Lake Forest Elementary School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Lake Forest Elementary School
Street	2240 Sailsbury Dr.
City, State, Zip	El Dorado Hills, CA 95762-6984
Phone Number	(916) 933-0652
Principal	Renee Mallot
Email Address	rmallot@rescueusd.org
School Website	www.lakeforestlakers.com
Grade Span	K-5
County-District-School (CDS) Code	09619786109441

2024-25 District Contact Information

District Name	Rescue Union School District
Phone Number	530.677.4461
Superintendent	Jim Shoemake
Email Address	jshoemake@rescueusd.org
District Website	www.rescueusd.org

2024-25 School Description and Mission Statement

Lake Forest Elementary was founded in 1990 with six classrooms and 130 students. The school increased with our expanding neighborhood and in the late 90's, our enrollment grew to 35 classes and nearly 840 students. In 2003-2004, Lake Forest Elementary School returned to a traditional calendar after being on a multi-track year-round calendar for nine years. Our 6th grade classes were moved to Marina Village Middle School at this time, reducing enrollment considerably,and the growth in the neighborhood stabilized. In 2019-20, our enrollment was at 445 students. 2020 brought more changes and a quarter of the population chose to learn remotely, which further reduced classes. For the majority of the year, in person learning was delivered via a Hybrid model which served approximately 360 students in 15 classrooms. At the start of the 2024-25 school

year, 420 students in grades TK-5 were enrolled on the Lake Forest campus filling 20 classrooms.

In 2019, the Rescue Union School District moved the elementary Special Day Classes (SDC) to Lake Forest. We have three SDC classes: One class serves students in K-1st grades, one serves 2-3rd grade students, and the other supports students in 4th/5th grades. Currently, Lake Forest SDC enrollment is 27 children in those three classes. Many of those 27 students also mainstream into general education classes with aide support, in accordance with their IEPs. The classes are well supported with SDC aides who work in the both the SDC classes and support in general education classes with students who are eligible for those services. In 2024-2025, Lake Forest employed 9 SDC aides, 3 SDC teachers and 1 Registered Behavior Technician (RBT).

Student successes at Lake Forest have resulted in state and national recognition. We have most recently been awarded as a National Blue Ribbon School in November 2024, earning this award in two categories: Closing the Achievement Gap and High Performing School. We are the only school in the state of California to receive the National Blue Ribbon Award in both categories. In 2012, our school's Academic Performance Index (API) score was 937. This achievement was the highest score in Rescue Union School District history, ranked in the top 10 for all elementary schools in the Sacramento region and was the highest recorded in El Dorado Hills. In 2004 and 2014, our school was chosen for the California Distinguished School Award as one of the top achieving elementary schools in the state. This trend continued in 2013 and 2014, with academic scores consistently ranking among the highest achieving schools in El Dorado County. According to our 2023-2024 Smarter Balanced Assessment (SBAC) data, 66.84% of Lake Forest students met or exceeded standard in ELA and 69.39% of Lake Forest students met or exceeded standard for Math.

Lake Forest Elementary School prides itself on its positive school climate and its commitment to ensuring success for all students. All teachers are credentialed and have high expectations for every student. The curriculum is challenging and encompasses varied teaching and learning approaches. Our staff collaborates regularly to discuss student success, planning, intervention strategies for struggling learners and to improve overall practice. Lake Forest students also have access to many online programs to help support their learning and differentiates lessons for the students based on their academic level. Teachers monitor student progress through online assessment tools embedded in the adopted curriculum and in additional online sources such as IXL, Reflex Math and Accelerated Reader. Intervention support has become a huge priority, and leveled groups are used whenever possible, especially in the lower grades who need support with fundamental skills. There are two Literacy Intervention Specialists who help support students in grades 1-5 who struggle with reading. There are two Math Intervention Specialists who helps support students in the subject area of math in grades K-5. The curriculum focus is based on California State Standards. These standards are taught at every grade level; current district adopted curriculum includes Benchmark Advance for Language Arts instruction, Houghton Mifflin Go Math program, and Step Up to Writing. Next Generation Science Standards are taught using the newly-adopted Science curriculum, Twig Science, and supplemented with Mystery Science. All instruction is aligned to current NGSS standards. All students, from first to fifth grade have one-to-one access to Chromebooks in their classrooms. Transitional Kindergarten (TK) and Kindergarten students use I-pads in small groups. Chromebook use is integrated into Math, Reading, Writing, Social Studies, and Science lessons on a daily basis, and students also receive instruction at every grade level to meet CA State Technology Standards.

