

# Lake Forest 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/fq/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	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	<a href="http://www.lakeforestlakers.com">www.lakeforestlakers.com</a>
Grade Span	TK-5
County-District-School (CDS) Code	09619786109441

## 2025-26 District Contact Information

District Name	Rescue Union School District
Phone Number	530.677.4461
Superintendent	Jim Shoemake
Email Address	<a href="mailto:jshoemake@rescueusd.org">jshoemake@rescueusd.org</a>
District Website	<a href="http://www.rescueusd.org">www.rescueusd.org</a>

## 2025-26 School Description and Mission Statement

Lake Forest Elementary School was established in 1990 with six classrooms serving approximately 130 students. As the surrounding neighborhood expanded throughout the 1990s, the school grew to 35 classrooms with an enrollment of nearly 840 students. During the 2003–2004 school year, Lake Forest returned to a traditional academic calendar after operating on a multi-track, year-round schedule for nine years. At that time, sixth-grade classes were relocated to Marina Village Middle School, resulting in a significant reduction in enrollment and a stabilization of neighborhood growth.

By the 2019–2020 school year, enrollment had declined to 445 students. In 2020, additional changes occurred as approximately one-quarter of the student population opted for remote learning, further reducing class numbers. For the majority

## 2025-26 School Description and Mission Statement

of that year, instruction was delivered through a hybrid model serving approximately 360 students across 15 classrooms. At the start of the 2025–2026 school year, Lake Forest Elementary enrolled 430 students in grades Transitional Kindergarten (TK) through fifth grade, filling 20 classrooms on campus.

In 2019, the Rescue Union School District relocated its elementary Special Day Classes (SDC) to Lake Forest Elementary. The school currently hosts three SDC classrooms: one serving TK–1st grade students, one serving 2nd–3rd grade students, and one serving 4th–5th grade students. Current SDC enrollment includes 33 students. Many of these students participate in general education classrooms with aide support, in alignment with their Individualized Education Programs (IEPs). The SDC program is well supported by instructional aides who work both within SDC classrooms and in general education settings. During the 2025–2026 school year, support for SDC students included, but was not limited to, 12 SDC aides, three SDC teachers, a Special Education Teacher on Special Assignment, a Registered Behavior Technician (RBT), a District Behaviorist, a School Psychologist, a School Counselor, and a PBIS Facilitator.

Lake Forest Elementary's commitment to student achievement has resulted in state and national recognition. Most recently, the school was named a National Blue Ribbon School in November 2024, receiving recognition in both the Closing the Achievement Gap and High Performing School categories. Lake Forest Elementary is the only school in the state of California to receive the National Blue Ribbon Award in both categories simultaneously. In 2012, the school earned an Academic Performance Index (API) score of 937—the highest in Rescue Union School District history—ranking in the top ten elementary schools in the Sacramento region and achieving the highest recorded score in El Dorado Hills. The school was also recognized as a California Distinguished School in 2004 and 2014, reflecting its continued academic excellence. This trend persisted through 2013 and 2014, with Lake Forest consistently ranking among the highest-performing schools in El Dorado County. According to 2024–2025 Smarter Balanced Assessment Consortium (SBAC) data, 67.77% of students met or exceeded standards in English Language Arts, and 68.25% met or exceeded standards in mathematics.

Lake Forest Elementary School prides itself on fostering a positive school climate and maintaining a strong commitment to ensuring success for all students. Teachers hold high expectations for every learner and deliver a rigorous curriculum that incorporates diverse instructional strategies. Staff members collaborate regularly to discuss student progress, instructional planning, intervention strategies, and continuous improvement of instructional practices. Students have access to multiple online learning programs to support and differentiate instruction based on individual academic needs. Teachers monitor progress using assessment tools embedded in adopted curricula, as well as supplemental programs such as IXL, Reflex Math, and Accelerated Reader.

