

Lakeview Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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/>.

2025-26 School Contact Information

School Name	Lakeview Elementary School
Street	3371 Brittany Way
City, State, Zip	El Dorado Hills, CA 95762
Phone Number	916-941-2600
Principal	Laurisa Stuart
Email Address	lstuart@rescueusd.org
School Website	https://www.mylakevieweagles.com
Grade Span	K-5
County-District-School (CDS) Code	09619780108258

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

The mission of Lakeview Elementary is to inspire all students to be passionate, continuous learners and to prepare them with the skills to achieve their goals and flourish as responsible, caring citizens in a global community.

Lakeview Elementary School received the California Distinguished School Award in 2018. Our beautiful school sits atop a hill in the midst of a newly developed subdivision overlooking views of the surrounding hills, attractive neighborhoods, and Folsom Reservoir. The campus was opened in August 2005 and is one of seven schools in the Rescue Union School District. Located 28 miles east of Sacramento in the foothills of the Sierra Mountains, Lakeview serves a student body of approximately 510 students in TK through fifth grade. The enrollment continues to grow as our reputation for offering excellence in education

2025-26 School Description and Mission Statement

travels throughout the community, prompting new families to relocate to our neighborhoods. Lakeview's school motto, "Soaring to Success," is a true reflection of what is taking place each and every day.

Lakeview Elementary School prides itself on a positive school climate and a commitment to ensuring success for all students. In order to meet the needs of all learners, our teachers work to offer targeted, strategic, and creative instruction. Our curriculum and instructional strategies are differentiated to meet the needs of all student skill levels. Under the guidance of dedicated staff members, students acquire high levels of knowledge, skills, and understanding which will open doors of opportunity and prepare them for thought and action in the wider world. Social Emotional Learning is a priority for our school and for our District. Further, we strive to ensure all children develop the skills, attitudes, and behaviors necessary to become principled, ethical citizens who are contributing members of society.

Student safety is the number one priority to all Lakeview staff. Crisis procedures and drills are reviewed and practiced regularly. Safety protocols are in place.

Lakeview is extremely fortunate to employ an amazing team of teachers and staff who are skilled, caring, energetic, and passionate educators. Twenty-six teachers work to support our wonderful Lakeview student body, alongside two secretaries, one librarian, three custodians, two nurses, one full-time counselor, one school psychologist, one Special Education teacher, 6 instructional aides, one speech/language pathologist, and one principal. Two PE teachers offer specialized instruction to TK through 5th-grade students. Two Band Teachers offer music instruction to our TK-5th-grade students. One teacher provides instrumental instruction for 4th and 5th-grade students, and the other teacher provides music lessons for Tk-3rd grade students. Our librarian is available eight hours each school day. A District nurse is on campus one day each week, while our site nurse assists with medical and health-related needs daily. Our psychologist is on-site two days each week. Our counselor provides guidance lessons in classrooms and supports students in need. Our speech/language pathologist offers services to students five days per week. Our Special Education teacher is on site daily and oversees three full-time aides who serve students with identified learning disabilities. Our special education team works to serve students, using both the pull-out and push-in models to meet their individual needs in the least restrictive environment. Our all-day kindergarten program offers a two-hour aide for each class. Our Learning Intervention Program provides three specialized instructional aides to support those in need of intervention. Our MTSS (Multi-Tiered Systems of Support) team meets weekly to collaborate and plan support/success strategies for our students. We are fortunate to include two El Dorado County Office of Education autism classes in our student body, who are an integral part of our community.

Technology is a priority at Lakeview. Promethean Boards/Smart TVs, projectors, and document cameras are provided in all classrooms. Chromebooks are provided for all 1st - 5th-grade students. iPads are provided for TK and kindergarten classes. Effective, research-based online programs are provided as supplemental instructional support for all students.

Leadership opportunities are provided to all 4th and 5th-grade students through our IMPACT student government program. Typically, over 100 IMPACT students learn and practice leadership skills while working on interest-based service teams. Lakeview has worked to successfully implement Positive Behavior Support Intervention (PBIS) training and planning. This process of refining procedures and expectations has further enhanced our positive learning environment. We emphasize the acronym, SOAR, which stands for Solving Problems, Owning Good Decisions, Achieving Leadership, and Radiating Respect! The Student Success Team (SST) approach is utilized to evaluate assistance to children needing additional support. Student Success Team meetings are held, as needed, to develop educational assistance plans for children who have been referred by their teacher or parents.

Differentiated opportunities for gifted students are provided as an integrated part of the school day. Enrichment classes are offered to provide for all students before/after school. 90% of Lakeview teachers are certified in GLAD (Guided Language Assessment & Development) to allow students access to even more research-based, language-rich instructional strategies. All K-2nd-grade teachers have been trained in Really Great Reading, which is an evidence-based literacy program. Through Really Great Reading, all K-2nd-grade students receive strong, leveled instruction in the foundation skills for reading. 4th and 5th-grade students may be assessed through REWARDS, a foundational reading program, to ensure their foundational reading skills are intact. Grade levels meet each trimester to analyze grade level data. Every student's data is analyzed and compared with the students' needs at the grade level. Teachers meet regularly to plan and analyze data for targeted instruction, intervention needs, and continuous improvement.

