopted in 2007  Full Option Science System  Science and Technology for Children	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 (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

Students and staff take pride in the appearance of Lakeside Farms and it shows. Partnering with our District Maintenance team and our student led, "Cougar Cleaners," our grounds are well-maintained and our school is proud of its appearance.

We work hand-in-hand with our Maintenance Department to report any needs. These needs are always handled quickly and efficiently.

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**

12/13/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		10: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FIVE LIGHT PANELS ARE OUT. 12: 4. CEILING TILE IS LOOSE.

## School Facility Conditions and Planned Improvements

			<p>ESS: 4. WATER DAMAGE TO SINK CABINET. 7. ETHERNET COVER IS MISSING. 15. WINDOW SCREENS ARE MISSING.</p> <p>MPR: 4. CEILING AND WALL TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT.</p> <p>P1: 4. WATER DAMAGE TO SINK CABINET DOOR. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON RAMP RAILING. 12. EXTERIOR WALL IS RUSTED. 14. TRIP HAZARD ON WALKWAY AT GATE.</p> <p>P5: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. 15. WINDOW SCREEN IS MISSING.</p> <p>P8: 4. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. 15. WINDOW SCREENS ARE MISSING.</p> <p>P9: 4. WALL PAPER IS TORN. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY.</p> <p>SPEECH: 4. CEILING TILE IS TORN.</p> <p>STAGE: 4. CEILING TILES HAVE WATER STAINS.</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SIX LIGHT PANELS ARE OUT. 12. CRACKS IN INTERIOR WALL.</p> <p>16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL.</p> <p>17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL.</p> <p>19: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT.</p> <p>5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT.</p> <p>6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL.</p> <p>7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL.</p>

## School Facility Conditions and Planned Improvements

				P13: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. BURNING CANDLE AND BURNED CANDLE PRESENT IN CLASSROOM.
Electrical			X	<p>10: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FIVE LIGHT PANELS ARE OUT.</p> <p>13: 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES. 12. CRACK IN INTERIOR WALL ABOVE DOOR.</p> <p>14: 7. FIVE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES (ENTIRE WING). PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN INTERIOR WALL. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM (ENTIRE WING).</p> <p>15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SIX LIGHT PANELS ARE OUT. 12. CRACKS IN INTERIOR WALL.</p> <p>16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL.</p> <p>17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL.</p> <p>18: 7. THREE LIGHT PANELS ARE OUT.</p> <p>19: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT.</p> <p>3: 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES AND EXTERIOR WALL. 12. CRACK IN WALL ABOVE DOOR. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.</p> <p>4: 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET HAS HIGH PRESSURE FLOWING AT BASIN. 12. CRACK IN INTERIOR WALL.</p> <p>5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT.</p> <p>6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL.</p> <p>7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL.</p> <p>9: 7. ONE LIGHT PANEL IS OUT.</p>



			<p>ELECTRICAL: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANEL.</p> <p>ESS: 4. WATER DAMAGE TO SINK CABINET. 7. ETHERNET COVER IS MISSING. 15. WINDOW SCREENS ARE MISSING.</p> <p>K2: 7. TWO LIGHT PANELS ARE OUT (TEACHER CHOICE). 9. FAUCET IS LOOSE AT THE BASE. SINK CAP IS DETERIORATING. 11. PAINT IS PEELING ON EXTERIOR DRINKING FOUNTAIN BASIN AND EAVES.</p> <p>MPR: 4. CEILING AND WALL TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT.</p> <p>P1: 4. WATER DAMAGE TO SINK CABINET DOOR. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON RAMP RAILING. 12. EXTERIOR WALL IS RUSTED. 14. TRIP HAZARD ON WALKWAY AT GATE.</p> <p>P12: 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON RAMP RAILING.</p> <p>P13: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. BURNING CANDLE AND BURNED CANDLE PRESENT IN CLASSROOM.</p> <p>P2: 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON BUILDING SKIRTING AND EAVES.</p> <p>P3: 7. TWO LIGHT PANELS ARE OUT. 15. WINDOW SCREEN IS MISSING.</p> <p>P4: 7. ONE LIGHT PANEL IS OUT. ETHERNET COVERS ARE MISSING. 12. DRY ROT ON SIDING. 15. WINDOW SCREEN IS MISSING.</p> <p>P5: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. 15. WINDOW SCREEN IS MISSING.</p> <p>P7: 7. ONE LIGHT DIFFUSER IS MISSING. 11. PAINT IS PEELING ON FACIA. 12. HOLE IN RAMP SKIRTING. DRY ROT ON SIDING TRIM. 15. WINDOW SCREENS ARE MISSING.</p> <p>P8: 4. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. 15. WINDOW SCREENS ARE MISSING.</p> <p>PSYCH/ TESTING: 7. ELECTRICAL COVER IS MISSING.</p>
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## School Facility Conditions and Planned Improvements

				<p>S1: 7. TWO LIGHT PANELS ARE OUT. 10. PLUG IN CANDLE WARMER.</p> <p>S3: 7. THREE LIGHT PANELS ARE OUT. 10. PLUG IN CANDLE WARMER.</p> <p>STAFF LOUNGE: 7. ONE LIGHT PANEL IS OUT. SURGE PROTECTORS ARE DAISY CHAINED.</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			<p>4: 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET HAS HIGH PRESSURE FLOWING AT BASIN. 12. CRACK IN INTERIOR WALL.</p> <p>BOYS REST ROOM: 9. SINK CAPS ARE MISSING.</p> <p>K2: 7. TWO LIGHT PANELS ARE OUT (TEACHER CHOICE). 9. FAUCET IS LOOSE AT THE BASE. SINK CAP IS DETERIORATING. 11. PAINT IS PEELING ON EXTERIOR DRINKING FOUNTAIN BASIN AND EAVES.</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	X			<p>13: 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES. 12. CRACK IN INTERIOR WALL ABOVE DOOR.</p> <p>14: 7. FIVE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES (ENTIRE WING). PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN INTERIOR WALL. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM (ENTIRE WING).</p> <p>17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL.</p> <p>3: 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES AND EXTERIOR WALL. 12. CRACK IN WALL ABOVE DOOR. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.</p> <p>K2: 7. TWO LIGHT PANELS ARE OUT (TEACHER CHOICE). 9. FAUCET IS LOOSE AT THE BASE. SINK CAP IS DETERIORATING. 11. PAINT IS PEELING ON EXTERIOR DRINKING FOUNTAIN BASIN AND EAVES.</p> <p>P1: 4. WATER DAMAGE TO SINK CABINET DOOR. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON RAMP RAILING. 12. EXTERIOR WALL IS RUSTED. 14. TRIP HAZARD ON WALKWAY AT GATE.</p>

## School Facility Conditions and Planned Improvements

			<p>P12: 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON RAMP RAILING.</p> <p>P13: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. BURNING CANDLE AND BURNED CANDLE PRESENT IN CLASSROOM.</p> <p>P14: 10. BURNED CANDLE IS PRESENT IN ROOM. 15. DOOR IS BENT. HOLES IN DOOR. WINDOW SCREENS ARE MISSING.</p> <p>P7: 7. ONE LIGHT DIFFUSER IS MISSING. 11. PAINT IS PEELING ON FACIA. 12. HOLE IN RAMP SKIRTING. DRY ROT ON SIDING TRIM. 15. WINDOW SCREENS ARE MISSING.</p> <p>S1: 7. TWO LIGHT PANELS ARE OUT. 10. PLUG IN CANDLE WARMER.</p> <p>S3: 7. THREE LIGHT PANELS ARE OUT. 10. PLUG IN CANDLE WARMER.</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>		X	<p>13: 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES. 12. CRACK IN INTERIOR WALL ABOVE DOOR.</p> <p>14: 7. FIVE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES (ENTIRE WING). PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN INTERIOR WALL. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM (ENTIRE WING).</p> <p>15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SIX LIGHT PANELS ARE OUT. 12. CRACKS IN INTERIOR WALL.</p> <p>16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL.</p> <p>3: 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES AND EXTERIOR WALL. 12. CRACK IN WALL ABOVE DOOR. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.</p> <p>4: 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET HAS HIGH PRESSURE FLOWING AT BASIN. 12. CRACK IN INTERIOR WALL.</p> <p>6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL.</p> <p>7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL.</p> <p>LIBRARY: 13. EAVES ARE RUSTED.</p>

## School Facility Conditions and Planned Improvements

			<p>P1: 4. WATER DAMAGE TO SINK CABINET DOOR. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON RAMP RAILING. 12. EXTERIOR WALL IS RUSTED. 14. TRIP HAZARD ON WALKWAY AT GATE.</p> <p>P2: 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON BUILDING SKIRTING AND EAVES.</p> <p>P4: 7. ONE LIGHT PANEL IS OUT. ETHERNET COVERS ARE MISSING. 12. DRY ROT ON SIDING. 15. WINDOW SCREEN IS MISSING.</p> <p>P5: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. 15. WINDOW SCREEN IS MISSING.</p> <p>P7: 7. ONE LIGHT DIFFUSER IS MISSING. 11. PAINT IS PEELING ON FACIA. 12. HOLE IN RAMP SKIRTING. DRY ROT ON SIDING TRIM. 15. WINDOW SCREENS ARE MISSING.</p> <p>P9: 4. WALL PAPER IS TORN. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY.</p>
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	X		<p>14: 7. FIVE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES (ENTIRE WING). PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN INTERIOR WALL. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM (ENTIRE WING).</p> <p>3: 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES AND EXTERIOR WALL. 12. CRACK IN WALL ABOVE DOOR. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.</p> <p>ESS: 4. WATER DAMAGE TO SINK CABINET. 7. ETHERNET COVER IS MISSING. 15. WINDOW SCREENS ARE MISSING.</p> <p>K1: 14. TRIP HAZARD ON WALKWAY.</p> <p>P1: 4. WATER DAMAGE TO SINK CABINET DOOR. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON RAMP RAILING. 12. EXTERIOR WALL IS RUSTED. 14. TRIP HAZARD ON WALKWAY AT GATE.</p> <p>P14: 10. BURNED CANDLE IS PRESENT IN ROOM. 15. DOOR IS BENT. HOLES IN DOOR. WINDOW SCREENS ARE MISSING.</p>

## School Facility Conditions and Planned Improvements

			<p>P3: 7. TWO LIGHT PANELS ARE OUT. 15. WINDOW SCREEN IS MISSING.</p> <p>P4: 7. ONE LIGHT PANEL IS OUT. ETHERNET COVERS ARE MISSING. 12. DRY ROT ON SIDING. 15. WINDOW SCREEN IS MISSING.</p> <p>P5: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. 15. WINDOW SCREEN IS MISSING.</p> <p>P7: 7. ONE LIGHT DIFFUSER IS MISSING. 11. PAINT IS PEELING ON FACIA. 12. HOLE IN RAMP SKIRTING. DRY ROT ON SIDING TRIM. 15. WINDOW SCREENS ARE MISSING.</p> <p>P8: 4. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. 15. WINDOW SCREENS ARE MISSING.</p> <p>P9: 4. WALL PAPER IS TORN. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY.</p> <p>PLAY COURTS: 14. TRIP HAZARDS.</p>
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## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

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

#### Options

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

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

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

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

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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



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

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

2021-22 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

## CAASPP Test Results in Science for All Students

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

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

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

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

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

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

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99	100	100	100	87

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

We welcome parents to volunteer on campus in any number of capacities. Each and every day we have parent volunteers in our classrooms enhancing the educational experience for our students. Interested parents may contact their child's teacher or the principal about volunteer opportunities.

During the COVID pandemic, we are inventing new ways to connect with our families. We are reaching out to parents via ZOOM Question and Answer Sessions as well as making home visits when necessary. We also seek to connect in other a variety of other ways, including (but not limited to) email, phone calls, and text messages.

During non-COVID times at Lakeside Farms, we offer a parent engagement program. The operating principle is inclusion — reaching across all parent groups and bringing them together in support of our common interest in helping children succeed. Our trained facilitators lead interactive sessions for parent participants based on developed curriculum. The sessions include individual and group activities, art activities and discussions. These allow opportunities for parents to build relationships with each other, their child(ren) and with school and district leaders.

Lakeside Farms also features a reading support program called Everyone A Reader (EAR). Volunteers are matched up with emerging readers to support them as they grow in their reading ability. We also have a Helping Hands program through our PTA. Interested volunteers check in to the office where teachers leave projects and directions for our volunteers to complete.

Our PTA continuously looks to add volunteers to our program. If you are interested or available to help, please contact our school office manager, Jennifer Davic at (619) 390-2646.

We love that our parents and community members take an active role at their school.

## 2021-22 Chronic Absenteeism by Student Group

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

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

## 2021-22 Suspensions and Expulsions by Student Group

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

## 2022-23 School Safety Plan

School safety is a high priority for our school and district. Our school has a comprehensive School Safety Plan, which is updated and reviewed with our staff at the beginning of each school year. The current School Safety plan was reviewed and discussed by our School Site Council on November 10th, 2021. The plan covers topics such as disaster response, safe ingress and egress and ensuring a safe and orderly environment. Our safety plan has been modified during COVID to reflect current additional needs. We have hand washing stations, barriers on desks, daily temperature checks, and are socially distancing. We continue to have our monthly drills.

Our campus is safe and secure for our students. In instances of emergency, we use an automated telephone system and emails to contact parents with pertinent information. To better prepare our teachers, students and staff for emergencies, our school conducts lockdown, fire and earthquake drills regularly throughout the school year. Education Code mandates that all elementary and middle schools hold a fire drill each month they are in session as well as an earthquake drill at least four times during the school year. All volunteers and visitors to our campus are required to sign in and out at the front office using the Ident-a-kid system. (During the COVID pandemic, visitors and volunteers are not on campus.) All classrooms are equipped with up-to-date emergency kits and have telephone access to the office. We have Epipens and an AED (automated external defibrillator) on site for emergency use.

At Lakeside Farms, we teach our students about safety by emphasizing several important character traits through our Positive Behavior Interventions and Supports (PBIS) Character Education program. Students are recognized at school for making wise choices in the classroom and on the playground in relation to these three character traits (Safe, Responsible and Respectful). We continuously communicate good character virtues to our students with the goal of producing honorable citizens.

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

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

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

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

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

## 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				
1				
2				
3				
4				
5				
6				

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

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

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

## 2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	



## 2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	3

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8417	114	8304	79466
District	N/A	N/A	7813	
Percent Difference - School Site and District	N/A	N/A	6.1	4.2
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-1.7	-3.7

## 2021-22 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>

In addition, each year each school's School Site Council (SSC) develops a School Plan for Student Achievement (SPSA). The SSC at Lakeside Farms 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/Page/1208>

At Lakeside Farms, the majority of site funding is used for supplemental student interventions, staff professional development, and personnel costs. Staff development is focused on targeting instruction and building relationships with students and connectedness to school. 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.

## 2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## Professional Development

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Math and Writing are the two primary/major areas of focus for the staff due to the data we received from our site and state assessments. Teachers will attend conferences, trainings and after-school workshops. In-class coaching and time for weekly collaboration is provided to assist teachers throughout the school year.

### Across the District:

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 2021-22 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.

### 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 21/22 school year.

PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. Behavior Intervention Aides are also available to support students with the most intensive behavioral needs.

### Leadership -

Lakeside Union School District continues to support principal growth through Professional Development and has deepened our support of teacher leaders in the 21/22 school year. Teacher leaders (Facilitators) from each site received training in mentoring and coaching as well as content support in mathematics and 21st Century Learning. The Facilitators, in turn, provide on-site coaching to their respective staffs.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	12	12	12

# Lakeside Middle School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

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

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

<b>School Name</b>	Lakeside Middle School
<b>Street</b>	11833 Woodside Ave
<b>City, State, Zip</b>	Lakeside, CA 92040
<b>Phone Number</b>	(619) 390-2636
<b>Principal</b>	Steve Mull
<b>Email Address</b>	smull@lsusd.net
<b>School Website</b>	<a href="https://www.lsusd.net/lakeside-middle/">https://www.lsusd.net/lakeside-middle/</a>
<b>County-District-School (CDS) Code</b>	37-68189-6038350

## 2022-23 District Contact Information

<b>District Name</b>	Lakeside Union School District
<b>Phone Number</b>	(619) 390-2600
<b>Superintendent</b>	Rhonda Taylor
<b>Email Address</b>	rtaylor@lsusd.net
<b>District Website Address</b>	<a href="http://www.lsusd.net/site/default.aspx?PageID=1">http://www.lsusd.net/site/default.aspx?PageID=1</a>

## 2022-23 School Overview

Lakeside Middle School, located on the western edge of Lakeside, just south of Highway 67, is one of two community middle schools located in this semi-rural town of over 60,000 residents. Lakeside Middle School provides a challenging learning environment for sixth, seventh, and eighth grades. Lakeside Middle School was recognized in 2014-2015 as a Gold Ribbon School with an exemplary arts designation. Our students work with staff in a positive environment, which maximizes academic learning. Our oldest building, dedicated in 1937, reflects the rich history and tradition that is associated with Lakeside Middle School. Our campus facilities include a mixture of permanent structures and portables including a wood-shop, computer lab, dance studio, art and computer rooms, a library, and boys and girls physical education buildings. The mission of the Lakeside Union School District and Lakeside Middle School is to provide a nurturing and challenging learning environment that is committed to the development of each student's: love of learning; academic, vocational and social skills; respect for self and others; appreciation for the arts; sense of responsibility and recognition of the need for peaceful resolution of conflict. At Lakeside Middle School, we believe that student learning occurs best in an environment where home, school and students work together.

It is the vision of Lakeside Middle School that all students can learn from an instructional program that provides a quality educational environment that integrates the arts into all curricular areas. Lakeside Middle School's well-rounded visual and performing arts programs compliment the finest academic programs. The academic programs will support students at all levels of ability, and all students will be provided access to the arts. Throughout the curriculum, students will utilize technology. The environment of Lakeside Middle School will support social and emotional well-being of students through character education that promotes integrity, social responsibility, and academic excellence.

Lakeside Middle School offers a wide variety of arts courses including instrumental music, dance, choral music and drama. This arts focus is offered to all students at all three grade levels. Our academic courses offer the highest quality and rigor. All students are taught the advanced English and Math courses, providing challenging opportunities for our students. Project Lead the Way is a pre-engineering program available to students in addition to our advanced science courses and agriculture science classes. LMS is also a full chartered FFA (Future Farmers of America) school, the first fully chartered middle school in California. In addition, students have the opportunity to enroll in beginning through advanced Spanish and Mandarin courses as their elective. All students are issued a school i-pad. Lakeside Middle School also offers a Spanish Immersion program for students that have transferred from an elementary immersion program. The program is currently offered at grades six, seven, and eight. Students in the program are offered two periods immersed in Spanish, history, and literature. The Lakeside School

2022-23 School Overview

District Board of Trustees has authorized a “Pathways Seal of Biliteracy” or an "Exemplary Arts Designation" for qualifying students on eighth grade diplomas.

Steve Mull, PRINCIPAL

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
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2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

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

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

## 2021-22 Teacher Preparation and Placement

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

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

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

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

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

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

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)		
<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)		

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

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

In October 13, 2022 the Lakeside Union School District Board of Trustees verified by resolution that each student at Lakeside Middle 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	10/2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Open Education Resources	No	0
Mathematics	CPM, adopted in 2018-19	Yes	0



<b>Science</b>	Amplify Science - Pilot Program  Focus on Earth, Life and Physical Science, CPO Science; adopted in 2007  Investigating Earth Systems, InterActions in Physical Science; adopted in 2007	Yes	0
<b>History-Social Science</b>	Discovering Our Past, McGraw Hill Glencoe; adopted in 2006  History Alive! California Middle School Program, Teachers' Curriculum Institute; adopted in 2006	Yes	0
<b>Foreign Language</b>	Chinese Wonderland & Singapore Chinese; both adopted in 2013	Yes	
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

Lakeside Middle School has a rich history in our community. It was opened in 1917 as a high school with the oldest building, built in 1937, still standing. Despite the age, the building is in fine condition and is well maintained by our maintenance department. Other buildings were added through the decades including physical education rooms, a complete wood shop, a multipurpose room / theater, a band room, and a library. The cooking classroom has been converted to a choral music and dance classroom. Beginning in April 2011, Lakeside Middle School received six million dollars in upgrades from a bond initiative that was passed by voters. The remodeling was completed in January, 2012.

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

12/17/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			5: 2. DIRTY VENTS. 4. CEILING TILES ARE LOOSE. CEILING TILE IS BROKEN. RUBBER MOLDING IS MISSING. CABINET HANDLES ARE MISSING. 7. ONE LIGHT PANEL IS OUT. 9. SINK IS NOT DRAINING PROPERLY. EYE WASH STATION IS NOT WORKING. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON THE DOOR AND EXTERIOR WALL..