Currently, Lake Forest teachers and support staff are working together to address students' social and emotional needs through reviews of on-going research, and collaborative discussions to better identify students who need alternative interventions to encourage academic success and to better develop an encouraging, caring atmosphere in the classroom for the benefit of all students. A school counselor works directly with staff and families to create groups and administer age-appropriate lessons. This year, the district purchased a Social-Emotional curriculum, Character Strong, that is being taught by both the teachers and the school counselors during classroom guidance lessons. Our school psychologist works with students in 1:1 therapy sessions in accordance with their Individual Education Plans (IEPs). The school also implemented its I-SWIM (Inclusive, Safe, Work Hard, Integrity, Mindful of Others) tickets, which promotes positive character traits throughout the school campus. Our fourth and fifth grade leadership team was created, where the focus is on community service, finding ways around school campus to make Lake Forest an even better school community.

The core curriculum is enhanced through special learning activities such as our Science Prep Class, Science instruction for 4th and 5th grade students; outdoor education; life lab garden science; art and health, dramatic and musical productions by guest artists and student performers; and participation in events such as Nature Bowl, Festival of Oral Interpretation, and Spelling Bee. Field trips include (but are not limited to): Coloma Outdoor Discovery School, the El Dorado Hills Library, MOSAC Hands-On Science Museum, Fog Willow Farms, The El Dorado County Courthouse, the State Capitol and Railroad Museum, Sacramento Zoo, Folsom Zoo, the Harris Performing Arts Center, and Oak Ridge High School Musical Theatre. The Sacramento Puppeteer Company, Sacramento Watershed, Wild Things, and Explor-It are some on-campus field trip experiences who came to Lake Forest. Fifth graders participate in Project Lead, which is a 12-week program taught by El Dorado County's District Attorney, 2 weeks of mock trial prep, and then a culminating field trip to the courthouse in Placerville for a mock trial. Fourth grade students participated in A Touch of Understanding Assembly, which is a day of hands-on experiences to help teach students about tolerance and inclusion. Additionally, learning opportunities are brought to the

2024-25 School Description and Mission Statement

campus through the support of the fundraising efforts of our Parent Teacher Council. We have an Art Specialist who teaches art to all students in grades TK-5 twice a month. The Prop 28 has allowed for us to begin a music program for our TK-3rd grade students, where they receive lessons from a credentialed music teacher. Our 4th and 5th grade students have the opportunity to participate in our band program.

Each month, students are recognized during our Monthly Awards Assemblies. Students are recognized for their achievements in Reading, Math, and various "achievements" around campus. In addition, students are also recognized for showing outstanding character for the character trait for the month.

A high value is placed on the family, and parental involvement is welcomed and encouraged. Many parents volunteer in classrooms on a regular basis and others support the school in a variety of ways. The Lake Forest School Site Council (SSC) and Parent Teacher Council (PTC) are two organizations that encourage family input and involvement. The SSC is composed of school staff and parents who work to develop a Single Plan for Student Achievement to enhance the educational program. The PTC organizes parent and community volunteers, plans family-oriented socials, and facilitates school fundraisers to support and enhance the instructional programs. The Lake Forest PTC has been instrumental in enriching our curriculum, supporting the arts, and providing intervention for struggling students.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	64
Grade 2	72
Grade 3	62
Grade 4	87
Grade 5	68
Total Enrollment	418

