Lake Los Angeles Elementary
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Lake Los Angeles Elementary
Street	16310 East Avenue O
City, State, Zip	Palmdale, Ca, 93591
Phone Number	661-264-3700
Principal	Tangie Schatz
Email Address	tschatz@keppel.k12.ca.us
School Website	https://www.keppelunion.org/lakelosangeleselementary
County-District-School (CDS) Code	19646426105969

2023-24 District Contact Information

District Name	Keppel Union School District
Phone Number	(661) 944-2155
Superintendent	Priya Darbari
Email Address	khoffman@keppel.k12.ca.us
District Website	www.keppelunion.org

2023-24 School Description and Mission Statement

The dedicated educators of Lake Los Angeles School engage students every day in meaningful learning so they not only are successful today but also have success for life.

The following are things you will see/hear at Lake Los Angeles School now and in the future.
- Students sharing learning goals and accomplishments.
- Students explain what they are learning and why.
- Students and staff continually express their love of school and learning.
- Students demonstrating competencies in various ways (beyond paper and pencil).
- Students taking pride in completing quality assignments.
- Students engage in expository writing at least weekly.
- Students receiving rigorous, standards-based instruction.
- Students using graphic organizers without prompting.

2023-24 School Description and Mission Statement

- Students engaging in structured conversations around standards.
- Students developing and answering higher-order thinking questions.
- Students benefiting from Effective First Instruction, Universal Access, and appropriate Interventions.
- Students receive high-quality instruction that is collaboratively planned and adheres to the district pacing guide.
- Students responding in positive ways to mentoring by staff.
- Students and staff making the most of every instructional minute.
- Parents receiving frequent, positive feedback about their children.
- Updated technology being maintained and utilized as a learning tool throughout the school.
- Students get frequent and specific feedback regarding their learning and behavior.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	37
Grade 1	59
Grade 2	60
Grade 3	55
Grade 4	55
Grade 5	45
Grade 6	56
Grade 7	46
Grade 8	61
Total Enrollment	474

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9%
Male	51.1%
American Indian or Alaska Native	0.2%
Black or African American	3.4%
Filipino	0.2%
Hispanic or Latino	88%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	0.8%
White	6.8%
English Learners	28.1%
Foster Youth	1.7%
Homeless	1.1%
Socioeconomically Disadvantaged	79.1%
Students with Disabilities	21.7%

A. Conditions of Learning

State Priority: Basic

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

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

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)	20.00	86.96	121.30	91.05	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.35	4.00	3.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	3.00	2.25	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	4.35	3.90	2.95	12115.80	4.41
Unknown	1.00	4.35	1.00	0.75	18854.30	6.86
Total Teaching Positions	23.00	100.00	133.20	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)	19.30	85.20	141.40	89.65	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.00	2.54	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.30	14.80	8.60	5.45	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.40	2.19	11953.10	4.28
Unknown	0.00	0.00	0.20	0.16	15831.90	5.67
Total Teaching Positions	22.70	100.00	157.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	3.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	3.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	20.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.3	3.8

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students, including English Language Learners, were provided state adopted and standards-aligned textbooks and/or instructional materials. The textbooks used are Grade TK- Big Day for PreK; Grades K-5 – Reach for Reading by	Yes	0.0

	National Geographic. Adoption Date: 2017 Amplify Program for Grades 6-8 was adopted in December 2017. Amplify included designated ELD for all English Learners from 6th – 8th grades.		
Mathematics	All students, including English Language Learners, were provided state-adopted and standards-aligned textbooks and/or instructional materials. The textbooks used are: Go Math by Houghton Mifflin Harcourt for Grades K-8. K and 3rd adoption occurred in 2018 and Grades 1st, 2nd, 4th -8th in 2014.	Yes	0.0
Science	All students, including English Language Learners, were provided stated adopted and standards-aligned textbooks and/or instructional materials. The textbooks used in grades K-8 are SAVVAS. The adoption date was August 2022.	Yes	0.0
History-Social Science	All students, including English Language Learners, were provided stated adopted and standards-aligned textbooks and/or instructional materials. The textbooks that are used for grades K through 2 are Studies Weekly and Impact McGraw Hill for grades 3rd through 8th grade. The adoption date was 2023.	Yes	0.0
Foreign Language	N/A		0.0
Health	All students, including English Language Learners, were provided stated adopted and standards aligned textbooks and/or instructional materials. K – 6th grades use the Health and Wellness series by MacMillan/McGraw Hill Publishing and "Decisions for Health" by Holt, Rinehart and Winston are used in the 7th and 8th grades. Adoption date was 2005.	Yes	0.0
Visual and Performing Arts	N/A		0.0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0