## School Facility Conditions and Planned Improvements

**Interior:**  
Interior Surfaces

X

1: 4. HOLE IN WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT ON FACIA.

10: 4. FORMICA IS CHIPPING ON COUNTER.

11: 4. FORMICA IS CHIPPING ON COUNTERTOP. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

13: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE DAMAGED. CEILING TILES ARE LOOSE.

14: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE MISSING.

15: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). CEILING TILE IS MISSING. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

16: 4. CEILING TILES HAVE WATER STAINS (ALSO IN HALLWAY). CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. WATER DAMAGE TO HALLWAY WALL. 10. PLUG IN AIR FRESHENER.

18: 4. CEILING TILES ARE LOOSE. 7. TWO LIGHT PANELS ARE OUT. ONE LIGHT SWITCH IS LOOSE.

19: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON INTERIOR WALL.

2: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT DIFFUSERS IS MISSING. ONE LIGHT DIFFUSER IS BROKEN. 10. MULTIPLE PLUG IN AIR FRESHENERS.

20: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT DIFFUSERS ARE MISSING (HALLWAY).

21: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR FRAME.

22: 4. CARPET IS LIFTING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. ACCESS TO ELECTRICAL PANELS IS BLOCKED.

4: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING

School Facility Conditions and Planned Improvements

			<p>ON INTERIOR WALL. 13. DRY ROT ON BACK FACIA.</p> <p>5: 2. DIRTY VENTS. 4. CEILING TILES ARE LOOSE. CEILING TILE IS BROKEN. RUBBER MOLDING IS MISSING. CABINET HANDLES ARE MISSING. 7. ONE LIGHT PANEL IS OUT. 9. SINK IS NOT DRAINING PROPERLY. EYE WASH STATION IS NOT WORKING. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON THE DOOR AND EXTERIOR WALL..</p> <p>7: 4. FORMICA IS CHIPPING ON COUNTERTOP. WATER DAMAGE TO SINK COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON EAVES, CABINETS, AND DOOR.</p> <p>8: 4. CEILING TILES AND TRIM ARE LOOSE. FORMICA IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON FACIA AND DOOR. 14. SUN SHADE IS BROKEN. 15. DOOR SWEEP IS BROKEN.</p> <p>9: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. FORMICA IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>BOYS REST ROOM: 4. STALL DIVIDER BASE CAP IS BROKEN. 5. GRAFITTI ON STALL DOORS. 7. TWO LIGHT PANELS ARE OUT. 8. ONE URINAL IS OUT OF ORDER. ONE URINAL IS NOT DRAINING. 9. ONE FAUCET IS LOOSE AT THE BASE. 15. WINDOW LOCKS ARE MISSING.</p> <p>FOOD SERVICE: 4. LINOLEUM FLOORING IS CRACKING IN COVE BASE.</p> <p>GIRLS REST ROOM: 4. CEILING TILE IS MISSING. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE DOOR.</p> <p>GIRLS REST ROOM: 4. HOLE IN WALL/VALVE CAP IS MISSING. 11. PAINT IS PEELING ON CEILING.</p> <p>GREEN ROOM: 4. CEILING TILE IS LOOSE. 11. PAINT IS PEELING ON THE WALL (IN RR). 13. DRY ROT ON FACIA.</p> <p>LIBRARY: 4. WATER DAMAGE TO CEILING. 7. TWO LIGHT PANELS ARE OUT.</p>
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## School Facility Conditions and Planned Improvements

			<p>P1: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. SWITCH PLATE IS BROKEN IN RR. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 15. WINDOW SCREENS ARE MISSING.</p> <p>P2: 4. RUBBER MOLDING IS MISSING. HOLES IN FLOORING. 7. ONE LIGHT PANEL IS OUT. 14. SKID PAINT IS PEELING ON RAMP.</p> <p>P4: 4. CARPET IS TORN. WALL PAPER IS TORN. RUBBER MOLDING IS MISSING. 10. PLUG IN AIR FRESHENER. 14. SKID PAINT IS PEELING ON RAMP.</p> <p>P5: 4. CEILING PANEL IS LOOSE AND DAMAGED. RUBBER MOLDING IS MISSING. 7. EXTERIOR LIGHT COVER IS MISSING. LOW VOLTAGE WIRES ARE EXPOSED.</p> <p>P7: 4. CEILING TILE IS BROKEN. RUBBER MOLDING IS LOOSE. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>P8: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. CEILING TILE IS LOOSE. 7. ONE LIGHT DIFFUSER IS BROKEN. TWO LIGHT PANELS ARE OUT. 15. WINDOW SCREENS ARE MISSING.</p> <p>PAINT: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES AND TRIM ARE BROKEN.</p> <p>PE STORAGE: 4. WATER DAMAGE TO CEILING. 11. PAINT IS PEELING ON THE EAVES.</p> <p>SHOP (22): 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. RANGE STOVE WITH WATER BOILING UNATTENDED WITH STUDENTS PRESENT.</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		<p>1: 4. HOLE IN WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT ON FACIA.</p> <p>11: 4. FORMICA IS CHIPPING ON COUNTERTOP. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>15: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). CEILING TILE IS</p>

School Facility Conditions and Planned Improvements

			<p>MISSING. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>21: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR FRAME.</p> <p>22: 4. CARPET IS LIFTING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. ACCESS TO ELECTRICAL PANELS IS BLOCKED.</p> <p>4: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON INTERIOR WALL. 13. DRY ROT ON BACK FACIA.</p> <p>BOYS REST ROOM: 4. STALL DIVIDER BASE CAP IS BROKEN. 5. GRAFITTI ON STALL DOORS. 7. TWO LIGHT PANELS ARE OUT. 8. ONE URINAL IS OUT OF ORDER. ONE URINAL IS NOT DRAINING. 9. ONE FAUCET IS LOOSE AT THE BASE. 15. WINDOW LOCKS ARE MISSING.</p> <p>COPY ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>DANCE (21): 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN.</p> <p>HEALTH OFFICE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>P1: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. SWITCH PLATE IS BROKEN IN RR. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 15. WINDOW SCREENS ARE MISSING.</p> <p>P3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 14. SKID PAINT IS PEELING ON RAMP.</p> <p>SHOP (22): 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. RANGE STOVE WITH WATER BOILING UNATTENDED WITH STUDENTS PRESENT.</p> <p>STORAGE: 5. ROOM IS OVERLY CLUTTERED.</p>
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## School Facility Conditions and Planned Improvements

				WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
Electrical			X	<p>12: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 12. DRY ROT ON COVERED WALKWAY. 18: 4. CEILING TILES ARE LOOSE. 7. TWO LIGHT PANELS ARE OUT. ONE LIGHT SWITCH IS LOOSE.</p> <p>2: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT DIFFUSERS IS MISSING. ONE LIGHT DIFFUSER IS BROKEN. 10. MULTIPLE PLUG IN AIR FRESHENERS.</p> <p>20: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT DIFFUSERS ARE MISSING (HALLWAY).</p> <p>22: 4. CARPET IS LIFTING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. ACCESS TO ELECTRICAL PANELS IS BLOCKED.</p> <p>3: 7. ONE LIGHT PANEL IS BAD. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 9. ONE FAUCET HAS A DRIP. 10. PLUG IN AIR FRESHENER. TEACHER HAS TAPED OVER OUTLET. 11. PAINT IS PEELING ON THE INTERIOR WALL AND DOOR.</p> <p>4: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON INTERIOR WALL. 13. DRY ROT ON BACK FACIA.</p> <p>5: 2. DIRTY VENTS. 4. CEILING TILES ARE LOOSE. CEILING TILE IS BROKEN. RUBBER MOLDING IS MISSING. CABINET HANDLES ARE MISSING. 7. ONE LIGHT PANEL IS OUT. 9. SINK IS NOT DRAINING PROPERLY. EYE WASH STATION IS NOT WORKING. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON THE DOOR AND EXTERIOR WALL..</p> <p>6: 7. ONE LIGHT PANEL IS BAD. 9. FAUCET HAS A DRIP. SINK BASIN IS RUSTED. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>7: 4. FORMICA IS CHIPPING ON COUNTERTOP. WATER DAMAGE TO SINK COUNTERTOP. 7. ONE LIGHT PANEL IS</p>

School Facility Conditions and Planned Improvements

			<p>OUT. 11. PAINT IS PEELING ON EAVES, CABINETS, AND DOOR.</p> <p>ADMIN: 7. ONE HANGING LIGHT FIXTURE IS OUT.</p> <p>ALL GENDER REST ROOM: 7. ONE CAN LIGHT IS OUT.</p> <p>ALL GENDER REST ROOM: 7. ONE OF TWO LIGHT BULBS IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL (ENTIRE BUILDING).</p> <p>ATTENDANCE/ PSYCH: 7. LIGHT DIFFUSER IS MISSING. ELECTRICAL COVER IS MISSING.</p> <p>BOYS REST ROOM: 4. STALL DIVIDER BASE CAP IS BROKEN. 5. GRAFITTI ON STALL DOORS. 7. TWO LIGHT PANELS ARE OUT. 8. ONE URINAL IS OUT OF ORDER. ONE URINAL IS NOT DRAINING. 9. ONE FAUCET IS LOOSE AT THE BASE. 15. WINDOW LOCKS ARE MISSING.</p> <p>BOYS REST ROOM: 7. ONE HAND DRYER HAS NO POWER. LIGHT DIFFUSER IS BROKEN. 8. TOILET IS LOOSE AT BASE.</p> <p>CUSTODIAN: 7. LIGHT DIFFUSER IS BROKEN (HALLWAY). 11. DOOR IS PROPED OPEN AND LEFT UNATTENDED.</p> <p>DANCE (21): 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN.</p> <p>FILES: 7. LIGHTING IS VERY DIM.</p> <p>GIRLS REST ROOM: 4. CEILING TILE IS MISSING. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE DOOR.</p> <p>JANITOR: 7. MULTIPLE LIGHT DIFFUSERS ARE MISSING. ONE LIGHT DIFFUSER IS LOOSE.</p> <p>LIBRARY: 4. WATER DAMAGE TO CEILING. 7. TWO LIGHT PANELS ARE OUT.</p> <p>P1: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. SWITCH PLATE IS BROKEN IN RR. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 15. WINDOW SCREENS ARE MISSING.</p> <p>P2: 4. RUBBER MOLDING IS MISSING. HOLES IN FLOORING. 7. ONE LIGHT</p>
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## School Facility Conditions and Planned Improvements

			<p>PANEL IS OUT. 14. SKID PAINT IS PEELING ON RAMP.</p> <p>P5: 4. CEILING PANEL IS LOOSE AND DAMAGED. RUBBER MOLDING IS MISSING. 7. EXTERIOR LIGHT COVER IS MISSING. LOW VOLTAGE WIRES ARE EXPOSED.</p> <p>P6: 7. OUTLET COVER IS LOOSE EXPOSING LIVE WIRES. 10. BURNED CANDLE IN CLASSROOM. 13. ROOF FLASHING IS BROKEN/BENT.</p> <p>P7: 4. CEILING TILE IS BROKEN. RUBBER MOLDING IS LOOSE. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>P8: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. CEILING TILE IS LOOSE. 7. ONE LIGHT DIFFUSER IS BROKEN. TWO LIGHT PANELS ARE OUT. 15. WINDOW SCREENS ARE MISSING.</p> <p>TECH CENTER: 7. THREE LIGHT PANELS ARE OUT. ELECTRICAL COVER IS MISSING.</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	<p>3: 7. ONE LIGHT PANEL IS BAD. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 9. ONE FAUCET HAS A DRIP. 10. PLUG IN AIR FRESHENER. TEACHER HAS TAPED OVER OUTLET. 11. PAINT IS PEELING ON THE INTERIOR WALL AND DOOR.</p> <p>5: 2. DIRTY VENTS. 4. CEILING TILES ARE LOOSE. CEILING TILE IS BROKEN. RUBBER MOLDING IS MISSING. CABINET HANDLES ARE MISSING. 7. ONE LIGHT PANEL IS OUT. 9. SINK IS NOT DRAINING PROPERLY. EYE WASH STATION IS NOT WORKING. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON THE DOOR AND EXTERIOR WALL..</p> <p>6: 7. ONE LIGHT PANEL IS BAD. 9. FAUCET HAS A DRIP. SINK BASIN IS RUSTED. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>ALL GENDER REST ROOM: 7. ONE OF TWO LIGHT BULBS IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL (ENTIRE BUILDING).</p> <p>BOYS REST ROOM: 4. STALL DIVIDER BASE CAP IS BROKEN. 5. GRAFITTI ON STALL DOORS. 7. TWO LIGHT PANELS ARE OUT. 8. ONE URINAL IS OUT OF</p>



## School Facility Conditions and Planned Improvements

			<p>ORDER. ONE URINAL IS NOT DRAINING.</p> <p>9. ONE FAUCET IS LOOSE AT THE BASE.</p> <p>15. WINDOW LOCKS ARE MISSING.</p> <p>BOYS REST ROOM: 7. ONE HAND DRYER HAS NO POWER. LIGHT DIFFUSER IS BROKEN. 8. TOILET IS LOOSE AT BASE.</p> <p>P1: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. SWITCH PLATE IS BROKEN IN RR. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 15. WINDOW SCREENS ARE MISSING.</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>		X	<p>16: 4. CEILING TILES HAVE WATER STAINS (ALSO IN HALLWAY). CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. WATER DAMAGE TO HALLWAY WALL. 10. PLUG IN AIR FRESHENER.</p> <p>17: 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>19: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>2: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT DIFFUSERS IS MISSING. ONE LIGHT DIFFUSER IS BROKEN. 10. MULTIPLE PLUG IN AIR FRESHENERS.</p> <p>21: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR FRAME.</p> <p>3: 7. ONE LIGHT PANEL IS BAD. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 9. ONE FAUCET HAS A DRIP. 10. PLUG IN AIR FRESHENER. TEACHER HAS TAPED OVER OUTLET. 11. PAINT IS PEELING ON THE INTERIOR WALL AND DOOR.</p> <p>4: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON INTERIOR WALL. 13. DRY ROT ON BACK FACIA.</p> <p>5: 2. DIRTY VENTS. 4. CEILING TILES ARE LOOSE. CEILING TILE IS BROKEN. RUBBER MOLDING IS MISSING. CABINET HANDLES ARE MISSING. 7. ONE LIGHT PANEL IS OUT. 9. SINK IS NOT DRAINING</p>

School Facility Conditions and Planned Improvements

			<p>PROPERLY. EYE WASH STATION IS NOT WORKING. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON THE DOOR AND EXTERIOR WALL..</p> <p>6: 7. ONE LIGHT PANEL IS BAD. 9. FAUCET HAS A DRIP. SINK BASIN IS RUSTED. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>7: 4. FORMICA IS CHIPPING ON COUNTERTOP. WATER DAMAGE TO SINK COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON EAVES, CABINETS, AND DOOR.</p> <p>8: 4. CEILING TILES AND TRIM ARE LOOSE. FORMICA IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON FACIA AND DOOR. 14. SUN SHADE IS BROKEN. 15. DOOR SWEEP IS BROKEN.</p> <p>9: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. FORMICA IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>ALL GENDER REST ROOM: 10. PLUG IN CANDLE WARMER.</p> <p>ALL GENDER REST ROOM: 7. ONE OF TWO LIGHT BULBS IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL (ENTIRE BUILDING).</p> <p>CUSTODIAN: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED.</p> <p>CUSTODIAN: 7. LIGHT DIFFUSER IS BROKEN (HALLWAY). 11. DOOR IS PROPED OPEN AND LEFT UNATTENDED.</p> <p>DANCE (21): 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN.</p> <p>GIRLS REST ROOM: 4. CEILING TILE IS MISSING. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE DOOR.</p> <p>GIRLS REST ROOM: 4. HOLE IN WALL/VALVE CAP IS MISSING. 11. PAINT IS PEELING ON CEILING.</p> <p>GREEN ROOM: 4. CEILING TILE IS LOOSE. 11. PAINT IS PEELING ON THE WALL (IN RR). 13. DRY ROT ON FACIA.</p>
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## School Facility Conditions and Planned Improvements

			<p>P4: 4. CARPET IS TORN. WALL PAPER IS TORN. RUBBER MOLDING IS MISSING. 10. PLUG IN AIR FRESHENER. 14. SKID PAINT IS PEELING ON RAMP.</p> <p>P6: 7. OUTLET COVER IS LOOSE EXPOSING LIVE WIRES. 10. BURNED CANDLE IN CLASSROOM. 13. ROOF FLASHING IS BROKEN/BENT.</p> <p>PE STORAGE: 4. WATER DAMAGE TO CEILING. 11. PAINT IS PEELING ON THE EAVES.</p> <p>SHOP (22): 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. RANGE STOVE WITH WATER BOILING UNATTENDED WITH STUDENTS PRESENT.</p> <p>THEATER/ MPR: 11. PAINT IS PEELING ON EXTERIOR WALL.</p>
<b>Structural:</b> Structural Damage, Roofs	X		<p>1: 4. HOLE IN WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT ON FACIA.</p> <p>12: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 12. DRY ROT ON COVERED WALKWAY.</p> <p>4: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON INTERIOR WALL. 13. DRY ROT ON BACK FACIA.</p> <p>GREEN ROOM: 4. CEILING TILE IS LOOSE. 11. PAINT IS PEELING ON THE WALL (IN RR). 13. DRY ROT ON FACIA.</p> <p>P6: 7. OUTLET COVER IS LOOSE EXPOSING LIVE WIRES. 10. BURNED CANDLE IN CLASSROOM. 13. ROOF FLASHING IS BROKEN/BENT.</p>
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>8: 4. CEILING TILES AND TRIM ARE LOOSE. FORMICA IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON FACIA AND DOOR. 14. SUN SHADE IS BROKEN. 15. DOOR SWEEP IS BROKEN.</p> <p>BOYS REST ROOM: 4. STALL DIVIDER BASE CAP IS BROKEN. 5. GRAFITTI ON STALL DOORS. 7. TWO LIGHT PANELS ARE OUT. 8. ONE URINAL IS OUT OF ORDER. ONE URINAL IS NOT DRAINING.</p>

## School Facility Conditions and Planned Improvements

				<p>9. ONE FAUCET IS LOOSE AT THE BASE.  15. WINDOW LOCKS ARE MISSING.  P1: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. SWITCH PLATE IS BROKEN IN RR. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 15. WINDOW SCREENS ARE MISSING.  P2: 4. RUBBER MOLDING IS MISSING. HOLES IN FLOORING. 7. ONE LIGHT PANEL IS OUT. 14. SKID PAINT IS PEELING ON RAMP.  P3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 14. SKID PAINT IS PEELING ON RAMP.  P4: 4. CARPET IS TORN. WALL PAPER IS TORN. RUBBER MOLDING IS MISSING. 10. PLUG IN AIR FRESHENER. 14. SKID PAINT IS PEELING ON RAMP.  P8: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. CEILING TILE IS LOOSE. 7. ONE LIGHT DIFFUSER IS BROKEN. TWO LIGHT PANELS ARE OUT. 15. WINDOW SCREENS ARE MISSING.  PLAY COURTS: 14. TRIP HAZARDS.  PLAY FIELDS: 14. GOAL POST IS DETERIORATED CREATING AN INJURY HAZARD.</p>
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## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

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

#### Options

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

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

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

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

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

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

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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



## CAASPP Test Results in Science for All Students

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

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

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

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

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

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

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	88	85	83	84	85

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Parents are valued members of the LMS school community and actively work with Lakeside Middle School staff to create a safe, positive climate for student achievement. They serve as members of PTSA, School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee, District Advisory Committees, Schools of the Future Committee and the District Safety Committee.

Our dynamic PTSA leaders advocate for student achievement, school safety, and parent involvement. Goals include supporting the health, safety, and well-being of students through programs and materials, increasing parent involvement, and volunteerism by providing monthly family events that encourage parent-child interaction and supporting arts and science enrichment that sets Lakeside Middle School above other campuses.

Parent involvement and support of student performances in dance, art, theater, band, orchestra, FFA, and athletics programs are key to our success! Our performances are currently very limited but are still in planning stages for when we can resume normal operations. Home-school communication is facilitated through weekly email blasts, phone contacts, the daily use of student planners, newsletters, Homework Hotline, our school and district website, and Jupitergrades. Jupitergrades provides a secure password-protected grade book communication program, to give parents access to current grades and homework online, to further support student learning and communication.

## 2021-22 Chronic Absenteeism by Student Group

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

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

## 2021-22 Suspensions and Expulsions by Student Group

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

## 2022-23 School Safety Plan

The LMS School Safety Plan, revised annually, is a part of a regional East County safety grant and a collaboration with law enforcement, fire, and community-school leaders to ensure that all school sites from kindergarten through 12th grade communicate using consistent procedures. We conduct monthly fire, earthquake, lockdown, and campus security procedures and discuss safety procedures in classes and assemblies. Updated safety procedures are posted near each office phone and in each classroom.