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	50
Asian	3.3
Black or African American	0.5
Filipino	1.2
Hispanic or Latino	17
Native Hawaiian or Pacific Islander	0.5
Two or More Races	3.3
White	74.2
English Learners	5.3
Foster Youth	0.2
Homeless	1.2
Socioeconomically Disadvantaged	12.2
Students with Disabilities	19.6

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)	26.90	97.61	159.00	95.95	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.20	1.38	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.94	1.80	1.09	12115.80	4.41
Unknown/Incomplete/NA	0.40	1.45	2.60	1.57	18854.30	6.86
Total Teaching Positions	27.60	100.00	165.70	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.10	88.93	168.30	94.01	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.56	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.80	1.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	6.82	2.80	1.60	11953.10	4.28
Unknown/Incomplete/NA	1.00	4.21	5.00	2.82	15831.90	5.67
Total Teaching Positions	23.70	100.00	179.10	100.00	279044.80	100.00

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

2022-23 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)	22.60	94.48	164.30	94.75	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	1.15	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.80	0.46	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	1.30	2.70	1.56	11746.90	4.23
Unknown/Incomplete/NA	1.00	4.18	3.60	2.07	14303.80	5.15
Total Teaching Positions	23.90	100.00	173.50	100.00	277698.00	100.00

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00	0
Local Assignment Options	0.20	0.60	0.3
Total Out-of-Field Teachers	0.20	1.60	0.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2025

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Grades K-5 Step-Up-to-Writing Grades K-5	Yes	0
Mathematics	K-5 Houghton Mifflin Harcourt: Go Math - 2014	Yes	0
Science	Twig Science Grades K-5	Yes	0
History-Social Science	Scott Foresman, History-Social Science for California Grade K-5	Yes	0
Health		Yes	0

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

School Facility Conditions and Planned Improvements

School buildings and grounds at Lake Forest School provide a clean, positive environment that is conducive to teaching, instruction, and learning. Staff and student restrooms are clean and well maintained. Floors, wall, roof, and plumbing are maintained on a regular schedule.

In recent years, we have made improvements to the site through the efforts of the school, district and connections to the community. Two summers ago, we painted a large mural on the outside of the multipurpose room. In addition, the four pillars at the front of the school were painted to match the multipurpose room. And, "Lake Forest Elementary" was painted on the end of the B-Wing, facing Francisco Drive and Sailsbury Drive, so that all the families could see as they turned into the school. Our

School Facility Conditions and Planned Improvements

garden, through a partnership with staff and volunteers, has become a wonderful learning environment and a source of great pride on campus. Landscaping improvements at various locations have also been completed in recent months by district personnel, community outreach, Parent Teacher Council and Scout troops. These include repairs to our garden boxes and irrigation, bark replacements in multiple areas of the school, the addition of an "outside classroom," and long term garden plans are made possible through our District Graden Coordination. Our local partnerships with Project Green allows our school garden to be able to continue to expand. This coordination of resources has many in the Lake Forest excited about our future plans for improving both our scenery and our health and environment education programs. All of these projects are much appreciated and have kept Lake Forest's learning environment beautiful.

Summer of 2024 included siding repairs, dry rot fascia repairs, and painting to all portables.   Lake Forest is scheduled to have solar panels installed in the parking lot in Spring 2025.