School Facility Conditions and Planned Improvements

Lake LA custodial staff:
- Eight hour day custodian
- Eight hour night custodian
- Three and three quarter hour evening custodians
- Groundskeeper

Cleaning schedule:
- Restrooms are cleaned daily
- Nurse's office cleaned daily
- All other offices and first through eighth grade classes are cleaned every other day.
* Kindergarten and moderate/severe classes cleaned daily
- Carpets are cleaned during breaks on a rotating basis
- Preventative maintenance and additional services are performed by work order request.

Year and month of the most recent FIT report	October 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No repairs needed
Interior: Interior Surfaces	X			No repairs needed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No repairs needed
Electrical	X			No repairs needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No repairs needed
Safety: Fire Safety, Hazardous Materials	X			No repairs needed.
Structural: Structural Damage, Roofs	X			No repairs needed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No repairs needed.

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.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	27	22	30	31	47	46
Mathematics (grades 3-8 and 11)	15	9	19	20	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	316	312	98.73	1.27	22.12
Female	148	147	99.32	0.68	31.97
Male	168	165	98.21	1.79	13.33
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	14	14	100.00	0.00	21.43
Filipino	--	--	--	--	--
Hispanic or Latino	277	273	98.56	1.44	21.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	19	19	100.00	0.00	31.58
English Learners	91	88	96.70	3.30	3.41
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	296	293	98.99	1.01	22.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	69	97.18	2.82	2.90

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	316	313	99.05	0.95	8.95
Female	148	147	99.32	0.68	12.24
Male	168	166	98.81	1.19	6.02
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	14	14	100.00	0.00	7.14
Filipino	--	--	--	--	--
Hispanic or Latino	277	274	98.92	1.08	8.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	19	19	100.00	0.00	15.79
English Learners	90	89	98.89	1.11	1.12
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	297	294	98.99	1.01	8.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	69	98.57	1.43	0.00

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	4.90	6.86	12.67	13.65	29.47	30.29

2022-23 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	105	104	99.05	0.95	7.69
Female	48	47	97.92	2.08	8.51
Male	57	57	100.00	0.00	7.02
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	95	94	98.95	1.05	6.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	30	30	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	98	97	98.98	1.02	7.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	5.56

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	96	96	96	96	96

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Our School Site Council (SSC) is composed of the Principal, Teachers, and Parent/Community Members who meet monthly to monitor and assist in implementing our school plan. The English Learner Advisory Committee (ELAC) meets each month to discuss, monitor, and guide the instruction for English Language Learners.

To ensure the effective involvement of parents, and to support a partnership among the parents, community, and school to improve student achievement, we will:

- Assist parents in understanding California Content Standards by disseminating pamphlets, handouts, parent-teacher conferences, parent workshops, and at Back to School Night.
- Teachers will interpret student assessment results for parents at conference time and communicate student progress through progress reports and report cards each trimester.
- Parents and community will be informed of CAASPP results and SPSA goals through regular SSC, ELAC, Back-To-School Night, and Principal's Coffee Club meetings.
- Educate school staff on reaching out to, communicating with, and working with parents through PTO, conferences, workshops, and staff development.
- Send information related to school and parent programs, meetings, and other activities to the parents in a format and language they can understand through classroom and school newsletters, PTO meetings, ELAC, SCC, parent/student handbook, and phone calls through Connect Ed.
- Parent volunteer programs will be encouraged by staff and training will be provided by parent volunteers.
- Provide other activities to promote parental involvement such as student concerts and performances, field trip chaperones, Read Across America, PBIS incentives, campus beautification, and reward assemblies and programs.
- Parents are also highly encouraged to participate in district-directed programs such as Family Academy, DELAC, and Project 2 Inspire as well as English or Spanish classes for parents.