Teaching staff and administration move about the campus, checking student passes, monitoring restrooms, directing campus visitors and alerting the office of potential concerns. Administrators are visible during high-density periods and remain on campus in the evening following dismissal to ensure that each student has exited the campus safely or arrived at their after school program. Cameras are installed throughout the campus add to the safe campus atmosphere. The double lunch schedule has reduced crowding at lunch, increased the ratio of supervisors to students, and enhanced safety.

The LMS PTSA will help support all LMS students by providing programs, assemblies, and the proper items and materials that relate to the well-being and safety of our students. They have purchased a defibrillator for the school, and emergency backpacks and cases of water for each classroom. The LMS PTSA sponsored the nationally recognized Rachel's Challenge program based on the life and writings of Rachel Scott, the first victim of the Columbine school shooting. This powerful program is continuing through peer training to inspire, equip, and empower students to make a difference in their world through leadership and social-emotional skill training. Both programs are further woven into school culture by trained Peer Ambassador Leaders (PALS), who are guided and trained by our school counselor and work with fellow students to help with problem-solving and positive role modeling. These school and community resources have lead to a peaceful learning environment and a feeling of safety among students.

## 2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

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

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

## 2021-22 Student Support Services Staff

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

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7605	135	7470	74580
District	N/A	N/A	7813	
Percent Difference - School Site and District	N/A	N/A	-4.5	-2.1
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-12.2	-10.0

## 2021-22 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>

In addition, each year each school's School Site Council (SSC) develops a School Plan for Student Achievement (SPSA). The SSC at Lakeside Middle is comprised of the principal, teachers, staff, parents, and students 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.

At Lakeside Middle School, the majority of site lottery funding is used for classroom budgets. Funds are also used to support after-school tutoring and to support arts programs. A portion of the funds go to staff development to keep teachers abreast of the latest innovations in education. A variety of specific programs, such as College and Career Readiness and Project Lead the Way are also funded with these resources. Various technology programs such as Math, Jupitergrades, Vocabulary.com, Learning Upgrade, and Flocabulary are also funded. .

2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		







Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time we set aside for the past three years for their continuing education and professional development.

## SCIENCE –

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.

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. LMS uses consultants to work with math teachers to improve instruction and student achievement.

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 20-21 school year. Teachers have been trained through "Crew" to implement weekly social / emotional lessons with students. Crew classes meet once week and training is on-going for staff.

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.

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.

## Leadership -

Lakeside Union School District continues to support principal growth through Professional Development and has deepened our support of teacher leaders in the 20 - 21 school year. Teacher leaders (Facilitators) from each site received training in mentoring and coaching as well as content support in mathematics and 21st Century Learning. The Facilitators, in turn, provide

Professional Development

on-site coaching to their respective staffs.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	

# Lakeview Elementary School

## 2021-2022 School Accountability Report Card

### (Published During the 2022-2023 School Year)



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

### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

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

## 2022-23 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

## 2022-23 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 fifth grade. All students in Grades K-5 receive the benefit of art instruction offered by art docents. 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.

## 2022-23 School Overview

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. Additionally, we have recommitted to morning meetings (with an SEL focus). Lastly, we have started incorporating CGI into our math instruction.

Tiger Rowan, PRINCIPAL

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
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### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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## A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

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

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

## 2021-22 Teacher Preparation and Placement

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

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



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

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

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

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

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)		
<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)		

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

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

On October 13, 2022 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

12/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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>	Amplify Science	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 (grades 9-12)</b>			

## 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**

12/14/2021

## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			15: 2. VENT COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 6: 2. EXHAUST FAN IS NOT WORKING (REST ROOM). 9. FAUCET HAS NO FLOW.
<b>Interior:</b> Interior Surfaces			X	11: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. FLOOR TILE IS BROKEN. COUNTERTOP IS BROKEN/HAS WATER DAMAGE. 9. FAUCET LEAKS AT HANDLE. 16: 4. WALL PAPER IS TORN. 9. FAUCET HAS A LOW FLOW. 19: 4. WALL PAPER IS TORN. 9. FAUCET HAS NO FLOW AND A DRIP. 20: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 13. ACTIVE ROOF LEAK (WET CEILING TILE). 22: 4. FLOOR TILES ARE BROKEN AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 3: 4. CEILING TILES ARE BROKEN. RUBBER MOLDING IS MISSING/TORN. 10. EVACUATION MAP IS NOT POSTED. 13. DRY ROT ON FACIA (ENTIRE WING) 5: 4. CEILING TILE IS MISSING. 10. EVACUATION MAP IS NOT POSTED. BOYS REST ROOM: 4. STALL PARTITION IS RUSTED. 5. COVE BASE AND FLOORING ARE VERY DIRTY. 15. DOOR SLAMS SHUT. ESS: 4. HOLES IN WALL. WATER DAMAGE TO SINK CABINETS. FLOOR TILES ARE BROKEN. 14. TRIP HAZARD AT ASPHALT/RAMP SEAM. GIRLS REST ROOM: 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. STALL DOORS HAVE HOLES (TAPED) 5. COVE BASE AND FLOORING ARE VERY DIRTY. 13. DRY ROT ON EAVES. 15. DOOR SLAMS SHUT. HEALTH OFFICE: 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET LEAKS AT HANDLE. 13. ACTIVE ROOF LEAK (WET CEILING TILE).

## School Facility Conditions and Planned Improvements

			<p>K4: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEEMS ARE STORED TOO HGH. 7. ONE LIGHT PANEL IS OUT. 10. EMERGENCY EXIT IS BLOCKED. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM.</p> <p>K4: 4. 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 CEILING (IN RR)</p> <p>P1: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING.</p> <p>P2: 4. FORMICA TRIM IS MISSSING ON COUNTERTOP. WATER DAMAGE TO COUNTERTOP. 12. DRY ROT ON SIDING. 14. SIX EXTERIOR BACK PACK HOOK IS BROKEN. RAMP IS LIFTING CREATING A TRIP HAZARD.</p> <p>P4: 4. CARPET IS TORN. TRIM IS MISSING ON COUNTERTOP. 7. THREE LIGHT PANELS ARE OUT. 14. RAMP IS LOOSE CREATING A TRIP HAZARD. DRY ROT/HOLR ON RAMP.</p> <p>P7: 4. CELING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING.</p> <p>SPEECH: 4. CARPET IS TORN.</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		<p>12: 5. GROWTH ON DRINKING FOUNTAIN MOUTHGUARD.</p> <p>15: 2. VENT COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 17: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>20: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 13. ACTIVE ROOF LEAK (WET CEILING TILE).</p> <p>21: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS NO FLOW.</p>

## School Facility Conditions and Planned Improvements

			<p>22: 4. FLOOR TILES ARE BROKEN AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</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. STALL DOORS HAVE HOLES (TAPED) 5. COVE BASE AND FLOORING ARE VERY DIRTY. 13. DRY ROT ON EAVES. 15. DOOR SLAMS SHUT.</p> <p>K3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A LOW FLOW.</p> <p>K4: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEEMS ARE STORED TOO HGH. 7. ONE LIGHT PANEL IS OUT. 10. EMERGENCY EXIT IS BLOCKED. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM.</p> <p>PE STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p>
Electrical		X	<p>1: 7. ONE LIGHT PANEL IS OUT. 10. EVACUATON MAP IS NOT POSTED. 13. DRY ROT ON FACIA.</p> <p>15: 2. VENT COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.</p> <p>K3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A LOW FLOW.</p> <p>K4: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEEMS ARE STORED TOO HGH. 7. ONE LIGHT PANEL IS OUT. 10. EMERGENCY EXIT IS BLOCKED. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY</p>

## School Facility Conditions and Planned Improvements

			<p>ROT ON SIDING. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM.</p> <p>K4: 4. 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 CEILING (IN RR)</p> <p>P1: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING.</p> <p>P3: 7. ONE LIGHT PANEL IS OUT.</p> <p>P4: 4. CARPET IS TORN. TRIM IS MISSING ON COUNTERTOP. 7. THREE LIGHT PANELS ARE OUT. 14. RAMP IS LOOSE CREATING A TRIP HAZARD. DRY ROT/HOLR ON RAMP.</p> <p>P7: 4. CELING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING.</p> <p>WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	<p>11: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. FLOOR TILE IS BROKEN. COUNTERTOP IS BROKEN/HAS WATER DAMAGE. 9. FAUCET LEAKS AT HANDLE.</p> <p>13: 9. FAUCET HAS A LOW FLOW.</p> <p>16: 4. WALL PAPER IS TORN. 9. FAUCET HAS A LOW FLOW.</p> <p>19: 4. WALL PAPER IS TORN. 9. FAUCET HAS NO FLOW AND A DRIP.</p> <p>21: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS NO FLOW.</p> <p>6: 2. EXHAUST FAN IS NOT WORKING (REST ROOM). 9. FAUCET HAS NO FLOW.</p> <p>8: 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>BOYS REST ROOM: 8. ONE URINAL IS NOT DRAINING. 9. SINK CAPS ARE MISSING.</p> <p>COUNSELOR: 9. FAUCET HAS A LOW FLOW AND LEAKS AT HANDLE.</p> <p>GIRLS REST ROOM: 9. SINK CAPS ARE MISSING. ONE SINK IS LOOSE FROM THE WALL.</p> <p>HEALTH OFFICE: 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET LEAKS AT</p>

## School Facility Conditions and Planned Improvements

				<p>HANDLE. 13. ACTIVE ROOF LEAK (WET CEILING TILE).</p> <p>K3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A LOW FLOW.</p> <p>K4: 4. 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 CEILING (IN RR)</p> <p>LOUNGE: 9. FAUCET LEAKS AT HANDLE. 10. EVACUATON MAP IS NOT POSTED.</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	X			<p>1: 7. ONE LIGHT PANEL IS OUT. 10. EVACUATON MAP IS NOT POSTED. 13. DRY ROT ON FACIA.</p> <p>10: 11. IMOROPERLY STORED CLEANING SUPPLIES. 13. DRY ROT ON FACIA. 15. DOOR CLOSER COVER IS MISSING.</p> <p>3: 4. CEILING TILES ARE BROKEN. RUBBER MOLDING IS MISSING/TORN. 10. EVACUATON MAP IS NOT POSTED. 13. DRY ROT ON FACIA (ENTIRE WING)</p> <p>5: 4. CEILING TILE IS MISSING. 10. EVACUATON MAP IS NOT POSTED.</p> <p>ADMIN: 10. EVACUATON MAP IS NOT POSTED.</p> <p>K2: 11. PAINT IS PEELING ON CEILING (IN RR). 12. DRY ROT ON SIDING.</p> <p>K4: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEEMS ARE STORED TOO HGH. 7. ONE LIGHT PANEL IS OUT. 10. EMERGENCY EXIT IS BLOCKED. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM.</p> <p>K4: 4. 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 CEILING (IN RR)</p> <p>LOUNGE: 9. FAUCET LEAKS AT HANDLE. 10. EVACUATON MAP IS NOT POSTED.</p>

## School Facility Conditions and Planned Improvements

<b>Structural:</b> Structural Damage, Roofs	X		1: 7. ONE LIGHT PANEL IS OUT. 10. EVACUATON MAP IS NOT POSTED. 13. DRY ROT ON FACIA. 10: 11. IMOROPEROLY STORED CLEANING SUPPLIES. 13. DRY ROT ON FACIA. 15. DOOR CLOSER COVER IS MISSING. 20: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 13. ACTIVE ROOF LEAK (WET CEILING TILE). 3: 4. CEILING TILES ARE BROKEN. RUBBER MOLDING IS MISSING/TORN. 10. EVACUATON MAP IS NOT POSTED. 13. DRY ROT ON FACIA (ENTIRE WING) GIRLS REST ROOM: 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. STALL DOORS HAVE HOLES (TAPED) 5. COVE BASE AND FLOORING ARE VERY DIRTY. 13. DRY ROT ON EAVES. 15. DOOR SLAMS SHUT. HEALTH OFFICE: 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET LEAKS AT HANDLE. 13. ACTIVE ROOF LEAK (WET CEILING TILE). K2: 11. PAINT IS PEELING ON CEILING (IN RR). 12. DRY ROT ON SIDING. K4: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEEMS ARE STORED TOO HGH. 7. ONE LIGHT PANEL IS OUT. 10. EMERGENCY EXIT IS BLOCKED. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM. P2: 4. FORMICA TRIM IS MISSSING ON COUNTERTOP. WATER DAMAGE TO COUNTERTOP. 12. DRY ROT ON SIDING. 14. SIX EXTERIOR BACK PACK HOOK IS BROKEN. RAMP IS LIFTING CREATING A TRIP HAZARD. P5: 12. DRY ROT ON SIDING TRIM.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		10: 11. IMOROPEROLY STORED CLEANING SUPPLIES. 13. DRY ROT ON FACIA. 15. DOOR CLOSER COVER IS MISSING. BOYS REST ROOM: 4. STALL PARTITION IS RUSTED. 5. COVE BASE AND



## School Facility Conditions and Planned Improvements

				<p>FLOORING ARE VERY DIRTY. 15. DOOR SLAMS SHUT.</p> <p>ESS: 4. HOLES IN WALL. WATER DAMAGE TO SINK CABINETS. FLOOR TILES ARE BROKEN. 14. TRIP HAZARD AT ASPHALT/RAMP SEAM.</p> <p>GIRLS REST ROOM: 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. STALL DOORS HAVE HOLES (TAPED) 5. COVE BASE AND FLOORING ARE VERY DIRTY. 13. DRY ROT ON EAVES. 15. DOOR SLAMS SHUT.</p> <p>K4: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEEMS ARE STORED TOO HGH. 7. ONE LIGHT PANEL IS OUT. 10. EMERGENCY EXIT IS BLOCKED. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM.</p> <p>P2: 4. FORMICA TRIM IS MISSSSING ON COUNTERTOP. WATER DAMAGE TO COUNTERTOP. 12. DRY ROT ON SIDING. 14. SIX EXTERIOR BACK PACK HOOK IS BROKEN. RAMP IS LIFTING CREATING A TRIP HAZARD.</p> <p>P4: 4. CARPET IS TORN. TRIM IS MISSING ON COUNTERTOP. 7. THREE LIGHT PANELS ARE OUT. 14. RAMP IS LOOSE CREATING A TRIP HAZARD. DRY ROT/HOLR ON RAMP.</p> <p>PLAY COURTS: 14. TRIP HAZARD AT ASPHALT/RAMP SEAM TO UPPER LEVEL.</p>
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## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

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

#### Options

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

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

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

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

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

2021-22 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

## CAASPP Test Results in Science for All Students

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

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

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

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

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

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

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98	96	98	96	93

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

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.

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.

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,

## 2022-23 Opportunities for Parental Involvement

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 2022-2023 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.

## 2021-22 Chronic Absenteeism by Student Group

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

## C. Engagement

### State Priority: School Climate

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

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



## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

## 2021-22 Suspensions and Expulsions by Student Group

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

2022-23 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 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.

D. Other SARC Information Information Required in the SARC

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

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

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

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

### 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				
1				
2				
3				
4				
5				
6				

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

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

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

## 2021-22 Ratio of Pupils to Academic Counselor

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

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

## 2021-22 Student Support Services Staff

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

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	7682	0	7682	68961
<b>District</b>	N/A	N/A	7813	
<b>Percent Difference - School Site and District</b>	N/A	N/A	-1.7	-10.0
<b>State</b>	N/A	N/A		
<b>Percent Difference - School Site and State</b>	N/A	N/A	-9.5	-17.8

## 2021-22 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.

## 2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		





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, IDEL, 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 Amplify Science curriculum 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 2022-2023 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 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



Professional Development

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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	10	12	

# Lemon Crest Elementary School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



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

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

<b>School Name</b>	Lemon Crest Elementary School
<b>Street</b>	12463 Lemon Crest Dr.
<b>City, State, Zip</b>	Lakeside, CA 92040
<b>Phone Number</b>	(619) 390-2527
<b>Principal</b>	Kelly Gilbert
<b>Email Address</b>	kgilbert@lsusd.net
<b>School Website</b>	<a href="https://www.lsusd.net/lemon-crest/">https://www.lsusd.net/lemon-crest/</a>
<b>County-District-School (CDS) Code</b>	37681896110092

## 2022-23 District Contact Information

<b>District Name</b>	Lakeside Union 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>	<a href="http://www.lsusd.net/site/default.aspx?PageID=1">http://www.lsusd.net/site/default.aspx?PageID=1</a>

## 2022-23 School Overview

Lemon Crest School was established in 1991 in Lakeside, California. Lemon Crest Elementary School provides a full academic program for grades TK-5 general education students and special education students. Lemon Crest Elementary School is dedicated to providing all students with a rigorous curriculum with emphasis in the Arts and Sciences through targeted, standards based instruction. We are also dedicated to providing for the academic and social emotional needs of all students. Lemon Crest has established Professional Learning Communities in order to expand and enhance staff development and collaboration. Our staff meets for 90 minutes per week in collaborative groups to discuss student academic performance and how to ensure each student is receiving the instruction they need to be successful. We have implemented research based intervention programs to meet the diverse needs of our students. All students have access to Imagine Learning English in class, and IL assessments are used to track student achievement and target instruction. At-risk students in grades 3, 4 and 5 also have access to the research-based Achieve 3000 software program as additional literacy support. In addition, all of our at-risk students receive intensive small group instruction and intervention from their teachers and Intervention teachers.

To meet the social emotional needs of our students, we implement a combination of Positive Behavioral Interventions and Supports (PBIS) and Responsive Classroom. Through PBIS and Responsive Classroom, Lemon Crest has focused on four behavioral expectations that are positively stated and easy to remember. In other words, rather than telling students what not to do, we will focus on the preferred behaviors. These expectations will focus on building communication and collaboration skills, which in turn will strengthen school community as well as empathy. Lemon Crest Lions ROAR - We are Respectful, On Task, Always Safe, and Responsible. Additionally, we use the habits of character to learn how to be the very best versions of ourselves. LC has also incorporated the principles of Responsive Classroom, which include positive interpersonal interactions, expressing feelings and emotions appropriately, and merging social emotional well being with academic achievement. The students of Lemon Crest School also receive mental health services through access to our School Counselor who runs small group instruction for at risk students on social skills, conflict resolution and other skills necessary for school success. This year we are fortunate to have added a behavioral interventionist to our team. This person meets with students who are experiencing higher levels of trauma. They work with students on a one to one basis, addressing issues occurring at home, as well as school.

Lakeside Union School District dedicates itself to providing a nurturing and academically challenging environment that is committed to each individual student's education and development. The Lemon Crest Elementary School mission is to

## 2022-23 School Overview

positively impact student achievement by focusing on key academic standards while emphasizing joy, engagement, and belonging. We are also committed to providing the academic support needed to master grade level standards, as well as support independent and critical thinking and learning. We also understand the importance of providing a safe, nurturing environment where children thrive and reach their full potential. We accomplish this through rigorous, standards based instruction, as well as a combination of Lemon Crest's Positive Behavioral Interventions and Supports (PBIS) program, and core principles of Responsive Classroom.

Our vision:

- 1) At Lemon Crest we strive to positively impact student achievement
- 2) We will continue to partner with our community emphasizing respect, kindness, and responsibility
- 3) Our learning community will be literacy rich, technology enhanced, and standards-driven and will incorporate the 4 C's and 21st Century learning opportunities
- 4) We will prepare all our students for life outside the school day, focusing on the soft skills needed to be globally competent and successful.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
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### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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## A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

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

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

## 2021-22 Teacher Preparation and Placement

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

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

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

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

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

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

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)		
<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)		

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

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

In October 2022 the Lakeside Union School District Board of Trustees verified by resolution that each student at Lemon Crest School 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	12/2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading: Wonders, McGraw-Hill; adopted in 2013  Reading: Maravillas, McGraw-Hill; adopted in 2015	Yes	0

<b>Mathematics</b>	Everyday Mathematics, McGraw-Hill; adopted in 2015  Matematicas Diarias, McGraw-Hill; adopted in 2015	Yes	0
<b>Science</b>	Amplify Science, Amplify Education adopted 2022	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 (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

All sites are well maintained and undergo maintenance on a regular basis. An online system of work orders has been implemented to assist in maintenance requests. Sites are painted and carpeted on a regular basis. All sites have completed modernization construction over the past several years. During modernization all walls, roofs, floors, plumbing, and electrical have been updated to reflect current demands, including technology upgrades. Rest rooms and fire alarms systems were updated, along with heating and cooling systems upgraded to ensure energy efficient use. Sites are cleaned daily and any graffiti removed immediately by custodial staff. 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.