Year and month of the most recent FIT report	12/10/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			some older HVAC units need some work/replacement
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	70	66	69	70	46	47
Mathematics (grades 3-8 and 11)	71	67	62	62	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	214	207	96.73	3.27	65.70
Female	110	109	99.09	0.91	68.81
Male	104	98	94.23	5.77	62.24
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	36	97.30	2.70	47.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	66.67
White	152	147	96.71	3.29	69.39
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	26	24	92.31	7.69	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	44	91.67	8.33	43.18

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	214	207	96.73	3.27	67.15
Female	110	109	99.09	0.91	68.81
Male	104	98	94.23	5.77	65.31
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	36	97.30	2.70	47.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	75.00
White	152	147	96.71	3.29	71.43
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	26	24	92.31	7.69	54.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	44	91.67	8.33	38.64

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	54.67	55.00	52.38	49.66	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	68	64	94.12	5.88	54.69
Female	32	32	100.00	0.00	56.25
Male	36	32	88.89	11.11	53.13
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	11	11	100.00	0.00	36.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	46	42	91.30	8.70	57.14
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	33.33

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	100	100	98.6	100	100

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.

2024-25 Opportunities for Parental Involvement

A high value is placed on families at Lake Forest Elementary School, and parent involvement is strongly advocated. Many parents volunteer in classrooms on a consistent basis, and parent input is welcome and sought out in all areas. The Lake Forest School Site Council (SSC) and Parent Teacher Council (PTC) are two organizations that encourage community input and involvement. The PTC organizes parent and community volunteers, plans family oriented social functions, and organizes fundraisers. The PTC sponsors many programs at Lake Forest, including: Art Specialist for grades TK-5, Literacy Intervention Specialists for grades 1-5, Math Intervention Specialists for grades K-5, all-school assemblies and experiences including: A Touch of Understanding and Wild Things. The SSC helps develop a Single Plan for Student Achievement and works with the school staff, PTC, and community to set yearly goals and objectives in reading/language arts, math/science and health, wellness, citizenship, visual and performing arts, and fitness. Technology improvements, art docent programs and visual and performing arts activities/assemblies are offered annually to our students and supported through the fundraising efforts of the PTC and our Single Plan for Student Achievement.

Contact Person: Renee Mallot, Principal
Contact Phone No. (916) 933-0652

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	433	429	41	9.6
Female	218	217	26	12.0
Male	215	212	15	7.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	2	14.3
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	76	74	8	10.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	14	14	1	7.1
White	320	318	28	8.8
English Learners	23	23	3	13.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	54	52	13	25.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	100	98	11	11.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.61	0.84	1.39	1.73	1.57	1.54	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.03	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.39	0.00
Female	1.83	0.00
Male	0.93	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.63	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.94	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.56	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Creating and maintaining a positive school culture and climate is the goal at Lake Forest Elementary School. Every member of our school (student, staff, family, and community member) are part of our team, and we all have to work together to help make Lake Forest an even better place. It is our belief that the best things will happen for children as we endeavor to help them make

good judgments and choices. We look for the good in all children and help them discover their own self-worth. A positive discipline program is in place, and students are regularly recognized for their contributions to the positive school climate. The learning environment component reviews discipline procedures on an annual basis. The suspension and expulsion rates over the past five years have been very low when compared to district and state averages.

We have Positive Behavior Intervention and Supports (PBIS) in place, which provided students positive encouragement to be the best version of themselves each and every day. Students have the opportunity to earn "I-SWIM" tickets each day, which recognizes students being: inclusive, safe, working hard, showing integrity, and being mindful of others. We have created a 4th and 5th grade Leadership Team, whose focus is on community service and finding ways to help others around campus and in the community. There is also a Peace Patrol (which allows the 4th and 5th grade students to help at the younger students' recess: both interact and build relationships with those students and also solve problems when problems arise). Each month students discuss a new character trait: what it means and what it looks like and sounds like when one demonstrates that character trait.

Our School Safety Plan is updated yearly and includes goals and objectives for improving the physical environment and the school climate. This includes promoting our I-SWIM Program, anti-bullying lessons and assemblies, encouraging student participation in community service activities, creating a safe, nurturing environment, and celebrating our increasing cultural diversity. Students contribute to the community through service learning projects, which extend classroom learning time and increase students' personal involvement in academics. Our school counselors work with all students on campus in various capacities: They give monthly guidance lessons in each classroom based on our character trait, and they run small groups based on social skills needs (Worry Warriors, Self Control Surfers, and a Friendship Group), as well as provides individual support for students on an as-needed basis.