Lakeview offers opportunities for 3rd through 5th-grade students to participate in Cross Country, as well as 5th-grade girls' and boys' volleyball and basketball.

Our Lakeview Elementary School community is proud of our outstanding students, staff, and families who continue to "Soar to Success!"

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Transitional Kindergarten (TK)	24
Kindergarten	64
Grade 1	70
Grade 2	83
Grade 3	88
Grade 4	98
Grade 5	105
Total Enrollment	527

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	46.1
Male	53.9
American Indian or Alaska Native	0.4
Asian	16.1
Black or African American	2.1
Filipino	4.4
Hispanic or Latino	9.9
Two or More Races	1.9
White	65.3
English Learners	2.8
Socioeconomically Disadvantaged	10.4
Students with Disabilities	8.5

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.

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)	25.4	100	168.3	94.01	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	0.56	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.8	1	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.8	1.6	11953.1	4.28
Unknown/Incomplete/NA	0	0	5	2.82	15831.9	5.67
Total Teaching Positions	25.4	100	179.1	100	279044.8	100

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)	25	100	164.3	94.75	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2	1.15	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0.8	0.46	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.7	1.56	11746.9	4.23
Unknown/Incomplete/NA	0	0	3.6	2.07	14303.8	5.15
Total Teaching Positions	25	100	173.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	24	100	159.9	92.57	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	6.4	3.75	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.1	0.67	12112.8	4.34
Unknown/Incomplete/NA	0	0	5.2	3.01	13705.8	4.91
Total Teaching Positions	24	100	172.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		8/7/2024
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Grades K-5 Really Great Reading TK-2	0
Mathematics	K-5 Houghton Mifflin Harcourt: Go Math - 2014	0
Science	Twig Science K-5	0
History-Social Science	Scott Foresman History-Social Science for California K-5	0
Foreign Language		
Health		0

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

School Facility Conditions and Planned Improvements

School building and grounds at Lakeview provide a clean, positive environment that is conducive to teaching and learning. All facilities are clean and well-maintained. Floors, walls, roofs, and plumbing are maintained on a regular schedule. The Lead Custodian and Principal work to inspect concerns, request support from the District when needed, and ensure the facility is in excellent working order. Our amphitheater has a beautiful mural to enhance the campus environment. Additionally, our SOAR personal standards are painted at the entry and posters in the multi-purpose. Our Lakeview garden provides a great outdoor learning environment.

Lakeview solar project is projected to be completed by spring 2026.

School Facility Conditions and Planned Improvements				
Year and month of the most recent FIT report			12/23/2025	
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			VARIOUS ROOM CEILING TILES NEED REPLACEMENT
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			SOME GROUT NEEDS TO BE REPLACED
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			IRRIGATION NEEDS TO BE CHECKED

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	73	76	70	71	47	48
Mathematics (grades 3-8 and 11)	74	76	62	63	35	37

2024-25 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	292	287	98.29	1.71	76.31
Female	128	127	99.22	0.78	80.31
Male	164	160	97.56	2.44	73.13
American Indian or Alaska Native	--	--	--	--	--
Asian	48	48	100.00	0.00	83.33
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	90.91
Hispanic or Latino	23	22	95.65	4.35	81.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	196	192	97.96	2.04	72.92
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	31	29	93.55	6.45	75.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	29	96.67	3.33	48.28

2024-25 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	292	288	98.63	1.37	76.04
Female	128	127	99.22	0.78	77.17
Male	164	161	98.17	1.83	75.16
American Indian or Alaska Native	--	--	--	--	--
Asian	48	48	100.00	0.00	85.42
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	90.91
Hispanic or Latino	23	23	100.00	0.00	73.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	196	192	97.96	2.04	73.44
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	31	30	96.77	3.23	70.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	29	96.67	3.33	44.83

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	54.84	61.54	49.66	59.37	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	105	104	99.05	0.95	61.54
Female	47	46	97.87	2.13	69.57
Male	58	58	100.00	0.00	55.17
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	70.00
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	67	66	98.51	1.49	63.64
English Learners	--	--	--	--	--
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	12	12	100.00	0.00	41.67

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.