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**

8/28/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			1: 2. HVAC IS NOT WORKING (PER TEACHER). 9. FAUCET HAS A LOW FLOW. ALL GENDER REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 5. COVE BASE IS VERY DIRTY.
<b>Interior:</b> Interior Surfaces			X	10: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

School Facility Conditions and Planned Improvements

			<p>11: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>12: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>13: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p> <p>14: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET BOX IS LOOSE EXPOSING LIVE WIRES. OUTLET COVER IS BROKEN.</p> <p>16: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT/TERMITE DAMAGE AT ENTRY.</p> <p>18: 4. CEILING TILE HAS A WATER STAIN. 7. EXTERIOR LIGHT COVER HAS A HOLE.</p> <p>19: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>20: 4. RUBBER TRIM IS LOOSE AT CARPET/TIKE SEAM. 7. TWO LIGHT PANELS ARE OUT. LIGHT DIFFUSER IS LOOSE. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>22: 4. CARPET IS TORN.</p> <p>23: 4. CARPET IS TORN.</p> <p>24: 4. CARPET IS TORN. 14. SKID PAINT IS PEELING ON THE RAMP.</p> <p>25: 4. WALL PAPER IS TORN. FLOOR TILES ARE BROKEN. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS BROKEN. LOW VOLTAGE WIRES ARE EXPOSED. 9. FAUCET HAS A DRIP. 12. DRY ROT ON SIDING.</p> <p>26: 4. CARPET IS TORN. 14. SECTION OF RAMP IS LOOSE. 15. THRESHOLD IS LOOSE.</p> <p>27: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. WALL PAPER IS TORN. 7. ELECTRICAL COVERS</p>
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## School Facility Conditions and Planned Improvements

			<p>ARE MISSING. ELECTRICAL CONDUIT END CAP IS MISSING. LIGHT DIFFUSER IS BROKEN.</p> <p>28: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 12. DRY ROT ON SIDING.</p> <p>3: 4. CEILING TILE HAS A HOLE.</p> <p>9: 4. FLOOR TILES ARE BROKEN.</p> <p>COUNSELOR: 4. RUBBER MOLDING IS MISSING.</p> <p>ESS: 4. WATER DAMAGE TO SINK CABINETS. 12. DRY ROT ON SIDING.</p> <p>GIRLS REST ROOM: 4. CEILING TILES ARE BROKEN. CEILING TILE IS LOOSE.</p> <p>K1: 4. WATER DAMAGE TO WALL BEHIND TOILET. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS BROKEN. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSER IS LOOSE. LIGHT FIXTURE IN RR IS OUT.</p> <p>K2: 4. WATER DAMAGE TO WALL BEHIND TOILET. CEILING TILE HAS A HOLE. 7. EXTERIOR LIGHT COVER IS MELTED. ONE LIGHT PANEL IS OUT.</p> <p>LIBRARY: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY.</p> <p>MPR: 4. CEILING TILE HAS A WATEE STAIN. STORAGE RACK IS BROKEN IN LOBBY (FELL ON/TRAPPED STUDENT WHILE WE WERE PRESENT. 7. ONE LIGHT PANEL IS OUT.</p> <p>STORAGE: 4. CEILING TILES HAVE WATER STAINS.</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>10: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>11: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>

School Facility Conditions and Planned Improvements

				<p>12: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>13: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p> <p>14: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET BOX IS LOOSE EXPOSING LIVE WIRES. OUTLET COVER IS BROKEN.</p> <p>15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS LOOSE.</p> <p>16: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT/TERMITE DAMAGE AT ENTRY.</p> <p>17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>19: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>25: 4. WALL PAPER IS TORN. FLOOR TILES ARE BROKEN. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS BROKEN. LOW VOLTAGE WIRES ARE EXPOSED. 9. FAUCET HAS A DRIP. 12. DRY ROT ON SIDING.</p> <p>28: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 12. DRY ROT ON SIDING.</p> <p>5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS LOOSE.</p> <p>6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED.</p> <p>7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS</p>
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## School Facility Conditions and Planned Improvements

				<p>MELTED. ONE LIGHT PANEL IS OUT. ELECTRICAL CONDUIT END CAP IS MISSING.</p> <p>8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A DRIP.</p> <p>ALL GENDER REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 5. COVE BASE IS VERY DIRTY.</p> <p>ALL GENDER REST ROOM: 5. COVE BASE IS VERY DIRTY.</p> <p>K1: 4. WATER DAMAGE TO WALL BEHIND TOILET. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS BROKEN. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSER IS LOOSE. LIGHT FIXTURE IN RR IS OUT.</p> <p>LIBRARY: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY.</p> <p>PE STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT CAGE IS MISSING.</p> <p>WORKROOM: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
Electrical			X	<p>13: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p> <p>14: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET BOX IS LOOSE EXPOSING LIVE WIRES. OUTLET COVER IS BROKEN.</p> <p>15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS LOOSE.</p> <p>17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>18: 4. CEILING TILE HAS A WATER STAIN. 7. EXTERIOR LIGHT COVER HAS A HOLE.</p> <p>2: 7. ONE LIGHT DIFFUSER IS LOOSE.</p> <p>20: 4. RUBBER TRIM IS LOOSE AT CARPET/TIKE SEAM. 7. TWO LIGHT</p>

School Facility Conditions and Planned Improvements

			<p>PANELS ARE OUT. LIGHT DIFFUSER IS LOOSE. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>21: 7. ONE LIGHT PANEL IS OUT.</p> <p>25: 4. WALL PAPER IS TORN. FLOOR TILES ARE BROKEN. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS BROKEN. LOW VOLTAGE WIRES ARE EXPOSED. 9. FAUCET HAS A DRIP. 12. DRY ROT ON SIDING.</p> <p>27: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. WALL PAPER IS TORN. 7. ELECTRICAL COVERS ARE MISSING. ELECTRICAL CONDUIT END CAP IS MISSING. LIGHT DIFFUSER IS BROKEN.</p> <p>28: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 12. DRY ROT ON SIDING.</p> <p>5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS LOOSE.</p> <p>6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED.</p> <p>7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS MELTED. ONE LIGHT PANEL IS OUT. ELECTRICAL CONDUIT END CAP IS MISSING.</p> <p>8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A DRIP.</p> <p>K1: 4. WATER DAMAGE TO WALL BEHIND TOILET. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS BROKEN. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSER IS LOOSE. LIGHT FIXTURE IN RR IS OUT.</p> <p>K2: 4. WATER DAMAGE TO WALL BEHIND TOILET. CEILING TILE HAS A HOLE. 7. EXTERIOR LIGHT COVER IS MELTED. ONE LIGHT PANEL IS OUT.</p>
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## School Facility Conditions and Planned Improvements

				<p>MPR: 4. CEILING TILE HAS A WATER STAIN. STORAGE RACK IS BROKEN IN LOBBY (FELL ON/TRAPPED STUDENT WHILE WE WERE PRESENT. 7. ONE LIGHT PANEL IS OUT.</p> <p>PE STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT CAGE IS MISSING.</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			<p>1: 2. HVAC IS NOT WORKING (PER TEACHER). 9. FAUCET HAS A LOW FLOW. 25: 4. WALL PAPER IS TORN. FLOOR TILES ARE BROKEN. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS BROKEN. LOW VOLTAGE WIRES ARE EXPOSED. 9. FAUCET HAS A DRIP. 12. DRY ROT ON SIDING.</p> <p>8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A DRIP.</p> <p>GIRLS REST ROOM: 9. FAUCETS HAVE A LOW FLOW.</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	X			<p>17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>20: 4. RUBBER TRIM IS LOOSE AT CARPET/TILE SEAM. 7. TWO LIGHT PANELS ARE OUT. LIGHT DIFFUSER IS LOOSE. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>CUSTODIAN: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. 11. PAINT IS PEELING ON DOOR.</p> <p>LIBRARY: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY.</p>
<b>Structural:</b> Structural Damage, Roofs	X			<p>16: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT/TERMITE DAMAGE AT ENTRY.</p> <p>25: 4. WALL PAPER IS TORN. FLOOR TILES ARE BROKEN. RUBBER TRIM IS</p>

## School Facility Conditions and Planned Improvements

				MISSING AT CARPET/TILE SEAM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS BROKEN. LOW VOLTAGE WIRES ARE EXPOSED. 9. FAUCET HAS A DRIP. 12. DRY ROT ON SIDING. 28: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 12. DRY ROT ON SIDING. ESS: 4. WATER DAMAGE TO SINK CABINETS. 12. DRY ROT ON SIDING.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			24: 4. CARPET IS TORN. 14. SKID PAINT IS PEELING ON THE RAMP. 26: 4. CARPET IS TORN. 14. SECTION OF RAMP IS LOOSE. 15. THRESHOLD IS LOOSE. PARKING LOTS: 14. TRIP HAZARDS. PLAY COURTS: 14. TRIP HAZARDS.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

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

#### Options

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

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

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

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

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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



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

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

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

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

## CAASPP Test Results in Science for All Students

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

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

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

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

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

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

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	72	73	73	76	57

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Research shows a high correlation between parent involvement and effective schools and Lemon Crest greatly values parent involvement and education. Parents provide many volunteer hours in the library, school office, assisting individual or small groups of children, and doing clerical work for the classroom teacher. Parents are encouraged to become an active participant in our School Site Council, English Language Advisory Committee, and our PTA. These committees and organizations are a vital part of our school's culture. Our very supportive Parent Teacher Association (PTA) works hand-in-hand with the school to provide feedback, funds and programs, which further enrich the school experience for our students. Fundraising efforts provide students at Lemon Crest with a wide selection of books, art supplies, assemblies, and field trips. The Lemon Crest English Language Advisory Committee (ELAC) meets monthly and provides an opportunity for families who speak languages other than English the opportunity to access information and offer suggestions for the school. The Lemon Crest School Site Council (SSC) helps make decisions about academic and social emotional programs, as well as help us build our school's community.

Through parent nights, information meetings, parent teacher conferences, and coffee with the principal, our school provides parents with support in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. The school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. The school provides parents with materials and training to help them work with their children to improve their children's achievement.

## 2021-22 Chronic Absenteeism by Student Group

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

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>			
<b>Expulsions</b>			

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>						
<b>Expulsions</b>						

## 2021-22 Suspensions and Expulsions by Student Group

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

## 2022-23 School Safety Plan

School safety is a high priority for our school and district. Lemon Crest has a complete comprehensive School Safety Plan that addresses a multitude of safety concerns and scenarios. The Lemon Crest Safety Plan is updated and reviewed in the fall of every school year. Staff members are prepared and qualified in areas of CPR, first aid, conflict resolution, and counseling. The staff is knowledgeable and has participated with students in duck and cover, fire, and lockdown drills held regularly. Fire drills are completed monthly. Earthquake drills are conducted quarterly. Lockdown drills are conducted annually. The complete Safety Plan is on file in the school office. All volunteers and visitors to our campus are required to sign in and out at the front office using the Ident-a-kid system. (During the COVID pandemic, visitors and volunteers are not on campus.) All classrooms are equipped with up-to-date emergency kits and have telephone access to the office. We have Epi-Pens and an AED (automated external defibrillator), on site for emergency use. A new safety plan was reviewed and discussed by the SSC on September 15, 2022. The most current state guidelines regarding health and illness protocols are included in this safety plan. Finally, we partnered with the San Diego Sheriff department for our annual CPTED visit on October 11, 2022, during which time recommendations were made to enhance safety and security on our campus.

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

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

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

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

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

## 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				
1				
2				
3				
4				
5				
6				

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

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

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

## 2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	



## 2021-22 Student Support Services Staff

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

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7779	93	7685	70099
District	N/A	N/A	7813	
Percent Difference - School Site and District	N/A	N/A	-1.7	-8.3
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-9.4	-16.2

## 2021-22 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>

In addition, each year each school's School Site Council (SSC) develops a School Plan for Student Achievement (SPSA). The SSC at Lemon Crest 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/495>

At Lemon Crest, our expenditures include funds for general education, special education, and specially funded projects but do not include facilities costs or deferred maintenance. We receive funding for Title I and Title III programs. Approximately three-fourths of our revenues go toward the salaries of teachers, specialists, auxiliary personnel, books, supplies, and equipment.

During the '22-'23 school year, we have used site funds for the following programs and services to support students:

Achieve 3000/ computer program to address school-wide literacy  
Expeditionary Learning training, materials, and supplies  
Responsive Classroom/Morning Meeting PD to help with social emotional learning, as well as build positive school culture  
PLC Training and Release time - Targeting standards for mastery

## 2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## Professional Development

The Lakeside Union School District places great value on the role of professional learning, and utilizes systems-wide structures and strategies to promote continuous learning of adults that result in increased learning for students. The ongoing focus for professional learning is to support the district's LCAP goals through the lens of MTSS and equity. It is the district goal to engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.

At Lemon Crest, our goal is to ensure that ALL students receive the best first instruction, accomplished through lesson planning, teacher collaboration, best practices (to include GLAD and UDL), and assessment. Our emphasis this year is on our Multi-Tiered System of Supports (MTSS) which includes using our MTSS TOSA as a PLC Coach. This work allows us to provide for systematic interventions for students who are not meeting the standards, and a myriad of social-emotional learning opportunities for staff and students.

The objective of all LUSD professional learning is to improve educator effectiveness in order to increase student learning. In support of this outcome, administrators also participate in professional learning to increase their knowledge of quality practices, California Content Standards, and strategies for instructional leadership.

LUSD provides for weekly PLC time for embedded professional learning using early release days. The purpose of this time is for educators to examine the impact of their practice on student learning, with a focus on continuous improvement. Schools work

to identify key areas of learning based on an analysis of student data, upon which they place their focus for professional learning and set annual measurable goals based upon those identified areas of need. These areas are determined through the analysis of student learning data from multiple sources, including, but not limited to NWEA MAP, Imagine Learning, local measures through Calibration and Alignment, and CAASPP. All collaborative teams utilize PLC time during the day to help prepare

a differentiated instructional program that meets the needs of all students and focuses on equity, academics, and the social emotional needs of our students.

Beginning teachers receive systematic training and support during their first two years of teaching within the LUSD New Teacher Induction Program. This program assists new teachers as they build upon the skills they already possess upon entering the field of teaching, and provides them with support from a veteran teacher. The program is approved by the California State Commission on Teacher Credentialing and meets the requirements necessary to "clear" teaching credentials. In addition to those activities previously described, all teachers may receive support, assistance, and opportunities to grow professionally through their participation in school site learning teams, student study teams, and from district resource teachers.

This year, Lemon Crest specifically is focusing on two areas: academics and social-emotional learning. We are continuing and expanding the implementation of Expeditionary Learning on our campus, which is a project based way of learning that focuses on units based out of SS and science to teach learning standards. We also continue to practice and build on the principals of PBIS and Responsive Classroom, fusing together daily morning meetings, positive daily greetings, teacher language, and a positive behavior matrix.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	10	12	12

# Lindo Park Elementary School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



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

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

<b>School Name</b>	Lindo Park Elementary School
<b>Street</b>	12824 Lakeshore Dr.
<b>City, State, Zip</b>	Lakeside, CA 92040
<b>Phone Number</b>	(619) 390-2656
<b>Principal</b>	Tessa Green
<b>Email Address</b>	tgreen@lsusd.net
<b>School Website</b>	<a href="https://www.lsusd.net/lindo-park/">https://www.lsusd.net/lindo-park/</a>
<b>County-District-School (CDS) Code</b>	37-68189-6038376

## 2022-23 District Contact Information

<b>District Name</b>	Lakeside Union 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>	<a href="http://www.lsusd.net/site/default.aspx?PageID=1">http://www.lsusd.net/site/default.aspx?PageID=1</a>

## 2022-23 School Overview

Welcome to Lindo Park! We are passionate about teaching and learning! The Mission of Lindo Park Elementary School is to work collaboratively to ensure students will engage in dynamic, rigorous, and relevant curriculum. Students will develop abilities to enable them to contribute to our global society. Students will achieve goals in a safe, nurturing, and respectful environment.

Our Vision is for all students to attain their maximum academic and social potential and SOAR HIGH

S- Show Respect

O- Own your Actions

A- Accept Differences

R- Realize your Worth

Lindo Park Elementary is a neighborhood school serving the Lakeside Community for more than seventy years. We are located in a semi-rural community, 25 miles east of San Diego. A 54-acre county park and lake are directly across the street from our school. We serve a variety of residential areas. Our community is culturally diverse and provides us with a rich cultural heritage. Our keys to successful teaching and learning are a highly trained staff, engaging instruction, digital opportunities, dedicated parents, supportive community partnerships, and most importantly energetic, resilient students who come to school each day wanting to learn and excel.

All classrooms are equipped with internet access, iMac computers, Apple TVs, remote devices, and doc-u-cams. K-5 Teachers and students have access to iPads, Laptops, and iMacs. 2-5 grade classrooms have a 1:1 ratio of iPad Tablets for instruction. Instructional time develops a positive school climate through a social skills curriculum and positive behavior supports. All classrooms have common expectations and skills woven into the curriculum. Student leadership and community involvement are encouraged through After School Enrichment, Student Council, Safety Patrol, Playground Leaders, Playground Managers, TechNinjas, and a partnership with Lindo Lake County Park. School spirit is promoted by creating a safe and orderly environment focusing on rigorous academic achievement and joyful enrichment opportunities in arts, athletics, language, and STEM (Science, Technology, Engineering, and Mathematics).

Lindo Park Staff and PTA focus on parent engagement and community service. We know that when families and community are positively involved in students' schools, academic excellence rises!

## 2022-23 School Overview

Leading our students to:

Learn Continuously, Think Critically, Collaborate Constructively, Communicate Effectively, Care Deeply, and Persevere Relentlessly

We create differentiated and dynamic learning for all students to reach their full potential with targeted intervention for students to reach proficiency!

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
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### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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## A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

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

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

## 2021-22 Teacher Preparation and Placement

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

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

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

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

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

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

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)		
<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)		

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

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

On October 13, 2022 the Lakeside Union School District Board of Trustees verified by resolution that each student at Lindo Park 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

10/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading: Wonders, McGraw-Hill; adopted in 2013	Yes	0



	High Point (EL), Hampton Brown; adopted in 2003		
<b>Mathematics</b>	Everyday Mathematics, McGraw-Hill; adopted in 2015  Matematicas Diarias, McGraw-Hill; adopted in 2015	Yes	0
<b>Science</b>	Amplify Science k-5	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

Lindo Park is maintained by dedicated custodial and district maintenance staff. Sites are painted and carpeted on a regular basis. All sites have recently completed modernization construction. During modernization, all walls, roofs, floors, plumbing, and electrical have been updated to reflect current demands including technology upgrades. Rest rooms and fire alarms systems were updated, along with heating and cooling systems upgraded to ensure efficient energy use. Community Safety Meetings are held with representatives from the sites and community to discuss safety issues for each of the sites.

Our School Bond allowed us the opportunity to rewire Lindo Park for robust electrical and technological improvement. We are proud of the digital opportunities that students can access at our site. Deferred maintenance funding allowed us to completely redo all playground asphalt and striping. In addition, the D Wing received a new roof, and new air-conditioning units were installed where needed.

Everyone at Lindo Park takes PRIDE in our school. We are nestled across from a picturesque county park and lake. This wildlife preserve gives our students access to an authentic outdoor classroom and our school has the privilege of collaborating with county park rangers to further science literacy and an understanding of environmental science. Classrooms and digital resources display student work reflecting California Common Core State Standards and innovative projects. Student work is also displayed in the multi-purpose room, front office, hallways, surrounding fences and library. Student-created mosaics, depicting Lindo Lake's flora, fauna, and history, grace the walkway in front of the school, and an outdoor wall mural shares our love of environment.

The playgrounds, library, as well as other facilities have been supported and maintained by PTA, Boys and Girls Club, Barona Band of Mission Indians, El Capitan Stadium Association, Albertson's Market, and individual community members.