Students at Lake Forest have the opportunity of being recognized monthly during our awards assemblies. Students can receive for awards for both academic achievement in: Reading or Math, or for demonstrating the character trait for the month. They also have the opportunity to earn an achievement award, where they can be recognized for their amazingness in any area, academic, social emotional, or behavioral, across the Lake Forest campus.

We have a fully equipped library, full-sized multipurpose room with indoor and outdoor stages, and an office with a staff lounge and workroom. In addition, we have a Learning Center, a Wellness Center, Occupational Therapy room, and an Art Room. Our music teacher shares the OT room, and the band teacher uses the inside stage. There are Chromebook carts in all classes 1st-5th (i Pads in TK-K) including the Science prep classroom. We currently have 2 custodians and district utility technicians working diligently to keep the school in excellent condition.

For the safety of our students, fire, lock down, and "duck and cover" drills are conducted with students and staff, and an emergency preparedness plan is in effect. Campus supervision is provided according to policies established by the District Board of Trustees. All efforts to ensure building safety, cleanliness, and adequacy have been successful. The staff collaborates on a consistent basis about safety to make sure everyone understands the current procedures and can ask questions as needed.

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.

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	23		4	
1	17	3		
2	16	5		
3	30		2	1
4	22		3	
5	21	1	3	
Other	13	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	3	1	
1	32		2	1
2	25		2	
3	19	1	3	
4	24		2	
5	24		3	
Other	14	3	2	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	3		
1	26	1	1	1
2	25		2	
3	24		2	
4	21	1	3	
5	21	1	2	
Other	14	3	1	

2023-24 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	522.5

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$13,385	$4,440	$8,945	$82,142
District	N/A	N/A	$9,179	$84,749
Percent Difference - School Site and District	N/A	N/A	-2.6	-3.1
State	N/A	N/A	$10,771	$94,129
Percent Difference - School Site and State	N/A	N/A	-18.5	-13.6

Fiscal Year 2023-24 Types of Services Funded

All Rescue schools receive equal allocations, per student, of LCFF Base Funding. This funding helps support students by providing instructional materials, supplies and other needs. Funding for support services, such as maintenance of buildings and grounds, utilities, and student transportation, is budgeted for at the district level and provided to each school site based on the varying needs of the individual school.

Fiscal Year 2023-24 Types of Services Funded

In addition to the Base Funding described above, schools in the Rescue Union School District receive Supplemental funding roughly proportional to the number of unduplicated pupils (English Learners, Socioeconomically Disadvantaged, and Foster/Homeless Youth) they serve. Furthermore, school sites receive allocations from other state and federal categorical programs, including Title I and Title II. The purpose of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$57,517	$57,839
Mid-Range Teacher Salary	$82,018	$90,040
Highest Teacher Salary	$106,841	$118,647
Average Principal Salary (Elementary)	$135,028	$144,639
Average Principal Salary (Middle)	$136,825	$148,270
Average Principal Salary (High)	$0	$161,275
Superintendent Salary	$216,611	$229,986
Percent of Budget for Teacher Salaries	35.53	30.79
Percent of Budget for Administrative Salaries	5.39	5.71

Professional Development

Early Release Professional Development/Teacher Collaboration days are scheduled every Wednesday throughout the school year. During these meetings, teachers work to analyze assessment data and target key standards. In addition, they plan, develop and improve effective instructional strategies. Staff development related to instructional practices, adopted curriculum, technology, Social Emotional Learning, and other educationally related matters are provided for all teachers. This year, our school site used specific Professional Development money to send school staff to a variety of trainings, observations, and conferences including, but not limited to: SIPPS training, classroom observations of other teachers, and Capturing Kids' Hearts.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2