Intervention support is a high priority at Lake Forest, with leveled instructional groups utilized whenever possible, particularly in the lower grades to support foundational skills. Two Literacy Intervention Specialists support students in grades 1–5 who experience reading difficulties, while one Math Intervention Specialist supports students in grades 2–5. Instruction is aligned to California State Standards using district-adopted curricula, including Benchmark Advance for English Language Arts, Houghton Mifflin Go Math, and Step Up to Writing. Science instruction follows the Next Generation Science Standards (NGSS) using the newly adopted Twig Science curriculum, supplemented by Mystery Science. All students in grades 1–5 have one-to-one access to Chromebooks, while TK and kindergarten students use iPads in small-group settings. Technology is integrated daily across subject areas, and students receive instruction aligned with California State Technology Standards.

Lake Forest staff are actively collaborating to address students' social-emotional needs through ongoing research review and professional dialogue. These efforts aim to identify students who may benefit from alternative interventions while promoting a supportive, inclusive classroom environment. A school counselor works directly with students, staff, and families to facilitate small groups and deliver age-appropriate lessons. The district-adopted social-emotional learning curriculum, Character Strong, is taught by classroom teachers and school counselors during guidance lessons. The school psychologist provides one-to-one therapy services in accordance with students' IEPs. Additionally, the school has implemented the I-SWIM (Inclusive, Safe, Work Hard, Integrity, Mindful of Others) recognition system to promote positive character traits campus-wide. A fourth- and fifth-grade leadership team further supports school culture through community service initiatives and campus improvement projects.

The core instructional program is enriched through a variety of supplemental learning opportunities, including science preparation classes for fourth- and fifth-grade students, outdoor education, Life Lab garden science, art and health instruction, and dramatic and musical performances by guest artists and students. Students also participate in academic and enrichment events such as Nature Bowl, the Festival of Oral Interpretation, and the Spelling Bee. Field trip opportunities include, but are not limited to, Coloma Outdoor Discovery School, Fog Willow Farms, the El Dorado County Courthouse, the Sacramento Zoo, the Folsom Zoo, the Harris Performing Arts Center, and Oak Ridge High School Musical Theatre. On-campus enrichment experiences have included presentations by the Sacramento Puppeteer Company and Mister Brown from The Choose Well Group. Fifth-grade students participate in a 10-week D.A.R.E. program and will also engage in Project Lead in the spring, a 12-week program facilitated by the El Dorado County District Attorney's Office that includes mock trial preparation and a culminating courthouse experience in Placerville. Fourth-grade students participate in A Touch of Understanding, a hands-on

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assembly designed to promote tolerance and inclusion.

Additional enrichment opportunities are made possible through the fundraising efforts of the Parent Teacher Council (PTC). An Art Specialist provides art instruction to all students in grades TK–5 twice per month. Proposition 28 funding has enabled the launch of a music program for TK–3rd grade students, taught by a credentialed music teacher, as well as band opportunities for fourth- and fifth-grade students. Proposition 28 funding has supported additional programs, including Art in the Garden and a seven-week dance program.

Students are recognized monthly during awards assemblies for achievements in reading, academic accomplishments, and demonstration of positive character traits aligned with the monthly focus.

Lake Forest Elementary places a high value on family partnerships, and parent involvement is welcomed and encouraged. Many parents volunteer regularly in classrooms or support the school in a variety of other ways. The School Site Council (SSC) and Parent Teacher Council (PTC) provide meaningful opportunities for family engagement and shared decision-making. The SSC, composed of staff and parent representatives, develops the Single Plan for Student Achievement to enhance instructional programs. The PTC organizes volunteers, plans family-centered events, and facilitates fundraising efforts that support instructional enrichment, the arts, and intervention services. The Lake Forest PTC has been instrumental in strengthening the school's educational programs and supporting student success.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87
Grade 1	49
Grade 2	65
Grade 3	77
Grade 4	62
Grade 5	81
<b>Total Enrollment</b>	<b>421</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.8
Male	48.2
Asian	2.6
Filipino	1
Hispanic or Latino	18.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.4
White	75.3
English Learners	3.6
Foster Youth	0.5
Homeless	0.5
Socioeconomically Disadvantaged	14.3
Students with Disabilities	16.6