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**

12/14/2021

## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	<p>A1: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON EAVES.</p> <p>A2: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. TERMITES INSIDE DOOR. 7. TWO LIGHT PANELS ARE OUT.</p> <p>ADMIN: 4. CEILING TILE HAS A HOLE. CEILING TILE IS LOOSE. 11. PAINT IS PEELING ON WINDOW FRAMES.</p> <p>B1: 4. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET LEAKS AT HANDLE. 10. EVACUATION MAP IS NOT POSTED.</p> <p>B2: 4. CABINET HANDLE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.</p> <p>B3: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 9. FAUCET LEAKS AT BASE AND HAS A DRIP. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON DOOR FRAME. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 15. DRY ROT ON DOOR.</p> <p>BOYS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. STALL PARTITION IS RUSTED/DETERIORATING.</p> <p>C1: 4. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. TERMITES IN DOOR. 9. FAUCET LEAKS AT HANDLE. 10. EVACUATION MAP IS NOT POSTED.</p> <p>C2: 4. WATER DAMAGE TO COUNTERTOP. CARPET IS WORN. 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET LEAKS AT HANDLE. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR.</p> <p>D10: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. LIGHT DIFFUSER HAS A WATER STAIN. 10. EVACUATION MAP IS</p>

School Facility Conditions and Planned Improvements

				<p>NOT POSTED. 11. PAINT IS PEELING ON DOOR FRAME.</p> <p>D2: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR FRAME.</p> <p>D4: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>D7: 4. FLOOR TILES ARE BROKEN AT ENTRY. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR AND INTERIOR WALL. 12. CRACKS N WALL.</p> <p>E2: 4. CEILING TILE HAS A WATER STAIN. 7. LIGHT DIFFUSER IS MISSING.. 10. EVACUATION MAP IS NOT POSTED.</p> <p>E4: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. LIGHT DIFFUSER IS BROKEN. 10. EVACUATION MAP IS NOT POSTED.15. DOOR SWEEP IS BROKEN.</p> <p>E5: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR SLAMS SHUT.</p> <p>E6: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET IS LOOSE AT BASE AND HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>ESS: 4. WALL TRIM IS LOOSE. 11. PAINT IS PEELING ON FACIA AND DOOR. 12. DRY ROT ON EAVES.</p> <p>ESS: 7. FOUR LIGHT PANELS ARE OUT. 9. FAUCET IN RR HAS A LOW FLOW. 11. PAINT IS PEELING ON DOOR FRAME. 15. WINDOW SCREENS ARE MISSING.</p> <p>GIRLS REST ROOM: 4. HOLE IN WALL. STALL DOORS ARE BROKEN/WOBBLY. 9. ONE FAUCET HAS A DRIP. 11. PAINT IS PEELING ON THE INTERIOR WALL AND DOOR FRAME.</p>
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## School Facility Conditions and Planned Improvements

			<p>GIRLS REST ROOM: 4. STALL DOORS ARE BROKEN/WOBBLY AND DETERIORATING.</p> <p>K1: 4. WATER DAMAGE TO BASE OF SINK CABINET. CABINET HANDLE IS BROKEN. 5. AREA OF ROOM IS OVERLY CLUTTERED. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON EAVES.</p> <p>K2: 4. CARPET IS WORN. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON WINDOW FRAME. 13. GUTTER DOWN SPOUT IS MISSING. 14. TRIP HAZARD AT CEMENT/RAMP SEAM.</p> <p>K3: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 13. DAMAGE TO EAVES. 14. THREE EXTERIOR BACK PACK HOOKS ARE MISSING.</p> <p>LIBRARY: 4. CARPET IS WORN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>LOUNGE: 4. FORMICA TRIM IS LOOSE/TAPED.</p> <p>PARENT ROOM: 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET HAS NO FLOW. 12. DRY ROT ON EAVES/FACIA TRIM.</p> <p>PRESCHOOL: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW.</p> <p>SPEECH: 4. CEILING TILES HAVE WATER STAINS. 7. LOW VOLTAGE WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED.</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>		X	<p>A1: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON EAVES.</p> <p>A2: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. TERMITES INSIDE DOOR. 7. TWO LIGHT PANELS ARE OUT.</p> <p>B1: 4. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS</p>

## School Facility Conditions and Planned Improvements

ARE STORED TOO HIGH. 9. FAUCET LEAKS AT HANDLE. 10. EVACUATION MAP IS NOT POSTED.

B2: 4. CABINET HANDLE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.

BOYS REST ROOM: 5. FLOORING COVE BASE IS VERY DIRTY. 9. FAUCET HAS A DRIP. 11. PAINT IS PEELING ON INTERIOR WALL AND DOOR FRAME.

C1: 4. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. TERMITES IN DOOR. 9. FAUCET LEAKS AT HANDLE. 10. EVACUATION MAP IS NOT POSTED.

D1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW AND A DRIP. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR.

D4: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.

D6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. PLUG IN CANDLE WARMER. 12. CRACK IN WALL.

D7: 4. FLOOR TILES ARE BROKEN AT ENTRY. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR AND INTERIOR WALL. 12. CRACKS N WALL.

D8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR.

D9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET LEAKS AT HANDLE. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON

## School Facility Conditions and Planned Improvements

				<p>DOOR. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN.</p> <p>E6: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET IS LOOSE AT BASE AND HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>K1: 4. WATER DAMAGE TO BASE OF SINK CABINET. CABINET HANDLE IS BROKEN. 5. AREA OF ROOM IS OVERLY CLUTTERED. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON EAVES.</p> <p>K3: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 13. DAMAGE TO EAVES. 14. THREE EXTERIOR BACK PACK HOOKS ARE MISSING.</p>
Electrical			X	<p>A1: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON EAVES.</p> <p>A2: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. TERMITES INSIDE DOOR. 7. TWO LIGHT PANELS ARE OUT.</p> <p>C2: 4. WATER DAMAGE TO COUNTERTOP. CARPET IS WORN. 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET LEAKS AT HANDLE. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR.</p> <p>C3: 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET HAS A LEAK. 10. EVACUATION MAP IS NOT POSTED. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 15. THRESHOLD IS MISSING.</p> <p>C4: 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED.</p> <p>D10: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. LIGHT DIFFUSER HAS A WATER STAIN. 10. EVACUATION MAP IS</p>

School Facility Conditions and Planned Improvements

NOT POSTED. 11. PAINT IS PEELING ON DOOR FRAME.

D2: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR FRAME.

D4: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.

D7: 4. FLOOR TILES ARE BROKEN AT ENTRY. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR AND INTERIOR WALL. 12. CRACKS N WALL.

D8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR.

DATA: 7. ONE LIGHT PANEL IS OUT. EXCESSIVE AMOUNT OF LOW VOLTAGE DATA WIRES EXPOSED (HALLWAY).

E2: 4. CEILING TILE HAS A WATER STAIN. 7. LIGHT DIFFUSER IS MISSING.. 10. EVACUATION MAP IS NOT POSTED.

E4: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. LIGHT DIFFUSER IS BROKEN. 10. EVACUATION MAP IS NOT POSTED.15. DOOR SWEEP IS BROKEN.

K1: 4. WATER DAMAGE TO BASE OF SINK CABINET. CABINET HANDLE IS BROKEN. 5. AREA OF ROOM IS OVERLY CLUTTERED. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON EAVES.

SPEECH: 4. CEILING TILES HAVE WATER STAINS. 7. LOW VOLTAGE WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED.

STORAGE: 7. ONE LIGHT DIFFUSER IS MISSING.

## School Facility Conditions and Planned Improvements

			TESTING: 7. LOW VOLTAGE WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED. 12. SIDING IS CHIPPING.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	<p>ALL GENDER REST ROOM: 9. FAUCET HAS A LOW FLOW.</p> <p>B1: 4. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET LEAKS AT HANDLE. 10. EVACUATION MAP IS NOT POSTED.</p> <p>B3: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 9. FAUCET LEAKS AT BASE AND HAS A DRIP. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON DOOR FRAME. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 15. DRY ROT ON DOOR.</p> <p>BOYS REST ROOM: 5. FLOORING COVE BASE IS VERY DIRTY. 9. FAUCET HAS A DRIP. 11. PAINT IS PEELING ON INTERIOR WALL AND DOOR FRAME.</p> <p>C1: 4. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. TERMITES IN DOOR. 9. FAUCET LEAKS AT HANDLE. 10. EVACUATION MAP IS NOT POSTED.</p> <p>C2: 4. WATER DAMAGE TO COUNTERTOP. CARPET IS WORN. 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET LEAKS AT HANDLE. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR.</p> <p>C3: 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET HAS A LEAK. 10. EVACUATION MAP IS NOT POSTED. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 15. THRESHOLD IS MISSING.</p> <p>D1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW AND A DRIP. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR.</p> <p>D3: 9. FAUCET HAS A DRIP. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR.</p>



School Facility Conditions and Planned Improvements

			<p>D4: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>D5: 9. FAUCET LEAKS AND HAS A LOW FLOW. 11. PAINT IS PEELING ON DOOR.</p> <p>D6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. PLUG IN CANDLE WARMER. 12. CRACK IN WALL.</p> <p>D9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET LEAKS AT HANDLE. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN.</p> <p>E6: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET IS LOOSE AT BASE AND HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>ESS: 4. WALL TRIM IS LOOSE. 11. PAINT IS PEELING ON FACIA AND DOOR. 12. DRY ROT ON EAVES.</p> <p>ESS: 7. FOUR LIGHT PANELS ARE OUT. 9. FAUCET IN RR HAS A LOW FLOW. 11. PAINT IS PEELING ON DOOR FRAME. 15. WINDOW SCREENS ARE MISSING.</p> <p>GIRLS REST ROOM: 4. HOLE IN WALL. STALL DOORS ARE BROKEN/WOBBLY. 9. ONE FAUCET HAS A DRIP. 11. PAINT IS PEELING ON THE INTERIOR WALL AND DOOR FRAME.</p> <p>K1: 4. WATER DAMAGE TO BASE OF SINK CABINET. CABINET HANDLE IS BROKEN. 5. AREA OF ROOM IS OVERLY CLUTTERED. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON EAVES.</p> <p>PARENT ROOM: 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET HAS NO FLOW. 12. DRY ROT ON EAVES/FACIA TRIM.</p> <p>PRESCHOOL: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW.</p>
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## School Facility Conditions and Planned Improvements

<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>		X	<p>ADMIN: 4. CEILING TILE HAS A HOLE. CEILING TILE IS LOOSE. 11. PAINT IS PEELING ON WINDOW FRAMES.</p> <p>BOYS REST ROOM: 5. FLOORING COVE BASE IS VERY DIRTY. 9. FAUCET HAS A DRIP. 11. PAINT IS PEELING ON INTERIOR WALL AND DOOR FRAME.</p> <p>C2: 4. WATER DAMAGE TO COUNTERTOP. CARPET IS WORN. 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET LEAKS AT HANDLE. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR.</p> <p>CUSTODIAN: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. HOLE IN EAVES.</p> <p>D1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW AND A DRIP. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR.</p> <p>D10: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. LIGHT DIFFUSER HAS A WATER STAIN. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR FRAME.</p> <p>D2: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR FRAME.</p> <p>D3: 9. FAUCET HAS A DRIP. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR.</p> <p>D5: 9. FAUCET LEAKS AND HAS A LOW FLOW. 11. PAINT IS PEELING ON DOOR.</p> <p>D6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. PLUG IN CANDLE WARMER. 12. CRACK IN WALL.</p> <p>D7: 4. FLOOR TILES ARE BROKEN AT ENTRY. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING</p>
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## School Facility Conditions and Planned Improvements

			<p>ON THE DOOR AND INTERIOR WALL. 12. CRACKS N WALL.</p> <p>D8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR.</p> <p>D9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET LEAKS AT HANDLE. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN.</p> <p>ESS: 4. WALL TRIM IS LOOSE. 11. PAINT IS PEELING ON FACIA AND DOOR. 12. DRY ROT ON EAVES.</p> <p>ESS: 7. FOUR LIGHT PANELS ARE OUT. 9. FAUCET IN RR HAS A LOW FLOW. 11. PAINT IS PEELING ON DOOR FRAME. 15. WINDOW SCREENS ARE MISSING.</p> <p>GIRLS REST ROOM: 4. HOLE IN WALL. STALL DOORS ARE BROKEN/WOBBLY. 9. ONE FAUCET HAS A DRIP. 11. PAINT IS PEELING ON THE INTERIOR WALL AND DOOR FRAME.</p> <p>K1: 4. WATER DAMAGE TO BASE OF SINK CABINET. CABINET HANDLE IS BROKEN. 5. AREA OF ROOM IS OVERLY CLUTTERED. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON EAVES.</p> <p>SUPPORT CENTER: 11. PAINT IS PEELING ON EXTERIOR WALL AND EAVES.</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	X		<p>A1: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON EAVES.</p> <p>B3: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 9. FAUCET LEAKS AT BASE AND HAS A DRIP. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON DOOR FRAME. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 15. DRY ROT ON DOOR.</p> <p>CUSTODIAN: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. 11. PAINT IS</p>

## School Facility Conditions and Planned Improvements

			<p>PEELING ON EXTERIOR WALL. 12. HOLE IN EAVES.</p> <p>D6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. PLUG IN CANDLE WARMER. 12. CRACK IN WALL.</p> <p>D7: 4. FLOOR TILES ARE BROKEN AT ENTRY. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR AND INTERIOR WALL. 12. CRACKS N WALL.</p> <p>ESS: 4. WALL TRIM IS LOOSE. 11. PAINT IS PEELING ON FACIA AND DOOR. 12. DRY ROT ON EAVES.</p> <p>K1: 4. WATER DAMAGE TO BASE OF SINK CABINET. CABINET HANDLE IS BROKEN. 5. AREA OF ROOM IS OVERLY CLUTTERED. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON EAVES.</p> <p>K2: 4. CARPET IS WORN. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON WINDOW FRAME. 13. GUTTER DOWN SPOUT IS MISSING. 14. TRIP HAZARD AT CEMENT/RAMP SEAM.</p> <p>K3: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 13. DAMAGE TO EAVES. 14. THREE EXTERIOR BACK PACK HOOKS ARE MISSING.</p> <p>STORAGE: 12. HOLE IN STUCCO.</p> <p>TESTING: 7. LOW VOLTAGE WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED. 12. SIDING IS CHIPPING.</p>
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	X		<p>B3: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 9. FAUCET LEAKS AT BASE AND HAS A DRIP. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON DOOR FRAME. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 15. DRY ROT ON DOOR.</p>

## School Facility Conditions and Planned Improvements

				<p>C3: 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET HAS A LEAK. 10. EVACUATION MAP IS NOT POSTED. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 15. THRESHOLD IS MISSING.</p> <p>D9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET LEAKS AT HANDLE. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN.</p> <p>E1: 15. WINDOW SCREENS ARE MISSING.</p> <p>E4: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. LIGHT DIFFUSER IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR SWEEP IS BROKEN.</p> <p>E5: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR SLAMS SHUT.</p> <p>ESS: 7. FOUR LIGHT PANELS ARE OUT. 9. FAUCET IN RR HAS A LOW FLOW. 11. PAINT IS PEELING ON DOOR FRAME. 15. WINDOW SCREENS ARE MISSING.</p> <p>K2: 4. CARPET IS WORN. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON WINDOW FRAME. 13. GUTTER DOWN SPOUT IS MISSING. 14. TRIP HAZARD AT CEMENT/RAMP SEAM.</p> <p>K3: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 13. DAMAGE TO EAVES. 14. THREE EXTERIOR BACK PACK HOOKS ARE MISSING.</p> <p>PARENT ROOM: 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET HAS NO FLOW. 12. DRY ROT ON EAVES/FACIA TRIM.</p>
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## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

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

#### Options

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

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

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

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

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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



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

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

## CAASPP Test Results in Science for All Students

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

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

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

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

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

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

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93	95	97	95	90

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Currently, we are reaching out to parents through Coffee with the Principal, zoom calls with the teachers and check-ins with the counselor. Parent Teacher Conferences, Family parent nights along with After school activities. Possible Home visits, along with technology parent support.

They participate in PTA, School Site Council, School Smarts Academy, an active Room Parent group, and our English Learner Advisory Committee. We work collaboratively with parents to provide the best educational experience for our students.

We actively provide communication to families through our marquee, text and email communication in both Spanish and English, in addition to a well-maintained and informative web site.

We have a dedicated Parent Room on campus where parents can volunteer their time to complete teacher projects, and duplicate and collate materials.

## 2021-22 Chronic Absenteeism by Student Group

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

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>			
<b>Expulsions</b>			

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>						
<b>Expulsions</b>						

## 2021-22 Suspensions and Expulsions by Student Group

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

## 2022-23 School Safety Plan

School safety is a high priority for our school and district. Lindo Park has a comprehensive School Safety Plan, which is updated and reviewed with our staff at the beginning of each school year. The current School Safety plan was reviewed and discussed by our School Site Council on November 14th, 2022. The plan covers topics such as disaster response, safe ingress and egress and ensuring a safe and orderly environment. Our safety plan has been modified during COVID to reflect current additional needs. We have hand washing stations, barriers on desks, daily temperature checks, and are socially distancing. We continue to have our monthly drills.

Safety first! This plan was developed in consultation with law enforcement and fire departments, as part of a Readiness Emergency Management System. The key elements to our plan are classrooms that are up to fire-department code, updated emergency and disaster plans (updated, reviewed and discussed with faculty), regular monthly safety drills, and clear communication protocols between staff and office. Information regarding safety is presented yearly at staff meetings and throughout the year. All classrooms and student areas are equipped with appropriate communication and emergency disaster plans and materials located above fire extinguishers. We have Epipens and an AED (automated external defibrillator), on site for emergency use. All classrooms are equipped with up-to-date emergency kits and have telephone access to the office.

As a result of this plan, we have installed cameras throughout the school with a central computer monitor system that allows us to view school areas throughout the day. All non-students and visiting adults are required to follow visitor protocol that requires signing in and out of the office upon every visit using the Ident-a-Kid system. Our campus is completely enclosed by fencing and we lock our gates shortly after class begins. To ensure the safety of our students, staff, and all visitors, our teacher-trained safety patrol is on duty daily to monitor the safe flow of vehicles and students.

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

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

## 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				
1				
2				
3				
4				
5				
6				

## 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				
1				
2				
3				
4				
5				
6				

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

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

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

## 2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

## 2021-22 Student Support Services Staff

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

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8539	789	7750	65980
District	N/A	N/A	7813	
Percent Difference - School Site and District	N/A	N/A	-0.8	-14.4
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-8.6	-22.2



## 2021-22 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>

In addition, each year each school's School Site Council (SSC) develops a School Plan for Student Achievement (SPSA). The SSC at Lindo Park 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/611>

At Lindo Park, we are responsive to students' needs and we utilize state and federal funding to support a rigorous, academic curriculum for all students to reach their maximum potential. We work collaboratively in professional learning communities to support students' social/emotional development and academic achievement. As stated, Lindo Park School receives funds from the state and federal government to support students who are below grade level in reading and/or mathematics and those who are learning English as their second language. In addition to core instructional time, we provide intensive support to students in small group settings.

Our core instructional time is from the beginning of school until 2:10 pm, with a lunch and recess break. It focuses on dedicated, uninterrupted English and Mathematics instruction, with a science and social studies focus in the afternoon. During the morning block, we use a universal access model in which students are regrouped within grade levels to best target specific academic needs. Teachers meet regularly in professional learning communities to review student work and progress towards California Common Core State Standards. We use state-adopted instructional materials including a rigorous, research-based reading program from Houghton-Mifflin Harcourt, called READ 180, System 44, and Imagine Learning for students needing literacy intervention and prevention. In addition, we utilize an award-winning reading comprehension program focused on non-fiction text called Achieve3000. Our mathematics program is Everyday Math, from McGraw-Hill Publishers.

## 2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

After intense analysis of student data, professional development is offered to meet school academic goals in Mathematics, English Language Arts, Social-Emotional Development, English Language Development, In addition, expert facilitators work with grade level teams to engage in collaborative planning, teaching, and revising instruction to improve teacher practice and student outcomes. Furthermore, collaborative teams meet to assess and analyze student data to plan targeted instruction. Social-Emotional Learning and research-based strategies for emotional regulation are supported by school-based counselors, Positive Behavior Intervention and Support training, Multi-Tiered Systems of Support Teachers on Special Assignment, Behavior Specialists, and Behavior Intervention Aides. Teachers are supported in all aspects of implementation by district and site administration and teacher leadership through coaching and collaboration through professional learning community meetings.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

# Riverview Elementary School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



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

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

<b>School Name</b>	Riverview Elementary School
<b>Street</b>	9308 Winter Gardens Blvd.
<b>City, State, Zip</b>	Lakeside, CA 92040
<b>Phone Number</b>	(619) 390-2662
<b>Principal</b>	Grace Cox
<b>Email Address</b>	gcox@lsusd.net
<b>School Website</b>	<a href="https://www.lsusd.net/riverview/">https://www.lsusd.net/riverview/</a>
<b>County-District-School (CDS) Code</b>	37-68189-6038384

## 2022-23 District Contact Information

<b>District Name</b>	Lakeside Union 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>	<a href="https://www.lsusd.net/">https://www.lsusd.net/</a>

## 2022-23 School Overview

Riverview Elementary School is a public school located in Lakeside in San Diego County. This unique school offers two distinct immersion models with a 21st Century skills focus. The mission of the school is to provide students with a world-class immersion program such that they can speak, read, and write in multiple languages: to prepare them for an ever-developing world of technology, cultivate an awareness and respect for other cultures, and empower them as future leaders of a global society. This mission is based on the following beliefs: 1) The understanding of multiple languages and cultures promotes the development of multiculturalism and a harmonious world, 2) All students should have an opportunity to receive the best possible education and to see themselves as global students who understand the value and potential of their multicultural skills.

