

# Lake View Elementary School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



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

#### SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

<b>School Name</b>	Lake View Elementary School
<b>Street</b>	17451 Zeider Lane
<b>City, State, Zip</b>	Huntington Beach, CA 92647
<b>Phone Number</b>	(714) 842-2589
<b>Principal</b>	Jill Van der Linden
<b>Email Address</b>	<a href="mailto:jvanderlinden@ovsd.org">jvanderlinden@ovsd.org</a>
<b>School Website</b>	<a href="http://lake.ovsd.org">lake.ovsd.org</a>
<b>Grade Span</b>	TK-5
<b>County-District-School (CDS) Code</b>	30-66613-6029615

## 2024-25 District Contact Information

<b>District Name</b>	Ocean View School District
<b>Phone Number</b>	(714) 847-2551
<b>Superintendent</b>	Dr. Julianne Hoefler
<b>Email Address</b>	<a href="mailto:jhoefler@ovsd.org">jhoefler@ovsd.org</a>
<b>District Website</b>	<a href="http://www.ovsd.org">www.ovsd.org</a>

## 2024-25 School Description and Mission Statement

### SCHOOL PROFILE:

Lake View Elementary School, located in Huntington Beach, California, is one of ten elementary schools in the Ocean View School District. The school serves a population of approximately 400 students in Transitional Kindergarten through fifth grade. Lake View underwent a complete modernization and remodel in the 2015-2016 school year. Lake View is a diverse population, 35% English learners and 63% socioeconomically disadvantaged. In addition to 13 general education classrooms, Lake View houses two special education classes.

## 2024-25 School Description and Mission Statement

In September 2016, the school implemented a comprehensive student-centered STEAM (Science, Technology, Engineering, Arts, and Math) curricular model. Students are immersed in an innovative STEAM curriculum during the entire school day and engage in Project-Based Learning experiences. The curricular model is differentiated to meet the diverse learning needs of the students within the classroom setting.

All students in the school have daily access to technology. Each classroom is equipped with a View Sonic Multi-Touch Interactive Board. Students in grades K-2 have one-to-one access to personal technology devices (Chromebooks) in school on a daily basis. Students in grades 3-5 have one-to-one access to personal technology devices (Chromebooks) that they check out to take home and bring back to school daily. The classrooms are furnished with mobile and collaborative tables that allow for groupings to easily work together and flexible seating to optimize learning. Furthermore, the school is equipped with mobile 3-D printers, a video production studio, and robotics for every level of learning.

### VISION:

Lake View School will provide student-centered instruction that deepens learning through an emphasis on our core subject areas of Science, Technology, Engineering, Arts, and Math. All students will be immersed in project-based learning, providing them opportunities to think critically, be creative, problem solve, persevere, innovate, and be future ready. Students and teachers will work collaboratively in meaningful experiences to cultivate strong relationships within the classroom, the school, and throughout the community. Our vision is to foster independent, motivated, and productive leaders who are thoughtful, ethical, and informed citizens in a global community.

### MISSION:

Our mission is for all Lake View students to become Leaders who Acquire Knowledge through Exploration.

### CORE VALUES:

We will provide a transdisciplinary approach, including Project Based Learning (PBL) and 5E model (engaging, exploring, explaining, elaborating and evaluating), in order to develop 21st Century skills (communication, collaboration, creativity, critical thinking).

We will differentiate instruction to engage students and meet their educational needs.

We will foster innovation by allowing students to explore, think critically, problem solve, and collaborate together.

We will demonstrate our commitment to shifting the paradigm of traditional settings and relationships by inspiring students to be self-disciplined and intrinsically motivated.

We will model qualities and characteristics to uphold an environment of respect, responsibility, and safety, and set high expectations for student behaviors.

We will commit to Professional Development and continuous improvement toward STEAM and innovative instructional practices.

We will be persistent in reviewing student data and guiding our instruction to meet student goals.

### DISTRICT PROFILE:

Lake View Elementary School is located in the western region of Huntington Beach and serves students in transitional kindergarten through fifth grade, following a traditional calendar. The Ocean View School District is located in western Orange County and serves over 7,000 students from prekindergarten through eighth grade. Ocean View School District is dedicated to educational excellence and the continuous academic growth of all students.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	110
Grade 1	49
Grade 2	44
Grade 3	63
Grade 4	62
Grade 5	61
Total Enrollment	389

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.4
Asian	10.3
Black or African American	1
Filipino	0.8
Hispanic or Latino	49.9
Native Hawaiian or Pacific Islander	1
Two or More Races	6.7
White	28.3
English Learners	17.7
Homeless	8
Socioeconomically Disadvantaged	72.2
Students with Disabilities	17

#### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.80	94.69	268.50	83.10	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.31	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	5.50	1.70	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	16.70	5.18	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	1.00	5.31	31.30	9.70	18854.30	6.86
<b>Total Teaching Positions</b>	18.80	100.00	323.00	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.30	88.54	285.90	87.86	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	12.10	3.74	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	2.00	0.61	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	2.00	11.51	25.30	7.78	15831.90	5.67
<b>Total Teaching Positions</b>	17.30	100.00	325.40	100.00	279044.80	100.00

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.10	94.49	257.60	84.31	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.80	0.27	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	8.40	2.76	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	8.90	2.92	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	1.00	5.51	29.70	9.73	14303.80	5.15
<b>Total Teaching Positions</b>	18.10	100.00	305.60	100.00	277698	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.

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

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

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	0.00	0	0

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

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

All textbooks used in the core curriculum are aligned with the California Content Standards and Frameworks per the adoption process outlined by the state. Once the State Board of Education adopts standards-based instructional materials, the District field tests materials and then adopts according to Board Policy. There are sufficient materials at each school that are used to support core instruction. The adoption cycle has been adhered to and newly adopted materials are readily accessible to all students. All schools use adopted materials and site-specific supplemental resources.

**Year and month in which the data were collected** 10/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance Adoption Year 2017	Yes	0
<b>Mathematics</b>	McGraw-Hill My Math Adoption Year 2015	Yes	0
<b>Science</b>	McGraw-Hill California Inspire Science Adoption Year 2021	Yes	0
<b>History-Social Science</b>	Harcourt School Publishers Reflections: California Series Adoption Year 2006	Yes	0

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

## School Facility Conditions and Planned Improvements

In November of 2016, the Ocean View School District (OVSD) passed Measure R, a general obligation bond, in the amount of 169 million dollars. This is the first bond ever passed in the 143 year history of OVSD. The bond program is designed to transform the aging fleet of 1960/1970 era schools into modern, contemporary learning environments. Construction started in June 2018 and anticipate completion in the 2024 school year.

The District uses a systematic approach to maintain facilities to ensure all schools are clean, safe, and provide an inspirational



## School Facility Conditions and Planned Improvements

educational environment for our students to learn, grow, and be challenged. District maintenance and site custodial staff work in a coordinated manner to ensure that the repairs and operational items necessary to keep the schools in good condition are completed in a timely manner. A comprehensive work order system is used by school and District staff to communicate both routine and non-routine maintenance requests. Emergency repairs are given the highest priority.

From an operational perspective, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One full-time day custodian and one or two part-time evening custodian(s) are assigned to each school site. The day custodian is responsible for:

- Lunch area
- General grounds maintenance
- Grounds keeping
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principals are in continual communication with the Maintenance and Operations Supervisors and custodial staff concerning maintenance and school safety issues.

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

10/31/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<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			Portables Kids Club, Library, MPR: 12.g. DRY ROT ON SIDING. REPAIR SIDING IN 2025.
<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 Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	49	48	58	57	46	47
<b>Mathematics</b> (grades 3-8 and 11)	50	51	51	51	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	185	176	95.14	4.86	48.30
Female	90	88	97.78	2.22	53.41
Male	95	88	92.63	7.37	43.18
American Indian or Alaska Native	0	0	0	0	0
Asian	20	17	85.00	15.00	52.94
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	86	82	95.35	4.65	31.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	17	89.47	10.53	52.94
White	58	58	100.00	0.00	67.24
English Learners	29	29	100.00	0.00	20.69
Foster Youth	0	0	0	0	0
Homeless	18	17	94.44	5.56	41.18
Military	21	20	95.24	4.76	35.00
Socioeconomically Disadvantaged	134	125	93.28	6.72	39.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	23	76.67	23.33	17.39

## 2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	185	176	95.14	4.86	50.57
<b>Female</b>	90	88	97.78	2.22	48.86
<b>Male</b>	95	88	92.63	7.37	52.27
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	20	17	85.00	15.00	70.59
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	86	82	95.35	4.65	36.59
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	19	17	89.47	10.53	52.94
<b>White</b>	58	58	100.00	0.00	62.07
<b>English Learners</b>	29	29	100.00	0.00	24.14
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	18	17	94.44	5.56	47.06
<b>Military</b>	21	20	95.24	4.76	35.00
<b>Socioeconomically Disadvantaged</b>	134	125	93.28	6.72	40.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	30	23	76.67	23.33	26.09

## CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	45.16	41.07	43.94	42.20	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	62	58	93.55	6.45	43.10
<b>Female</b>	29	28	96.55	3.45	39.29
<b>Male</b>	33	30	90.91	9.09	46.67
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	29	26	89.66	10.34	19.23
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	21	21	100.00	0.00	66.67
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	11	10	90.91	9.09	--
<b>Socioeconomically Disadvantaged</b>	43	39	90.70	9.30	28.21
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.2%	98.2%	100%	100%	100%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2024-25 Opportunities for Parental Involvement

Parents are encouraged to be involved in their child's learning experience by volunteering in the classroom, participating in decision-making processes, and attending school events.