School Site Council – Carrie MacKinlay, Chairperson (661) 264-3700

2023-24 Opportunities for Parental Involvement

PTO – Kenna Williams, (661) 264-3700
English Language Advisory Council – Martha Barranco, President (661) 264-3700
Parent Volunteer Program –Carrie MacKinlay, Coordinator (661) 264-3700

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	528	499	199	39.9
Female	260	246	91	37.0
Male	268	253	108	42.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	0	0	0	0.0
Black or African American	25	21	15	71.4
Filipino	1	1	1	100.0
Hispanic or Latino	458	436	171	39.2
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	4	4	3	75.0
White	36	33	8	24.2
English Learners	154	147	58	39.5
Foster Youth	12	12	10	83.3
Homeless	11	10	6	60.0
Socioeconomically Disadvantaged	488	463	191	41.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	129	116	58	50.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.07	4.55	0.00	4.77	4.41	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.55	0
Female	1.54	0
Male	7.46	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	16	0
Filipino	0	0
Hispanic or Latino	3.93	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	5.56	0
English Learners	2.6	0
Foster Youth	25	0
Homeless	9.09	0
Socioeconomically Disadvantaged	4.71	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.1	0

2023-24 School Safety Plan

Our school safety plan is revised annually. The school safety plan was reviewed by the School Site Council and adopted by the Board of Trustees on April 5, 2022.
The plan includes:

- Evacuation procedures in case of an earthquake, fire, or other emergencies
- Provides procedures for search and rescue
- Emergency medical care
- Sanitation
- Supplies
- Shelter
- Release of students

2023-24 School Safety Plan

Fire drills and disaster drills are held monthly, the safety plan was reviewed with the Lake Los Angeles staff on February 17, 2022.

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		2	
1	26		2	
2	18	3		
3	24		2	
4	34			2
5	22	1	1	
6	32		2	
Other	12	2		

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	24		2	
1	17	3		
2	22		2	
3	27		2	
4	21	1	1	
5	27		2	
6	19	2		
Other	10	5		

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

2022-23 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	474

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	1.3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	4,874	57	4,817	83,567
District	N/A	N/A	6,131	$79,395
Percent Difference - School Site and District	N/A	N/A	-24.0	6.9
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	-31.1	-1.2

Fiscal Year 2022-23 Types of Services Funded

Through the 22-23 School Plan Lake Los Angeles will fund:

- Writers Workshop (Lucy Caulkins) Curriculum Kindergarten through eighth
- Purchase materials for writers workshop notebooks - Kindergarten through eighth
- Professional Development (Writers Workshop) - Kindergarten through eighth
- Purchase incentives for students reaching academic goals
- Purchase incentives for positive behaviors school wide.
- Purchase materials for Saturday School activities
- Purchase headphones for district and state assessments
- Purchase materials for community events
- Provide a school wide field trip to a performing arts performance
- Provide video equipment for students to learn how to produce presentations using video.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$45,629	$54,046
Mid-Range Teacher Salary	$82,240	$84,515
Highest Teacher Salary	$104,851	$110,867
Average Principal Salary (Elementary)	$126,734	$136,841
Average Principal Salary (Middle)	$0	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$191,360	$217,473
Percent of Budget for Teacher Salaries	27.52%	32.43%
Percent of Budget for Administrative Salaries	4.89%	5.62%

Professional Development

Professional Development Focus:

2020-2021:
- Writer's Workshop
- Direct Instruction
- classroom management
- wellness, self-care
- common core support via i-Read, i-Ready, HMH and other programs the district utilizes

2021-2022:
- Consortium of Reaching Excellent on Education (CORE) modules,
- Writer's Workshop
- Direct Instruction
- classroom management

Professional Development

- wellness, self-care
- common core support via i-Read, i-Ready, HMH and other programs the district utilizes

2022-2023:
- SAVVAS training
- Writers Workshop
- ELD strategies in the math class

2023-2023:
Writers Workshop
SAVVAS training
Studies Weekly/Impact
Comprehensive math

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4 days	4days	