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.1	88.93	168.3	94.01	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	1	0.56	4853	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0	0	1.8	1	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	1.6	6.82	2.8	1.6	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	1	4.21	5	2.82	15831.9	5.67
<b>Total Teaching Positions</b>	23.7	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.6	94.48	164.3	94.75	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	2	1.15	5566.4	2
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0	0	0.8	0.46	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.3	1.3	2.7	1.56	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	1	4.18	3.6	2.07	14303.8	5.15
<b>Total Teaching Positions</b>	23.9	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.3	92.56	159.9	92.57	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.6	2.86	6.4	3.75	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	1.1	0.67	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	1	4.54	5.2	3.01	13705.8	4.91
<b>Total Teaching Positions</b>	22	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
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	0.6
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	0.6

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.00	0	0
<b>Local Assignment Options</b>	0.60	0.3	0
<b>Total Out-of-Field Teachers</b>	1.60	0.3	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<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)	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	January 2026	
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 Advance Grades K-5 Step-Up-to-Writing Grades K-5	0
Mathematics	K-5 Houghton Mifflin Harcourt: Go Math - 2014	0
Science	Twig Science Grades K-5	0
History-Social Science	Scott Foresman, History-Social Science for California Grade K-5	0
Health		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. Three 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 Salsbury Drive, so that all the families could see as they turned into the school. This past school year and summer, we painted some activity spaces on the Blacktop, with a goal to build spaces for the students to play and feel welcomed. Our garden, through a partnership with staff and volunteers, has become a wonderful learning

## School Facility Conditions and Planned Improvements

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 Garden 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. Summer of 2025 included some carpet replacement and a completion of the solar project.

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

12/22/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			some older HVAC units need some work/replacement
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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 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)	66	68	70	71	47	48
Mathematics (grades 3-8 and 11)	67	67	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	219	216	98.63	1.37	68.52
Female	118	116	98.31	1.69	73.28
Male	101	100	99.01	0.99	63.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	38	37	97.37	2.63	54.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	166	164	98.80	1.20	70.73
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	30	29	96.67	3.33	51.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	43	95.56	4.44	37.21

## 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	219	216	98.63	1.37	67.13
Female	118	117	99.15	0.85	63.25
Male	101	99	98.02	1.98	71.72
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	38	37	97.37	2.63	51.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	166	164	98.80	1.20	70.73
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	30	29	96.67	3.33	31.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	43	95.56	4.44	32.56

## 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
<b>Science</b> (grades 5, 8 and high school)	55	62.03	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	79	79	100.00	0.00	62.03
Female	45	45	100.00	0.00	64.44
Male	34	34	100.00	0.00	58.82
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	14	14	100.00	0.00	42.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	60	60	100.00	0.00	65.00
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	12	12	100.00	0.00	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.

## 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	94.9	94.9	94.9	92.4	94.9

## 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

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 2-5, all-school assemblies and experiences including: A Touch of Understanding and Mister Brown. 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

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	440	433	43	9.9
Female	224	221	28	12.7
Male	216	212	15	7.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	11	2	18.2
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	82	82	12	14.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	329	325	28	8.6
English Learners	19	15	3	20.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	70	65	19	29.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	88	86	10	11.6

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
0.84	1.39	2.05	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	2.05	0.00
Female	1.79	0.00
Male	2.31	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	3.66	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.82	0.00
English Learners	5.26	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.14	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.95	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

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 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 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 band and music teachers share their own music room. 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.

## 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	18	4	0	0
1	24	0	3	0
2	25	0	2	0
3	24	0	3	0
4	24	0	3	0
5	24	0	3	0
6	0	0	0	0
Other	12	3	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	2	0
1	20	2	1	0
2	25	0	2	0
3	24	0	2	0
4	27	0	3	0
5	21	1	2	0
6	0	0	0	0
Other	14	3	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	2	1	
1	23		2	
2	20	2	1	
3	23		3	
4	19	3		
5	26		3	
Other	8	3		

## 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	522.5

## 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)	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 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	\$14,613	\$4,925	\$9,688	\$89,941
District	N/A	N/A	\$9,631	\$91,991
Percent Difference - School Site and District	N/A	N/A	0.6	-2.3
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-14.0	-10.7

## 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 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 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 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: Step up to Writing, Social Emotional Mister Brown "The Choose Well Group," observations of other teachers, and the annual PBIS Conference.

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

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