2024-25 California Physical Fitness Test Participation Rates					
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	97.1	99	100	99	100
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement
<p>Parents are viewed as valued partners in their children's education. At Lakeview, this partnership is strongly advocated! Parent volunteers are both encouraged and welcomed! Parent input and contributions to our learning community are an integral part of our decision-making process. Our amazing PTO consists of a dedicated group of parents and teachers who generously give their time and effort to planning wonderful activities (ex. Fall Festival, Donuts with Grown-ups, Pancake with Parents, Holiday Shop, Santa Gathering with EDH Fire Dept., School Dances, etc.). Their donations make it possible for Lakeview to hold extension activities and beautification projects at our school site. The Lakeview School Site Council (SSC) and Parent Teacher Organization (PTO) are two groups that encourage community involvement. Typically, our PTO organizes wonderful events and fundraisers, designed to offer financial support and bring families together in a positive, child-centered, social setting. The SSC develops Lakeview's Single Plan for Student Achievement and works with the school staff, PTO, and community to set yearly goals and objectives in reading/language arts, math/science, health and wellness, citizenship, and fitness. The PTO supports our annual goals by donating funds to help supplement the cost of programs and resources.</p> <p>Contact Person: Laurisa Stuart Contact Phone No. 916-941-2600</p>

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	546	541	38	7.0
Female	255	253	17	6.7
Male	291	288	21	7.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	86	86	8	9.3
Black or African American	12	12	1	8.3
Filipino	23	23	1	4.3
Hispanic or Latino	57	56	3	5.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	356	352	24	6.8
English Learners	16	15	0	0.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	64	64	7	10.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	71	71	10	14.1

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.36	0.71	0.55	1.57	1.54	2.13	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.03	0	0.03	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.55	0.00
Female	0.00	0.00
Male	1.03	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.16	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.56	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.41	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.

2025-26 School Safety Plan

Lakeview's dedicated and caring staff work to provide a positive, warm, fair, and consistent climate.

Lakeview's Safe School Plan includes goals and objectives relative to school climate and the safety of the physical environment. Our Safety Committee meets to offer input for our annual Safe School Plan updates. Safety information is shared, and input is requested from our parent community, SSC, and PTO.

Student and staff safety are our number one priority! Safety and crisis procedures are in place and practiced regularly.

For the safety of our students, monthly drills are conducted to practice safe evacuations, duck and cover procedures, and lockdown procedures. 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.

Staff serve to supervise students before and after school. Students in 5th grade serve as Safety Patrol Officers. They accompany staff members in monitoring drop-off, dismissal, and campus safety.

Our custodial team, consisting of two full-time and one part-time custodian, works diligently to maintain the sanitation, cleanliness, and beauty of our classrooms, facilities, and grounds. Our District maintenance and grounds team works to keep our school site in working order.

Our school counselor and MTSS (Multi-Tiered Systems of Support) team work to lead staff and guide students in Social-Emotional Learning. Positive character lessons, resources, and modeling are provided. Our school counselor provides guidance lessons (anti-bullying, stress management, emotional regulation, friendship, etc.) regularly in all classrooms.

Lakeview has worked to successfully implement Positive Behavior Support Intervention (PBIS) training and planning. This process of refining procedures and expectations has further enhanced our positive learning environment. We emphasize the acronym, SOAR, which stands for Solving Problems, Owning Good Decisions, Achieving Leadership, and Radiating Respect!

Eagle Manners are taught and encouraged, as well. A school-wide quiet signal is practiced daily and used for safety and procedures. Grade-level expectations assemblies (SOAR assemblies) are held throughout the year, where students are also recognized for positive behavior.

Our 4th and 5th-grade student leadership group, IMPACT, works to provide school service and community service, while learning and practicing leadership skills. Over 100 students belong to IMPACT!

Lakeview staff are dedicated and determined to maintain a safe, positive school climate!

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.

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	23	1	3	0
1	21	2	2	0
2	24	0	4	0
3	24	0	4	0
4	26	0	3	0
5	24	0	3	0
6	0	0	0	0
Other	26	0	1	0

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	21	2	3	0
1	23	0	3	0
2	23	0	3	0
3	24	0	4	0
4	30	0	3	0
5	27	0	3	0
6	0	0	0	0
Other	23	1	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	20	1	2	
1	23		3	
2	24		3	
3	24		3	
4	29		3	
5	29		3	
Other	27		2	

2024-25 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	539

2024-25 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$13,120	\$3,684	\$9,436	\$98,564
District	N/A	N/A	\$9,631	\$91,991
Percent Difference - School Site and District	N/A	N/A	-2.0	6.9
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-16.6	-1.5

Fiscal Year 2024-25 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.

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 ranges from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$61,543	\$61,516
Mid-Range Teacher Salary	\$85,191	\$95,479
Highest Teacher Salary	\$110,211	\$125,208
Average Principal Salary (Elementary)	\$144,480	\$152,668
Average Principal Salary (Middle)	\$146,403	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$231,774	\$242,781
Percent of Budget for Teacher Salaries	32.87%	29.76%
Percent of Budget for Administrative Salaries	5.07%	5.74%

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 is provided for all teachers.”

Teachers receive professional development and will work collaboratively on a regular, ongoing basis to target key standards, analyze formative assessment data, and develop effective instructional practices.

A majority of Lakeview teachers are certified in GLAD (Guided Language Assessment and Development) and have received thorough follow-up coaching. Primary teachers are skilled and trained in Really Great Reading, Heggerty, and SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words).

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2