Parents stay informed of upcoming events and school activities through flyers, weekly Friday Folders, ClassDOJO messaging system, class newsletters, parent conferences, progress reports, the school marquee, the school website, and parent square. Contact any school office staff member at (714) 842-2589 for more information on how to become involved.

##### Opportunities to Volunteer

- Chaperone Field Trips
- Classroom Helper
- Fundraising Activities
- Library Helper
- Office Helper
- Room Parent

##### Committees (via Zoom or in person)

- Parent Teacher Organization (PTO)
- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)

##### School Activities

- Back to School Night
- Open House
- Color Run
- STEAM Family Nights - Literacy Night, Technology Night, Math Night, Arts Night, Rocket and Engineering Night
- Annual Title I Meeting

## 2024-25 Opportunities for Parental Involvement

### 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	410	402	65	16.2
Female	195	192	21	10.9
Male	215	210	44	21.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	44	40	3	7.5
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	202	200	34	17.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	28	28	8	28.6
White	117	115	15	13.0
English Learners	75	74	12	16.2
Foster Youth	--	--	--	--
Homeless	36	32	9	28.1
Socioeconomically Disadvantaged	300	294	53	18.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	76	72	23	31.9

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

## C. Engagement

### State Priority: School Climate

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

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



## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.5	0.52	0	1.69	1.98	1.32	3.17	3.6	3.28

This table displays expulsions data.

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

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	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	0.00	0.00

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

## 2024-25 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Lake View Elementary School in collaboration with School Site Council, local agencies, and the District Office, to fulfill the requirements of Senate Bill 187. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response, procedures for safe

## 2024-25 School Safety Plan

arrival and departure from school, sexual harassment, bullying, and dress code policies. The school's plan is updated yearly. It was last reviewed and approved by the Lake View School Site Council on September 17, 2024.

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

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

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

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	1	
1	17	1	2	
2	16	1	2	
3	27		2	
4	30		2	
5	19	1	2	
Other	14	3	2	

#### 2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	3	
1	24		1	
2	25		2	
3	22	1	1	
4	26		2	
5	29		2	
Other	16	2	2	

## 2023-24 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	2	
1	25		1	
2	26		1	
3	25		2	
4	30		2	
5	29		2	
Other	17	2	2	

## 2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	5829.81	448.75	5381.06	88100.02
<b>District</b>	N/A	N/A	5954.03	\$107,054
<b>Percent Difference - School Site and District</b>	N/A	N/A	-10.1	-19.4
<b>State</b>	N/A	N/A	\$10,771	\$96,325
<b>Percent Difference - School Site and State</b>	N/A	N/A	-66.7	-8.9

## Fiscal Year 2023-24 Types of Services Funded

In addition to state Local Control Funding Formula (LCFF) funding, Ocean View School District receives state and federal funding for special programs, including:

Federal Programs  
 Title I/Title II/Title III/Title IV  
 Medi-Cal  
 Special Education Funding

State Programs:  
 Lottery  
 Educator Effectiveness  
 Learning Recovery Emergency Block Grant  
 Discretionary Block Grant

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$49,092	\$58,553
<b>Mid-Range Teacher Salary</b>	\$90,382	\$93,924
<b>Highest Teacher Salary</b>	\$121,546	\$119,489
<b>Average Principal Salary (Elementary)</b>	\$139,733	\$149,898
<b>Average Principal Salary (Middle)</b>	\$157,426	\$157,111
<b>Average Principal Salary (High)</b>	\$0	\$151,698
<b>Superintendent Salary</b>	\$297,000	\$270,432
<b>Percent of Budget for Teacher Salaries</b>	35.14	31.93
<b>Percent of Budget for Administrative Salaries</b>	5.25	5.62

## Professional Development

All teachers participate in Professional Development to stay up to date with current STEAM practices and strategies.

Lake View staff participated in the following professional staff development activities for the last couple of years:

Project-based Learning planning units of study

Targeted Data-driven Instruction

Social-Emotional Learning and Multi-tiered Supports and Systems

Restorative Practices

NGSS Science Curriculum

i-Ready training

Early out Wednesdays/Thursdays are utilized to build teacher capacity. Additionally, two non-student days are built into the calendar. The 2024/25 school year will build upon the OVSD Multi-tiered System of Supports (MTSS) and include Universal Design for Learning (UDL), writing across the curriculum, family engagement, English Language Development (ELD), phonics/decoding/morphology, and more.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	1	3	3