Riverview Elementary's immersion models are unique in the world. Students receive 100 percent instruction in Spanish in the Spanish Immersion model, including Mandarin enrichment Kindergarten to first grade. English instruction is initiated in grade two (2) at approximately 10 percent of the instructional time, and Mandarin enrichment is 30 minutes, one to three times a week. The percentage of English instruction increases through the grades. Mandarin enrichment instruction continues one to three times a week for 30 minutes in Grades 2-5. All language instruction begins in kindergarten and progresses through the fifth grade. Students continue their language studies at Lakeside Middle School and Tierra del Sol Middle School. The second model is the Chinese immersion model. In this model, students receive half of their instruction, K-5, in Mandarin and the other half in English, including Spanish enrichment lessons, one to three times a week for 30 minutes.

At Riverview, students are taught in Spanish, Mandarin, and English. Students are taught these three languages for two distinct reasons. A person able to speak Mandarin, Spanish, and English can communicate with approximately 75 percent of the world's population. This is a great advantage in a global society. In addition, teaching students in these three languages

2022-23 School Overview

stimulates different parts of the brain. It provides students the neural capacity to learn character-based and tonal languages as well as alphabet-based languages. Research shows that the younger the better when learning languages, and there are numerous cognitive and educational benefits resulting from multilingualism. Multilingualism is not the only focus in helping fulfill the mission of this unique program. The enrichment and PE are integrated daily to ensure the whole child is educated. The school-wide PBIS teaches character education. Students take responsibility through leadership for their learning and school. Through careful planning and integration of content, language, and 21st-century skills, Riverview staff, students, and families have created an exceptional educational program preparing students to be future global leaders.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

A. Conditions of Learning State Priority: Basic

- The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  - Pupils have access to standards-aligned instructional materials; and
  - School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
<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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
<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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

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

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

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

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)		
<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)		

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

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

On October 13, 2022 the Lakeside Union School District Board of Trustees verified by resolution that each student at Riverview 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

11/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Maravillas, McGraw-Hill; adopted in 2015	Yes	0



	Wonders, McGraw-Hill, adopted in 2014		
	Mandarin Matrix adopted in 2020		
<b>Mathematics</b>	Everyday Mathematics, McGraw-Hill; adopted in 2015	Yes	0
	Matemáticas Diarias, McGraw-Hill; adopted in 2015		
<b>Science</b>	Amplify Science adopted in 2022	Yes	0
<b>History-Social Science</b>	History Social Science for California, Scott Foresman; English and Spanish, adopted in 2006	Yes	0
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

Riverview is in excellent condition and well maintained. Riverview was built in the 1950s. Riverview undergoes maintenance on a regular basis. An online system of work orders is used to facilitate maintenance requests. The district maintenance crew responds quickly and is very proactive in maintaining and improving the campus. Modernization construction occurred several years ago. During modernization, all walls, roofs, floors, plumbing, and electrical were updated to reflect current demands including technology upgrades. Apple TVs were added to every classroom along with other high-quality technology upgrades. Restrooms and fire alarm systems were updated, along with heating and cooling systems, to ensure energy-efficient use. Sites are cleaned daily and any graffiti removed immediately by custodial staff. New portable classrooms were added to accommodate the growth of the school.

The parking and pick-up areas were redesigned several years ago to accommodate an increase in traffic due to increasing enrollment. Parking and pick-up procedures were redesigned to ensure student safety. Several years ago, significant concrete and landscape work was completed to enhance both the safety and the aesthetics of the campus. A Peace Pole and PeaceBuilders mural adds to the culture on the campus. Few years ago, parents and community volunteers worked alongside district and school site staff to create a beautiful, safe and modern new play structure, outdoor classroom, picnic tables, and planter benches for our students to enjoy.

In 2011, a Farmer's Market Garden was planted behind the new portables for growing fruits and vegetables. All classrooms are invited to visit the garden for science lessons or to read a book or work independently in a small group. Riverview teaches Positive Behavior Intervention Support (PBIS) to all students and the PBIS play a significant role in establishing the culture of the school. Student leadership is also a significant part of the Riverview experience with students participating in a Student Council team that provides subcommittees of students to lead campus safety/security, yearbook, annual kickball tournament, and various other opportunities around the school. 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 in 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**

12/17/2021



## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			26: 2. VENT COVERS ARE MISSING. 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EXTERIOR WALL. 13. DRY ROT ON FACIA.
<b>Interior:</b> Interior Surfaces			X	1: 4. FLOOR TILE IS BROKEN. 10: 4. CEILING TILE HAS A WATER STAIN. 11: 4. CEILING TILE HAS A WATER STAIN. 7. TWO LIGHT PANELS ARE OUT. 14. TRIP HAZARDS ON WALKWAY. 12: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. ANTS ARE PRESENT. 7. TWO LIGHT PANELS ARE OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. 12. EXTERIOR WALL IS DAMAGED AT BACK PACK HOOKS. 14: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 9. FAUCET FLOWS OUT SIDE OF DIFFUSER. 15: 4. CEILING TILE HAS A HOLE. 13. DRY ROT ON EAVES. 17: 4. CARPET IS TORN. 7. CLOCK IS MISSING EXPOSING WIRES. 12. DRY ROT ON EXTERIOR WALL. 18: 4. CARPET IS TORN. 2: 4. CARPET IS TORN. 20: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. ROOM HAS A SKUNK LIKE ODOR. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 21: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON EXTERIOR WALL AND GUTTER. 13. GUTTER DOWN SPOUT IS MISSING. 22: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 11. PAINT IS PEELING ON EXTERIOR WALL AND GUTTER. 12. DRY ROT ON SIDING. 13. GUTTER DOWNSPOUT IS MISSING.

## School Facility Conditions and Planned Improvements

23: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON EXTERIOR WALL. PESTICIDES ARE PRESENT. 12. DRY ROT ON SIDING TRIM.

24: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. EXTENSION CORD IS BEING PERMANENTLY USED. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING.

25: 4. CEILING TILES HAVE WATER STAINS. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT.

26: 2. VENT COVERS ARE MISSING. 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EXTERIOR WALL. 13. DRY ROT ON FACIA.

27: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON SIDING. 13. GUTTER DOWN SPOUT IS MISSING.

6: 4. CEILING TILE HAS A WATER STAIN. 10. PLUG IN AIR FRESHENER.

7: 4. CEILING TILES HAVE HOLES 11. PAINT IS PEELING ON EXTERIOR WALL.

8: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES.

ADMIN: 4. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON EAVES.

ALL GENDER REST ROOM: 4. LINOLEUM FLOORING IS LIFTING. FLOORING IS SOFT AT ENTRY. 15. HOLES RUSTED THROUGH DOOR.

ESS: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL (RR). 7. ELECTRICAL CONDUIT FOR SWITCH IS MISSING EXPOSING LIVE WIRES. 11. PAINT IS PEELING ON INTERIOR WALL (RR). 12. SIDING IS PEELING AT ENTRY.

FOOD SERVICES: 4. FLOOR TILES ARE BROKEN.

## School Facility Conditions and Planned Improvements

			<p>K1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. FLOOR TILES ARE BROKEN. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON EAVES.</p> <p>K2: 4. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET IS LOOSE AT BASE. 11. PAINT IS PEELING ON THE EAVES.</p> <p>LAB: 4. CEILING TILES HAVE HOLES. CEILING TILE HAS A WATER STAIN.</p> <p>MPR: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 7. NINE LIGHT PANELS ARE OUT.</p> <p>OFFICE: 4. CEILING TILE HAS A WATER STAIN.</p> <p>RESOURCE: 4. CEILING TILE HAS A HOLE. 10. PLUG IN AIR FRESHENER.</p> <p>STORAGE: 4. CEILING TILE IS LOOSE. 7. ELECTRICAL COVER IS MISSING.</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		<p>12: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. ANTS ARE PRESENT. 7. TWO LIGHT PANELS ARE OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. 12. EXTERIOR WALL IS DAMAGED AT BACK PACK HOOKS.</p> <p>13: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.</p> <p>20: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. ROOM HAS A SKUNK LIKE ODOR. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING.</p> <p>23: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON EXTERIOR WALL. PESTICIDES ARE PRESENT. 12. DRY ROT ON SIDING TRIM.</p> <p>26: 2. VENT COVERS ARE MISSING. 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO</p>

## School Facility Conditions and Planned Improvements

				<p>HIGH. 11. PAINT IS PEELING ON EXTERIOR WALL. 13. DRY ROT ON FACIA. BOYS REST ROOM: 5. COVE BASE AND FLOORING ARE VERY DIRTY. GIRLS REST ROOM: 5. COVE BASE AND FLOORING ARE VERY DIRTY.</p>
Electrical			X	<p>11: 4. CEILING TILE HAS A WATER STAIN. 7. TWO LIGHT PANELS ARE OUT. 14. TRIP HAZARDS ON WALKWAY. 12: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. ANTS ARE PRESENT. 7. TWO LIGHT PANELS ARE OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. 12. EXTERIOR WALL IS DAMAGED AT BACK PACK HOOKS. 13: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 17: 4. CARPET IS TORN. 7. CLOCK IS MISSING EXPOSING WIRES. 12. DRY ROT ON EXTERIOR WALL. 23: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON EXTERIOR WALL. PESTICIDES ARE PRESENT. 12. DRY ROT ON SIDING TRIM. 24: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. EXTENSION CORD IS BEING PERMANENTLY USED. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 25: 4. CEILING TILES HAVE WATER STAINS. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT. 27: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON SIDING. 13. GUTTER DOWN SPOUT IS MISSING. 5: 7. ONE LIGHT PANEL IS OUT.</p>

## School Facility Conditions and Planned Improvements

			<p>8: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES.</p> <p>9: 7. ELECTRICAL COVER IS MISSING.</p> <p>ALL GENDER REST ROOM: 7. ONE LIGHT DIFFUSER IS MISSING. 9. FAUCET HAS A LOW FLOW.</p> <p>ESS: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL (RR). 7. ELECTRICAL CONDUIT FOR SWITCH IS MISSING EXPOSING LIVE WIRES. 11. PAINT IS PEELING ON INTERIOR WALL (RR). 12. SIDING IS PEELING AT ENTRY.</p> <p>K1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. FLOOR TILES ARE BROKEN. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON EAVES.</p> <p>K2: 4. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET IS LOOSE AT BASE. 11. PAINT IS PEELING ON THE EAVES.</p> <p>MPR: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 7. NINE LIGHT PANELS ARE OUT.</p> <p>STORAGE: 4. CEILING TILE IS LOOSE. 7. ELECTRICAL COVER IS MISSING.</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	<p>14: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 9. FAUCET FLOWS OUT SIDE OF DIFFUSER.</p> <p>24: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. EXTENSION CORD IS BEING PERMANENTLY USED. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING.</p> <p>ALL GENDER REST ROOM: 7. ONE LIGHT DIFFUSER IS MISSING. 9. FAUCET HAS A LOW FLOW.</p> <p>ALL GENDER REST ROOM: 8. TOILET LEAKS AT FITTING CREATING A SLIP HAZARD.</p> <p>ALL GENDER REST ROOM: 9. FAUCET HAS A DRIP.</p> <p>HEALTH OFFICE: 9. FAUCET LEAKS AT FITTING.</p> <p>K2: 4. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET IS LOOSE AT</p>

## School Facility Conditions and Planned Improvements

			<p>BASE. 11. PAINT IS PEELING ON THE EAVES.</p> <p>K3/ LOUNGE: 9. FAUCET LEAKS AT HANDLE. 10. NO ROOM ID. 12. DRY ROT ON SIDING AND FACIA.</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>		X	<p>20: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. ROOM HAS A SKUNK LIKE ODOR. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING.</p> <p>21: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON EXTERIOR WALL AND GUTTER. 13. GUTTER DOWN SPOUT IS MISSING.</p> <p>22: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 11. PAINT IS PEELING ON EXTERIOR WALL AND GUTTER. 12. DRY ROT ON SIDING. 13. GUTTER DOWNSPOUT IS MISSING.</p> <p>23: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON EXTERIOR WALL. PESTICIDES ARE PRESENT. 12. DRY ROT ON SIDING TRIM.</p> <p>24: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. EXTENSION CORD IS BEING PERMANENTLY USED. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING.</p> <p>26: 2. VENT COVERS ARE MISSING. 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EXTERIOR WALL. 13. DRY ROT ON FACIA.</p> <p>6: 4. CEILING TILE HAS A WATER STAIN. 10. PLUG IN AIR FRESHENER.</p> <p>7: 4. CEILING TILES HAVE HOLES 11. PAINT IS PEELING ON EXTERIOR WALL.</p>

## School Facility Conditions and Planned Improvements

			<p>8: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES.</p> <p>ADMIN: 4. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON EAVES.</p> <p>CUSTODIAN: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED.</p> <p>ESS: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL (RR). 7. ELECTRICAL CONDUIT FOR SWITCH IS MISSING EXPOSING LIVE WIRES. 11. PAINT IS PEELING ON INTERIOR WALL (RR). 12. SIDING IS PEELING AT ENTRY.</p> <p>K1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. FLOOR TILES ARE BROKEN. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON EAVES.</p> <p>K2: 4. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET IS LOOSE AT BASE. 11. PAINT IS PEELING ON THE EAVES.</p> <p>K3/ LOUNGE: 9. FAUCET LEAKS AT HANDLE. 10. NO ROOM ID. 12. DRY ROT ON SIDING AND FACIA.</p> <p>RESOURCE: 4. CEILING TILE HAS A HOLE. 10. PLUG IN AIR FRESHENER.</p>
<b>Structural:</b> Structural Damage, Roofs		X	<p>12: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. ANTS ARE PRESENT. 7. TWO LIGHT PANELS ARE OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. 12. EXTERIOR WALL IS DAMAGED AT BACK PACK HOOKS.</p> <p>15: 4. CEILING TILE HAS A HOLE. 13. DRY ROT ON EAVES.</p> <p>17: 4. CARPET IS TORN. 7. CLOCK IS MISSING EXPOSING WIRES. 12. DRY ROT ON EXTERIOR WALL.</p> <p>20: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. ROOM HAS A SKUNK LIKE ODOR. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING.</p> <p>21: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON</p>

## School Facility Conditions and Planned Improvements

			<p>EXTERIOR WALL AND GUTTER. 13. GUTTER DOWN SPOUT IS MISSING. 22: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 11. PAINT IS PEELING ON EXTERIOR WALL AND GUTTER. 12. DRY ROT ON SIDING. 13. GUTTER DOWNSPOUT IS MISSING. 23: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON EXTERIOR WALL. PESTICIDES ARE PRESENT. 12. DRY ROT ON SIDING TRIM. 24: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. EXTENSION CORD IS BEING PERMANENTLY USED. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 26: 2. VENT COVERS ARE MISSING. 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EXTERIOR WALL. 13. DRY ROT ON FACIA. 27: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON SIDING. 13. GUTTER DOWN SPOUT IS MISSING. ESS: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL (RR). 7. ELECTRICAL CONDUIT FOR SWITCH IS MISSING EXPOSING LIVE WIRES. 11. PAINT IS PEELING ON INTERIOR WALL (RR). 12. SIDING IS PEELING AT ENTRY. K3/ LOUNGE: 9. FAUCET LEAKS AT HANDLE. 10. NO ROOM ID. 12. DRY ROT ON SIDING AND FACIA.</p>
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>11: 4. CEILING TILE HAS A WATER STAIN. 7. TWO LIGHT PANELS ARE OUT. 14. TRIP HAZARDS ON WALKWAY. 3: 14. EXTERIOR BACK PACK HOOK IS BROKEN. ALL GENDER REST ROOM: 4. LINOLEUM FLOORING IS LIFTING. FLOORING IS</p>



School Facility Conditions and Planned Improvements				
				SOFT AT ENTRY. 15. HOLES RUSTED THROUGH DOOR. PLAY COURTS: 14. TRIP HAZARDS.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
		X	

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

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

#### Options

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

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

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

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

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

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

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

## CAASPP Test Results in Science for All Students

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

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

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

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

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

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

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93	93	95	98	96

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Riverview Elementary School strives to foster and nurture a collaborative partnership between parents and the school. Parents are invited to partake in a multitude of enriching activities, such as rolling reader program, which encourages students to develop an immense appreciation for reading. Additionally, they may also be involved in the governance of the school by participating in School Site Councils or District Advisory Committees. Riverview staff and parents participate in the LCAP process at the district and site levels to help develop goals and a plan to guide the work of the district and site. Furthermore, the International Fair, STEAM Challenges, Red Ribbon Week Dress-up, and Love of Reading Week are all organized by our PTSA, which facilitates a strong bond between families and the school community.

In light of the two years of the pandemic, Riverview's PTSA has gone above and beyond to help make students feel secure and confident in the classroom by creating a Comfort Closet to provide for those who may lack financial stability. Through in-person and virtual avenues, such as student performances, book fairs, Parent Panel, Parent Information Nights, and Open House, Riverview Elementary School offers innovative ways for parents to be involved in their children's education.

Parental involvement is one of the most powerful driving forces behind Riverview Elementary School's success, and it constantly serves as a force for good, making a difference in all students' lives. Every day, Riverview celebrates and cherishes its parent's contributions to the school community, as it is only through their dedication that our students are able to thrive and reach their fullest potential. Those interested in finding out more can contact our PTSA President or Volunteer Coordinator through the school office or view our official PTSA website at <https://riaptsa.membershiptoolkit.com/>.

## 2021-22 Chronic Absenteeism by Student Group

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

### C. Engagement

#### State Priority: School Climate

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

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



## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

## 2021-22 Suspensions and Expulsions by Student Group

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

## 2022-23 School Safety Plan

The Riverview Elementary campus is a safe and secure campus. A perimeter fence deters the entrance except in front of the office. All gates on campus are locked at all times. All visitors, including parents, must sign in at the front office. The principal, staff, and a morning and lunch campus supervisor monitor campus security consistently throughout the school day. Security cameras also help to monitor campus safety.

The Riverview Elementary School Safety Plan is a complete Safety Plan covering all areas designated by the state of California. The safety plan addresses Pandemic procedure, the physical environment, social environment and culture, emergency/disaster procedures, and school board policy and procedures. The safety plan is broken down into four key areas: mitigation and prevention, preparedness, recovery, and response. Safety procedures including fire, disaster, and lockdown drills are practiced throughout the year. The complete plan is on file, updated annually, and available at the school office. The staff reviews the plan before school starts, and changes are made to accommodate any new staff members and then drills are practiced throughout the school year. A flip chart outlining LUSD emergency procedures is posted in each classroom and the office.

Practice and training is ongoing with disaster drills varying in the type of disaster on a monthly basis. The Infinite Campus system is used for emergency communication. The system can be used with or without power from a cell phone, providing instant information to all parents. Community safety meetings are held with representatives from Riverview, PTSA, Sheriff's Department, Highway Patrol, Fire Department, and San Diego County to discuss safety issues for each of the sites. These meetings are designed to bring together local police and fire officials, planning officials, district and site administration to discuss and address safety issues concerning schools.

The safety plan was last reviewed by the School Site Council was on June 2022.

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

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

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

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

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

## 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				
1				
2				
3				
4				
5				
6				

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

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

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

## 2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

## 2021-22 Student Support Services Staff

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

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7787	0	7786	74288
District	N/A	N/A	7813	
Percent Difference - School Site and District	N/A	N/A	-0.3	-2.5
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-8.1	-10.4

## 2021-22 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>

In addition, each year each school's School Site Council (SSC) develops a School Plan for Student Achievement (SPSA). The SSC at Riverview 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 the 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 are available through the following link: <https://www.lsusd.net/Domain/690>

Riverview does not qualify for Title I, Title II, and Title III funding. However, we still offer exceptional programs for its students despite the impact on budgets this past year. State funding is used for curriculum to support instruction towards mastery of the Common Core State Standards, integrating Spanish and Mandarin with Common Core Content Standards. District funds provide for third language enrichment for our students. PTSA funds help pay for additional online learning programs. PTSA funds also help pay for high-quality online learning tools and field trip opportunities for every child. Riverview also offers incredible student leadership programs for our upper-grade students.

## 2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		
<b>Mid-Range Teacher Salary</b>		
<b>Highest Teacher Salary</b>		
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		
<b>Percent of Budget for Teacher Salaries</b>		
<b>Percent of Budget for Administrative Salaries</b>		

Professional Development

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Professional development occurs several days before school starts as well as throughout the year. Professional Development has included higher-level questioning strategies, ELA unit alignments and performance tasks, immersion strategies and assessment, and technology. Kidwatch and Professional Learning Communities and opportunities for teachers to share data results and collaborate around best practices occur monthly.

PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. One intervention teacher is also available to support students with academic intervention needs. One MTSS Teacher on Special Assignment (MTSS TOSA) helps support the development of social/emotional/behavioral intervention systems at both Riverview and Winter Gardens Campus. One district contracted mental health specialist from Wellness Together is assigned to the school to support our students' mental health needs one day a week. 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 TOSA is also available to coach classroom management strategies and student behavior plans.

Lakeside Union School District continues to support principal growth through Professional Development. One type of professional learning opportunity we do at Riverview is a professional book study. A book study can be a powerful way for educators to drive their own learning. A book study is an effective form of professional learning because new learning can be immediately applied in the classroom. Teachers are involved in multiple sessions over time where there is continuous discussion around teacher clarity that has arisen from school data.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	12

# Tierra del Sol Middle School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



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

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

<b>School Name</b>	Tierra del Sol Middle School
<b>Street</b>	9611 Petite Ln.
<b>City, State, Zip</b>	Lakeside, CA 92040
<b>Phone Number</b>	619) 390-2670
<b>Principal</b>	Dr. Leslie Hardiman
<b>Email Address</b>	lhardiman@lsusd.net
<b>School Website</b>	<a href="https://www.lsusd.net/Domain/84">https://www.lsusd.net/Domain/84</a>
<b>County-District-School (CDS) Code</b>	37-68189-6085047

## 2022-23 District Contact Information

<b>District Name</b>	Lakeside Union 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>	<a href="http://www.lsusd.net/site/default.aspx?PageID=1">http://www.lsusd.net/site/default.aspx?PageID=1</a>

## 2022-23 School Overview

Tierra del Sol (TdS) is located in eastern Lakeside. We are a school of over 700 learners and our goal is to make each day a day of learning for each child.

Students at TdS have access to fantastic core curriculum teachers in Math, Science, English, Social Studies, and PE. Our school also has strong elective programs as well, including ASB (student leadership), drama, band, percussion, art, technology, yearbook, and photography. Our school is proud to continue the Project Lead the Way Middle School Gateway program, and we continue to be the only school in East County that offers Femineers! TdS is also proud to have over 150 Spanish and Mandarin Immersion students this year!

Our LUSD Profile focus this year is, "Persevere Relentlessly" and "Caring Deeply". Tierra del Sol's vision centers around our motto, "Every Student, Every Day". Our 2022-2023 shared vision states, "TDS is a respectful place that holds all stakeholders accountable in order to create a clear, safe, productive learning environment that provides opportunities for real teaching and learning, as well as opportunities that build trust and connections throughout campus." Our stakeholders, including administration, teachers, students, and parents work collaboratively to ensure our vision becomes reality. Every student is an integral part of an innovative learning community, focused around science, technology, engineering, mathematics, and the arts. All TdS students will have equitable access to a high quality STEAM (Science, Technology, Engineering, Arts, Math) and Immersion education that embraces the 4 C's - Communication, Collaboration, Critical Thinking, and Creativity - which are the super skills for the 21st century that will prepare students to succeed in a world in which they can yet imagine. Upon promotion, students from TdS will leave with an expectation for high achievement, respect for their school environment and their surrounding community. Students will also leave with a life-long learning attitude that provides a strong foundation to excel in any successful secondary institution, including those that promote a STEAM, Immersion, and/or college and career-readiness curriculum. "Every Student, Every Day" is a creed that all stakeholders, including administration, staff, parents, and students, will embrace and live by to facilitate the best learning environment throughout the school year.

Leslie Hardiman, PRINCIPAL



About this School

2021-22 Student Enrollment by Grade Level	
Grade Level	Number of Students

2021-22 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment

A. Conditions of Learning	<div><div>State Priority: Basic</div><div>The SARC provides the following information relevant to the State priority: Basic (Priority 1):<ul style="list-style-type: none"><li>Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;</li><li>Pupils have access to standards-aligned instructional materials; and</li><li>School facilities are maintained in good repair</li></ul></div></div>
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## 2020-21 Teacher Preparation and Placement

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

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

## 2021-22 Teacher Preparation and Placement

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

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

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

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

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

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

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)		
<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)		

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

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

On October 13, 2022 the Lakeside Union School District Board of Trustees verified by resolution that each student at Tierra del Sol Middle School 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	10/2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Open Education Resources	No	0
	Chinese Wonderland & Singapore Chinese; both adopted in 2013		

<b>Mathematics</b>	CPM, adopted in 2018-19	Yes	0
<b>Science</b>	Focus on Earth, Life, and Physical Science, CPO Science; adopted in 2007  Investigating Earth Systems, InterActions in Physical Science, It's About Time; adopted in 2007	Yes	0
<b>History-Social Science</b>	Discovering our Past, McGraw Hill Glencoe; adopted in 2006  History Alive! California Middle School Program, Teachers' Curriculum Institute; adopted in 2006	Yes	0
<b>Foreign Language</b>	Chinese Wonderland & Singapore Chinese; both adopted in 2013	Yes	0
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

Built in 1972, our school is 48 years old. The Lakeside Union School District Maintenance team does a wonderful job keeping our buildings and schools in good condition. Tierra del Sol is a very clean school, including buildings and rest rooms. Our school had a major upgrade in the summer of 2013. New air conditioners were added, as well as paint, concrete and much more. We updated our main office as well! We are so excited for you to come and visit our great campus!

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**

12/17/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	A5: 4. CEILING TILE IS MISSING. CEILING TILE AND WALL TILES HAVE WATER STAINS. A6: 4. CEILING TILE HAS A WATER STAIN. WATER DAMAGE TO CEILING (KILN ROOM). 9. FAUCET HAS A DRIP. BOYS LOCKER ROOM: 4. STALL PARTITION CAPS ARE MISSING AT BASE. LOCKER DOOR IS MISSING. 7. FIVE LIGHT PANELS ARE OUT. SIX LIGHT DIFFUSERS ARE MISSING. CLOCK IS

School Facility Conditions and Planned Improvements

			<p>MISSING. 11. PAINT IS PEELING ON THE CEILING.</p> <p>BOYS REST ROOM: 4. FLOOR TILES ARE MISSING. 8. TOILET IS BROKEN.</p> <p>C1: 4. RUBBER MOLDING IS LOOSE. 7. ELECTRICAL CONDUIT END CAP IS MISSING. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.</p> <p>C2: 4. CEILING TILE HAS A WATER STAIN.</p> <p>C3: 4. WALL PAPER IS TORN. RUBBER MOLDING IS LOOSE. 7. ELECTRICAL CONDUIT END CAP IS MISSING.</p> <p>EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED.</p> <p>C6: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL CONDUIT END CAP IS MISSING. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>C7: 4. CARPET IS TORN.</p> <p>CUSTODIAN: 4. FLOOR TILES ARE BROKEN AT ENTRY.</p> <p>D COMMONS: 4. RUBBER MOLDING IS MISSING.</p> <p>D1: 4. CARPET IS WORN.</p> <p>D2: 4. CARPET IS WORN.</p> <p>D3: 4. CARPET IS WORN. 7. MULTIPLE LIGHT BULBS ARE OUT. ELECTRICAL CONDUIT END CAP IS MISSING.</p> <p>D8: 4. RUBBER MOLDING IS MISSING. 10. PLUG IN AIR FRESHENER.</p> <p>GIRLS LOCKER ROOM: 4. WALL TILE IS BROKEN. LOCKERS ARE MISSING. 7. ONE LIGHT PANEL IS OUT. FIVE LIGHT DIFFUSERS ARE MISSING. CLOCK IS MISSING. 9. ONE FAUCET HAS A LOW FLOW.</p> <p>GIRLS REST ROOM: 4. FLOOR TILES ARE MISSING AT ENTRY. 9. ONE FAUCET HAS NO FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>GIRLS REST ROOM: 4. STALL DOOR IS CHIPPING. WALL TILE IS BROKEN.</p> <p>OFFICE: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE.</p> <p>P1: 4. CEILING TILE HAS A WATER STAIN.</p> <p>5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 14. RAMP IS LOOSE.</p> <p>P2: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 7.</p>
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## School Facility Conditions and Planned Improvements

				<p>ACCESS TO ELECTRICAL PANEL IS BLOCKED. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED.</p> <p>P3: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL.</p> <p>P4: 4. CEILING TILE HAS A WATER STAIN. SOFT SPOT IN FLOOR ABOUT FOUR FEET IN. CARPET IS TORN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. WALL TRIM IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. LOW VOLTAGE WIRES ARE EXPOSED. 11. PAINT IS PEELING ON RAMP RAILING. 12. DRY ROT ON RAMP.</p> <p>P8: 4. CEILING TILE IS MISSING.</p> <p>PSYCH: 4. WALL PAPER IS TORN (HALLWAY).</p> <p>SCIENCE: 4. RUBBER MOLDING IS CHIPPING (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. MULTIPLE LIGHT BULBS ARE OUT. 9. ONE FAUCET LEAKS AT FITTING.</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X			<p>B1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 14. TRIP HAZARD ON WALKWAY.</p> <p>B4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>P1: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 14. RAMP IS LOOSE.</p> <p>P6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN CANDLE WARMER. 12. DRY ROT ON SIDING AND FACIA. 15. DOOR IS RUSTED AT BASE.</p> <p>SCIENCE: 4. RUBBER MOLDING IS CHIPPING (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. MULTIPLE LIGHT BULBS ARE OUT. 9. ONE FAUCET LEAKS AT FITTING.</p> <p>SCIENCE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT.</p>

## School Facility Conditions and Planned Improvements

Electrical			X	<p>A3: 7. SURGE PROTECTORS AND EXTENSION CORD ARE DAISY CHAINED. ADMIN: 7. SIX LIGHT PANELS ARE OUT. 14. TRIP HAZARD ON WALKWAY. ATTENDANCE: 7. MULTIPLE LIGHT BULBS AND PANELS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING. B1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 14. TRIP HAZARD ON WALKWAY. B3: 7. MULTIPLE LIGHT BULBS ARE OUT. B4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. B6: 7. ELECTRICAL CONDUIT END CAP IS MISSING. MULTIPLE LIGHT BULBS ARE OUT. BOYS LOCKER ROOM: 4. STALL PARTITION CAPS ARE MISSING AT BASE. LOCKER DOOR IS MISSING. 7. FIVE LIGHT PANELS ARE OUT. SIX LIGHT DIFFUSERS ARE MISSING. CLOCK IS MISSING. 11. PAINT IS PEELING ON THE CEILING. C1: 4. RUBBER MOLDING IS LOOSE. 7. ELECTRICAL CONDUIT END CAP IS MISSING. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. C3: 4. WALL PAPER IS TORN. RUBBER MOLDING IS LOOSE. 7. ELECTRICAL CONDUIT END CAP IS MISSING. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. C4: 7. MULTIPLE LIGHT BULBS ARE OUT. C6: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL CONDUIT END CAP IS MISSING. MULTIPLE LIGHT BULBS ARE OUT. CUSTODIAN: 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSERS ARE MISSING. D3: 4. CARPET IS WORN. 7. MULTIPLE LIGHT BULBS ARE OUT. ELECTRICAL CONDUIT END CAP IS MISSING. D6: 7. MULTIPLE LIGHT BULBS ARE OUT. D7: 7. ELECTRICAL COVER IS MISSING.</p>
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## School Facility Conditions and Planned Improvements

			<p>ELECTRCAL: 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED.</p> <p>GIRLS LOCKER ROOM: 4. WALL TILE IS BROKEN. LOCKERS ARE MISSING. 7. ONE LIGHT PANEL IS OUT. FIVE LIGHT DIFFUSERS ARE MISSING. CLOCK IS MISSING. 9. ONE FAUCET HAS A LOW FLOW.</p> <p>LIBRARY: 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>P2: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED.</p> <p>P4: 4. CEILING TILE HAS A WATER STAIN. SOFT SPOT IN FLOOR ABOUT FOUR FEET IN. CARPET IS TORN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. WALL TRIM IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. LOW VOLTAGE WIRES ARE EXPOSED. 11. PAINT IS PEELING ON RAMP RAILING. 12. DRY ROT ON RAMP.</p> <p>SCIENCE: 4. RUBBER MOLDING IS CHIPPING (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. MULTIPLE LIGHT BULBS ARE OUT. 9. ONE FAUCET LEAKS AT FITTING.</p> <p>SCIENCE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>WORKROOM: 7. ONE LIGHT PANEL IS OUT.</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	<p>A6: 4. CEILING TILE HAS A WATER STAIN. WATER DAMAGE TO CEILING (KILN ROOM). 9. FAUCET HAS A DRIP.</p> <p>BOYS REST ROOM: 4. FLOOR TILES ARE MISSING. 8. TOILET IS BROKEN.</p> <p>BOYS REST ROOM: 9. FAUCETS HAVE LOW FLOWS. 11. PAINT IS PEELING ON THE INTERIOR WALL.</p> <p>GIRLS LOCKER ROOM: 4. WALL TILE IS BROKEN. LOCKERS ARE MISSING. 7. ONE LIGHT PANEL IS OUT. FIVE LIGHT DIFFUSERS ARE MISSING. CLOCK IS MISSING. 9. ONE FAUCET HAS A LOW FLOW.</p>



## School Facility Conditions and Planned Improvements

			<p>GIRLS REST ROOM: 4. FLOOR TILES ARE MISSING AT ENTRY. 9. ONE FAUCET HAS NO FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>HEALTH OFFICE: 8. TOILET LEAKS AT FITTING.</p> <p>P1: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 14. RAMP IS LOOSE.</p> <p>SCIENCE: 4. RUBBER MOLDING IS CHIPPING (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. MULTIPLE LIGHT BULBS ARE OUT. 9. ONE FAUCET LEAKS AT FITTING.</p> <p>SCIENCE: 9. ONE FAUCET IS LOOSE AT THE BASE.</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	X		<p>ATTENDANCE: 7. MULTIPLE LIGHT BULBS AND PANELS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>B1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 14. TRIP HAZARD ON WALKWAY.</p> <p>BOYS LOCKER ROOM: 4. STALL PARTITION CAPS ARE MISSING AT BASE. LOCKER DOOR IS MISSING. 7. FIVE LIGHT PANELS ARE OUT. SIX LIGHT DIFFUSERS ARE MISSING. CLOCK IS MISSING. 11. PAINT IS PEELING ON THE CEILING.</p> <p>BOYS REST ROOM: 9. FAUCETS HAVE LOW FLOWS. 11. PAINT IS PEELING ON THE INTERIOR WALL.</p> <p>CUSTODIAN: 11. PAINT IS PEELING ON THE CEILING.</p> <p>D8: 4. RUBBER MOLDING IS MISSING. 10. PLUG IN AIR FRESHENER.</p> <p>GIRLS REST ROOM: 4. FLOOR TILES ARE MISSING AT ENTRY. 9. ONE FAUCET HAS NO FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>P4: 4. CEILING TILE HAS A WATER STAIN. SOFT SPOT IN FLOOR ABOUT FOUR FEET IN. CARPET IS TORN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. WALL TRIM IS BROKEN. 7. THREE LIGHT</p>

## School Facility Conditions and Planned Improvements

				PANELS ARE OUT. LOW VOLTAGE WIRES ARE EXPOSED. 11. PAINT IS PEELING ON RAMP RAILING. 12. DRY ROT ON RAMP. P6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN CANDLE WARMER. 12. DRY ROT ON SIDING AND FACIA. 15. DOOR IS RUSTED AT BASE.
<b>Structural:</b> Structural Damage, Roofs	X			P4: 4. CEILING TILE HAS A WATER STAIN. SOFT SPOT IN FLOOR ABOUT FOUR FEET IN. CARPET IS TORN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. WALL TRIM IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. LOW VOLTAGE WIRES ARE EXPOSED. 11. PAINT IS PEELING ON RAMP RAILING. 12. DRY ROT ON RAMP. P6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN CANDLE WARMER. 12. DRY ROT ON SIDING AND FACIA. 15. DOOR IS RUSTED AT BASE.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			ADMIN: 7. SIX LIGHT PANELS ARE OUT. 14. TRIP HAZARD ON WALKWAY. B1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 14. TRIP HAZARD ON WALKWAY. C1: 4. RUBBER MOLDING IS LOOSE. 7. ELECTRICAL CONDUIT END CAP IS MISSING. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. P1: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 14. RAMP IS LOOSE. P6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN CANDLE WARMER. 12. DRY ROT ON SIDING AND FACIA. 15. DOOR IS RUSTED AT BASE. PARKING LOTS: 14. TRIP HAZARD ON SIDEWALK.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
		X	

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

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

#### Options

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

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

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

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

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

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

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

## CAASPP Test Results in Science for All Students

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

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

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

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

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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



## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

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

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	88	89	90	88	90

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

We work to keep our parents connected at Tierra del Sol. Our PTSA parents meet monthly, and parents also may volunteer on campus with a variety of different opportunities to help.

Parents support our school by volunteering at major events, helping support fund raisers and chaperoning at dances and field trips. Regardless of your talents, we'll find a way for you to help!

We provide many committees that we invite our parents to join. Our ELAC representatives share important information with our DELAC committee about the successes and improvements of our programs. Parents may attend PTA, School Safety Committee, and School Site Council meetings in person or virtually, depending on preference. Each meeting has a different role in helping support our students and their education.

Parents share a community social media page to provide support, ask questions, and build their sense of camaraderie. We also provide opportunities for parents and students of the TDS community to participate in forms of community service by making Christmas cards to our military troops and making ornaments for Children's Hospital.

We also look to reach out to parents and keep them connected in their child's school. We use Jupiter Grades to report homework and grades, and email and/or call parents weekly via Illuminate to keep them updated on school events and activities. Parents can also log into the Illuminate Parent Portal to check attendance, behavior, and grades.

For more information, contact Principal Leslie Hardiman at (619) 390-2670 x2055.

## 2021-22 Chronic Absenteeism by Student Group

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

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

## 2021-22 Suspensions and Expulsions by Student Group

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

## 2022-23 School Safety Plan

School safety is paramount at Tierra del Sol. Our school and District work diligently to provide a safe environment for each student each day. Our school has a comprehensive School Safety Plan, which is updated and reviewed with our staff at the beginning of each school year. We assign staff roles and practice emergency situations throughout the year. The current School Safety plan has been reviewed and discussed by our School Site Council in November 2022. The plan covers topics such as disaster response, safe ingress and egress and ensuring a safe and orderly environment. Key elements of our plan include our evacuation areas and our secure campus procedures. Students and faculty review our plan and procedures as we practice throughout the year.

Our campus is safe and secure for our students. Our grounds are monitored by our Staff and our District maintenance responds immediately if any unsafe situations are found. In instances of emergency, we use an automated telephone system and emails to contact parents with pertinent information. We believe that practicing will help prepare us if there was ever a real emergency on campus, so our teachers, students and staff engage in lockdown, secure campus, fire and earthquake drills regularly throughout the school year. Education Code mandates that all elementary and middle schools hold a fire drill each month they are in session as well as an earthquake drill at least four times during the school year. All volunteers and visitors to our campus are required to sign in and out at the front office using the Ident-a-kid system. Any adult on campus must display either a visitor badge, or a staff lanyard. All classrooms are equipped with up-to-date emergency kits and have telephone access to the office. We have Epipens and an AED (automated external defibrillator), on site for emergency use.

Our students can withstand a shelter in place for several hours as our school has three windowless buildings to safely house children in the event of an actual emergency. Students have access to water and restrooms within these B, C, and D buildings. Tierra del Sol is a very safe school.

## 2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

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

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

## 2021-22 Student Support Services Staff

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

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8269	144	8125	81212
District	N/A	N/A	7813	
Percent Difference - School Site and District	N/A	N/A	3.9	6.4
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-3.9	-1.5

## 2021-22 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>

In addition, each year each school's School Site Council (SSC) develops a School Plan for Student Achievement (SPSA). The SSC at Tierra del Sol 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/84>

At TdS, we have several programs at our schools to provide support for students, both academically and behaviorally. Many classroom teachers provide additional help or tutoring for students on an as-needed basis. Parents can contact their children's teacher(s) to find out about specific days and/or times that this assistance is available. Students that continue to struggle in classes may be referred for a Student Study Team (SST) meeting through our Counselor, Mrs. Macias-Gonzalez. Mrs. Macias-Gonzalez will call a meeting with the student, parent, and all teachers to discuss a plan for success. Other monitor and assistance programs are our Jupiter Grades, Review 360, and Friday check-ins with the counselor.

Students are supported with behavior and positive decision-making in many ways at TdS. We have periodic class discussions, presentations by administrators, and assemblies that encourage positive behaviors. We also provide school wide CREW activities to all of our students M-F. TdS students are encouraged to perform good deeds at their school and in their community. Students learn about the power each individual has to make a positive contribution.

If a student continues to struggle behaviorally, we offer many different counseling supports. These can be discussed with our School Counselor, Mrs. Macias-Gonzalez.

2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		







Each year, staff and administration meet to review data and develop our professional development plan for teachers.

Staff receive continuous professional development and feedback in regards to these three areas.

Our math instructors benefit from our District's partnership with Math Transformation. Teachers meet monthly with their math coaches to review curriculum and practice to best benefit students and help prepare them for success on the the annual SBAC assessments.

In addition, Principals in Lakeside work collaboratively in management Professional Learning Communities to determine best practices to lead students to high levels of achievement. Principals share these practices with staff and assist in monitoring and implementation throughout the school year.

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, during the 2018-2019 school year, addressed all levels/cohorts of teachers and administrators in the district through continued leadership, pedagogy, and content training. This occurred 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.

Professional Development

Social/Emotional/Behavioral Support -

Social-emotional learning and support and behavioral support are focus areas in the 19-20 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. Last year, 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.

Leadership -

Lakeside Union School District continues to support principal growth through Professional Development and has deepened our support of teacher leaders in the 2018-2019 school year. Teacher leaders (Facilitators) from each site received training in mentoring and coaching as well as content support in mathematics and 21st Century Learning. The Facilitators, in turn, provide on-site coaching to their respective staffs.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	10	

# Winter Gardens Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



# Riverview

## International Academy

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

## SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

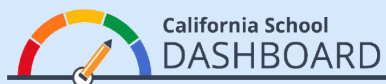
For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

School Name	Winter Gardens Elementary School
Street	8501 Pueblo Rd.
City, State, Zip	Lakeside, CA 92040
Phone Number	(619) 390-2687
Principal	Grace Cox
Email Address	<a href="mailto:gcox@lsusd.net">gcox@lsusd.net</a>
School Website	<a href="https://www.lsusd.net/winter-gardens/">https://www.lsusd.net/winter-gardens/</a>
County-District-School (CDS) Code	37681896038392

## 2022-23 District Contact Information

District Name	Lakeside Union School District
Phone Number	(619) 390-2600
Superintendent	Dr. Rhonda Taylor
Email Address	rtaylor@lsusd.net
District Website Address	<a href="https://www.lsusd.net/">https://www.lsusd.net/</a>

## 2022-23 School Overview

Winter Gardens Elementary is in Lakeside, California, in the County of San Diego. It is a TK-1st Grade language immersion school-of-choice site with close to 400 students that feed into our 2nd-5th grade sister school, Riverview International Academy. Families from across San Diego County request inter-district transfers to attend our prestigious program exposing students to Spanish, Mandarin, NGSS, and the arts throughout their K-8 experience. Our bilingual provides a sound language program that empowers students with 21st-century skills to be exceptional future global leaders.

Cultural Proficiency and character education are pivotal to cultivate an awareness and respect for other cultures, develop empathy for others, and empower students as future leaders of a global society. The Seven Habit's program promotes leadership development to prepare our students to be conscientious, responsible global leaders. Parent involvement and an active PTSA are integral partners in making our instructional program possible. Thanks to their collaboration and volunteer work, we are able to fund our field trips, enrichment options, online programs, and other student support services to support our language immersion program.

Winter Gardens' vision is to prepare students to be 21st Century multi-lingual and culturally-competent global citizens. Our rigorous immersion Spanish and/or Chinese programs, alongside our Keys of Success Positive Behavior interventions and Supports Program and cultural proficiency, guide instruction to prepare conscientious, global citizens with empathetic and competitive skills.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
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### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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## A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair



## 2020-21 Teacher Preparation and Placement

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

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

## 2021-22 Teacher Preparation and Placement

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

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

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

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

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

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

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)		
<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)		

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

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

On October 13, 2022 the Lakeside Union School District Board of Trustees verified by resolution that each student at Winter Gardens 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. As an immersion school, we have adopted the California Wonders textbook and the Everyday Math textbook and use the Spanish versions for each. As an immersion school, supplemental materials do play a critical role in instruction.

Year and month in which the data were collected

10/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	CA Wonders; McGraw-Hill; adopted in 2014	Yes	0



	CA Maravillas, McGraw-Hill; adopted in 2015		
<b>Mathematics</b>	Everyday Math, McGraw-Hill; adopted 2015  Matematicas Diarias, McGraw-Hill; adopted 2015	Yes	0
<b>Science</b>	Ciencias - Spanish, Pearson; adopted in 2007	Yes	0
<b>History-Social Science</b>	History Social Science for California, Scott Foresman; English and Spanish, adopted in 2006	Yes	0
<b>Foreign Language</b>	Mandarin Matrix adopted in 2018	Yes	0
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)			

## School Facility Conditions and Planned Improvements

The school was built in the early 1960s and underwent a renovation in 2014 to ensure the safety of our young students and expand our site parking. Buildings and restrooms are clean, well-equipped, and in good working order. We have a KaBoom playground and a fairly new multipurpose room with a cafeteria and student bathrooms. Our site added additional new shading space and hand-washing stations.

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**

12/17/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			LIBRARY: 2. EXHAUST FANS ARE NOT WORKING IN RR'S. 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT DIFFUSER IS MISSING. 9. FAUCET HAS A LOW FLOW. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. SKID PAINT IS MISSING ON RAMP.
<b>Interior:</b> Interior Surfaces			X	1: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP (WATER DAMAGE ALSO).

School Facility Conditions and Planned Improvements

				<p>7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON EAVES.</p> <p>10: 4. CARPET IS SEPERATING AT SEAM. FLOOR TILES ARE BROKEN. 12. DRY ROT ON SIDING. HOLE IN SKIRTING.</p> <p>11: 4. CARPET IS SEPERATING AT SEAM. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON WINDOW FRAME. 15. HOLES RUSTED THROUGH BASE OF DOOR.</p> <p>12: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. NO ROOM ID. 12. DRY ROT ON SIDING AND RAMP.</p> <p>13: 4. LINOLEUM FLOORING HAS HOLE (IN RR). CARPET IS WORN. 10. PLUG IN CANDLE WARMER. 14. HOLES ARE RUSTED THROUGH THE RAMP.</p> <p>2: 4. CEILING TILE IS BROKEN. WATER DAMAGE TO BACK SPLASH. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. MULTIPLE LIGHT BULBS ARE OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11. PAINT IS PEELING ON EAVES. 13. DRY ROT/HOLES IN EAVES.</p> <p>3: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>5: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>6: 4. FORMICA TRIM IS MISSING ON COUNTERTOP (WATER DAMAGE ALSO). 11. AEROSOL AIR FRESHENER.</p> <p>7: 4. CEILING TILES HAVE WATER STAINS (MILDEW PRESENT). CEILING TILE HAS A HOLE. WINDOW TRIM IS BROKEN. 14. SKID PAINT IS PEELING ON THE RAMP. TRIP HAZARD ON WALKWAY.</p> <p>A: 4. FORMICA IS CHIPPING ON SINK CABINET. CARPET IS TORN. 10. FIRE EXTINGUISHER IS MISSING. 12. DRY ROT ON SIDING SKIRTING. 14. HOLES IN ASPHALT.</p> <p>ADMIN: 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET LEAKS AT HANDLE. 11. PAINT IS PEELING ON EAVES.</p> <p>B: 4. CARPET IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9.</p>
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## School Facility Conditions and Planned Improvements

			<p>DRINKING FOUNTAIN IS LOOSE AT THE BASE. FAUCET HAS A LOW FLOW.</p> <p>BOYS REST ROOM (NEAR 9): 4. FLOOR TILES ARE BROKEN. 9. ONE FAUCET IS LOOSE AT BASE.</p> <p>BOYS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. 5. FLOORING UNDER URINALS AND COVE BASE IS VERY DIRTY.</p> <p>C: 4. CARPET IS LIFTING. 9. FAUCET HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>LIBRARY: 2. EXHAUST FANS ARE NOT WORKING IN RR'S. 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT DIFFUSER IS MISSING. 9. FAUCET HAS A LOW FLOW. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. SKID PAINT IS MISSING ON RAMP.</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		<p>12: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. NO ROOM ID. 12. DRY ROT ON SIDING AND RAMP.</p> <p>8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR AND DOOR FRAME.</p> <p>9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR. 15. HOLE IN DOOR AT HANDLE.</p> <p>B: 4. CARPET IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE. FAUCET HAS A LOW FLOW.</p> <p>BOYS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. 5. FLOORING UNDER URINALS AND COVE BASE IS VERY DIRTY.</p>
<b>Electrical</b>		X	<p>1: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP (WATER DAMAGE ALSO). 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON EAVES.</p> <p>2: 4. CEILING TILE IS BROKEN. WATER DAMAGE TO BACK SPLASH. FORMICA TRIM IS MISSING ON COUNTERTOP. 7.</p>

## School Facility Conditions and Planned Improvements

			<p>MULTIPLE LIGHT BULBS ARE OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11. PAINT IS PEELING ON EAVES. 13. DRY ROT/HOLES IN EAVES.</p> <p>3: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>5: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>LIBRARY: 2. EXHAUST FANS ARE NOT WORKING IN RR'S. 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT DIFFUSER IS MISSING. 9. FAUCET HAS A LOW FLOW. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. SKID PAINT IS MISSING ON RAMP.</p> <p>SPEECH: 7. LIGHT DIFFUSER IS BROKEN.</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		<p>4: 9. FAUCET HAS A LOW FLOW.</p> <p>ADMIN: 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET LEAKS AT HANDLE. 11. PAINT IS PEELING ON EAVES.</p> <p>B: 4. CARPET IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE. FAUCET HAS A LOW FLOW.</p> <p>BOYS REST ROOM (NEAR 9): 4. FLOOR TILES ARE BROKEN. 9. ONE FAUCET IS LOOSE AT BASE.</p> <p>C: 4. CARPET IS LIFTING. 9. FAUCET HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>LIBRARY: 2. EXHAUST FANS ARE NOT WORKING IN RR'S. 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT DIFFUSER IS MISSING. 9. FAUCET HAS A LOW FLOW. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. SKID PAINT IS MISSING ON RAMP.</p>
<b>Safety:</b> Fire Safety, Hazardous Materials		X	<p>1: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP (WATER DAMAGE ALSO). 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON EAVES.</p>

## School Facility Conditions and Planned Improvements

11: 4. CARPET IS SEPERATING AT SEAM. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON WINDOW FRAME. 15. HOLES RUSTED THROUGH BASE OF DOOR.

12: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. NO ROOM ID. 12. DRY ROT ON SIDING AND RAMP.

13: 4. LINOLEUM FLOORING HAS HOLE (IN RR). CARPET IS WORN. 10. PLUG IN CANDLE WARMER. 14. HOLES ARE RUSTED THROUGH THE RAMP.

15: 11. PAINT IS PEELING ON EAVES.

2: 4. CEILING TILE IS BROKEN. WATER DAMAGE TO BACK SPLASH. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. MULTIPLE LIGHT BULBS ARE OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11. PAINT IS PEELING ON EAVES. 13. DRY ROT/HOLES IN EAVES.

6: 4. FORMICA TRIM IS MISSING ON COUNTERTOP (WATER DAMAGE ALSO). 11. AEROSOL AIR FRESHENER.

8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR AND DOOR FRAME.

9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR. 15. HOLE IN DOOR AT HANDLE.

A: 4. FORMICA IS CHIPPING ON SINK CABINET. CARPET IS TORN. 10. FIRE EXTINGUISHER IS MISSING. 12. DRY ROT ON SIDING SKIRTING. 14. HOLES IN ASPHALT.

ADMIN: 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET LEAKS AT HANDLE. 11. PAINT IS PEELING ON EAVES.

C: 4. CARPET IS LIFTING. 9. FAUCET HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL.

CUSTODIAN: 11. DOOR LEFT OPEN WITH STUDENTS PRESENT PROVIDING ACCESS TO CHEMICALS.

FOOD SERVICE: 11. PAINT IS PEELING ON EAVES.

## School Facility Conditions and Planned Improvements

				<p>FOOD SERVICE: 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>GIRLS REST ROOM: 11. PAINT IS PEELING ON EAVES.</p> <p>MPR: 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN. 11. PAINT IS PEELING ON DOORS.</p>
<b>Structural:</b> Structural Damage, Roofs	X			<p>10: 4. CARPET IS SEPERATING AT SEAM. FLOOR TILES ARE BROKEN. 12. DRY ROT ON SIDING. HOLE IN SKIRTING.</p> <p>11: 4. CARPET IS SEPERATING AT SEAM. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON WINDOW FRAME. 15. HOLES RUSTED THROUGH BASE OF DOOR.</p> <p>12: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. NO ROOM ID. 12. DRY ROT ON SIDING AND RAMP.</p> <p>2: 4. CEILING TILE IS BROKEN. WATER DAMAGE TO BACK SPLASH. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. MULTIPLE LIGHT BULBS ARE OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11. PAINT IS PEELING ON EAVES. 13. DRY ROT/HOLES IN EAVES.</p> <p>A: 4. FORMICA IS CHIPPING ON SINK CABINET. CARPET IS TORN. 10. FIRE EXTINGUISHER IS MISSING. 12. DRY ROT ON SIDING SKIRTING. 14. HOLES IN ASPHALT.</p> <p>GIRLS REST ROOM (NEAR 9): 12. DRY ROT ON SIDING.</p> <p>LIBRARY: 2. EXHAUST FANS ARE NOT WORKING IN RR'S. 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT DIFFUSER IS MISSING. 9. FAUCET HAS A LOW FLOW. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. SKID PAINT IS MISSING ON RAMP.</p>
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>11: 4. CARPET IS SEPERATING AT SEAM. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON WINDOW FRAME. 15. HOLES RUSTED THROUGH BASE OF DOOR.</p> <p>13: 4. LINOLEUM FLOORING HAS HOLE (IN RR). CARPET IS WORN. 10. PLUG IN</p>

## School Facility Conditions and Planned Improvements

				<p>CANDLE WARMER. 14. HOLES ARE RUSTED THROUGH THE RAMP.</p> <p>7: 4. CEILING TILES HAVE WATER STAINS (MILDEW PRESENT). CEILING TILE HAS A HOLE. WINDOW TRIM IS BROKEN. 14. SKID PAINT IS PEELING ON THE RAMP. TRIP HAZARD ON WALKWAY.</p> <p>9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR. 15. HOLE IN DOOR AT HANDLE.</p> <p>A: 4. FORMICA IS CHIPPING ON SINK CABINET. CARPET IS TORN. 10. FIRE EXTINGUISHER IS MISSING. 12. DRY ROT ON SIDING SKIRTING. 14. HOLES IN ASPHALT.</p> <p>LIBRARY: 2. EXHAUST FANS ARE NOT WORKING IN RR'S. 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT DIFFUSER IS MISSING. 9. FAUCET HAS A LOW FLOW. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. SKID PAINT IS MISSING ON RAMP.</p> <p>PLAY COURTS: 14. TRIP HAZARDS.</p>
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## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

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

#### Options

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

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

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



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

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

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

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

## CAASPP Test Results in Science for All Students

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

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

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

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

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

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

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Winter Gardens Elementary School strives to foster and nurture a collaborative partnership between parents and the school. Parents are invited to partake in a multitude of enriching activities, such as rolling reader program, which encourages students to develop an immense appreciation for reading. Additionally, they may also be involved in the governance of the school by participating in School Site Councils or District Advisory Committees. Winter Gardens staff and parents participate in the LCAP process at the district and site levels to help develop goals and a plan to guide the work of the district and site. Furthermore, the International Fair, STEAM Challenges, Red Ribbon Week Dress-up, and Love of Reading Week are all organized by our PTSA, which facilitates a strong bond between families and the school community.

In light of the two years of the pandemic, Winter Gardens' PTSA has gone above and beyond to help make students feel secure and confident in the classroom by creating a Comfort Closet to provide for those who may lack financial stability. Through in-person and virtual avenues, such as student performances, book fairs, Parent Panel, Parent Information Nights, and Open House, Winter Gardens Elementary School offers innovative ways for parents to be involved in their children's education.

Parental involvement is one of the most powerful driving forces behind Winter Gardens Elementary School's success, and it constantly serves as a force for good, making a difference in all students' lives. Every day, Winter Gardens celebrates and cherishes its parent's contributions to the school community, as it is only through their dedication that our students are able to thrive and reach their fullest potential. Those interested in finding out more can contact our PTSA President or Volunteer Coordinator through the school office or view our official PTSA website at <https://riaptsa.membershiptoolkit.com/>.

## 2021-22 Chronic Absenteeism by Student Group

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

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

## 2021-22 Suspensions and Expulsions by Student Group

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

## 2022-23 School Safety Plan

The Winter Gardens Elementary campus is a safe and secure campus. A perimeter fence deters the entrance except in front of the office. All gates on campus are locked at all times. All visitors, including parents, must sign in at the front office. The principal, staff, and a morning and lunch campus supervisor monitor campus security consistently throughout the school day. Security cameras also help to monitor campus safety.

The Winter Gardens Elementary School Safety Plan is a complete Safety Plan covering all areas designated by the state of California. The safety plan addresses Pandemic procedure, the physical environment, social environment and culture, emergency/disaster procedures, and school board policy and procedures. The safety plan is broken down into four key areas: mitigation and prevention, preparedness, recovery, and response. Safety procedures including fire, disaster, and lockdown drills are practiced throughout the year. The complete plan is on file, updated annually, and available at the school office. The staff reviews the plan before school starts, and changes are made to accommodate any new staff members and then drills are practiced throughout the school year. A flip chart outlining LUSD emergency procedures is posted in each classroom and the office.

Practice and training is ongoing with disaster drills varying in the type of disaster on a monthly basis. The Infinite Campus system is used for emergency communication. The system can be used with or without power from a cell phone, providing instant information to all parents. Community safety meetings are held with representatives from Winter Gardens, PTSA, Sheriff's Department, Highway Patrol, Fire Department, and San Diego County to discuss safety issues for each of the sites. These meetings are designed to bring together local police and fire officials, planning officials, district and site administration to discuss and address safety issues concerning schools.

The safety plan was last reviewed by the School Site Council was on June 2022.

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

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

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

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

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



## 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				
1				
2				
3				
4				
5				
6				

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

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

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

## 2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

## 2021-22 Student Support Services Staff

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

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7769	0	7769	74933
District	N/A	N/A	7813	
Percent Difference - School Site and District	N/A	N/A	-0.6	-1.7
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-8.3	-9.5

## 2021-22 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>. In addition, each year each school's School Site Council (SSC) develops a School Plan for Student Achievement (SPSA). The SSC at Lakeside Farms 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 the 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/808>

Winter Garden's Base LCFF site funds 21st Century-focused education that develops mastery of the Common Core State Standards, Next Generation Science standards, target language (Spanish or Mandarin instruction, and 3rd language enrichment). In addition, our immersion language program provides students the primary target language instruction with 3rd language exposure, thanks to Chinese Interns and Spanish Teachers who provide an average of 30 minutes every week. Understanding the importance of providing our language immersion teachers with the best practices, unrestricted funding is utilized to provide professional development, and Spanish/Mandarin support resources. In addition, our unrestricted funding supports arts integration within our classrooms, plus socio-emotional learning. Supplemental funding is utilized to support student interventions for English Learner, and Socio-economically disadvantaged students.

The major contribution to our quality instructional program also comes from family & community donations and fundraisers. The annual district-wide Run for the Arts fundraiser provides funding to support the arts in all schools. Through our site's annual Jog-A-Thon, Multicultural Fair, Festival de Otoño, and other fundraisers, our PTSA supplements our educational opportunities by paying for high-quality assemblies, field trip opportunities, arts integration, School-wide PBIS recognition program, online support intervention programs, target language teaching materials, and other classrooms/site needs. We are a 21st Century school making it happen today!

## 2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Professional development occurs several days before school starts as well as throughout the year. Professional Development has included higher-level questioning strategies, ELA unit alignments and performance tasks, immersion strategies and assessment, and technology. Kidwatch and Professional Learning Communities and opportunities for teachers to share data results and collaborate around best practices occur monthly.

PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. One intervention teacher is also available to support students with academic intervention needs. One MTSS Teacher on Special Assignment (MTSS TOSA) helps support the development of social/emotional/behavioral intervention systems at both Riverview and Winter Gardens Campus. One district contracted mental health specialist from Wellness Together is assigned to the school to support our students' mental health needs one day a week. 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 TOSA is also available to coach classroom management strategies and student behavior plans.

Lakeside Union School District continues to support principal growth through Professional Development. One type of professional learning opportunity we do at Riverview is a professional book study. A book study can be a powerful way for educators to drive their own learning. A book study is an effective form of professional learning because new learning can be immediately applied in the classroom. Teachers are involved in multiple sessions over time where there is continuous discussion around teacher clarity that has arisen from school data.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	12