

Lake Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

2025-26 School Contact Information

School Name	Lake Elementary School
Street	2700 11th Street
City, State, Zip	San Pablo, CA 94806-1451
Phone Number	(510) 231-1451
Principal	Jeannie Williams
Email Address	jwilliams2@wccusd.net
School Website	http://lake.wccusd.net/
Grade Span	K-6
County-District-School (CDS) Code	07617966004824

2025-26 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Cheryl Cotton
Email Address	ccotton@wccusd.net
District Website	www.wccusd.net

2025-26 School Description and Mission Statement

Lake Elementary School is a K-6 school located in the city of San Pablo. Lake was rebuilt in 2024 with a new administration building, 1st-3rd grade building, and 4th-6th grade buildings. During phase 2 of construction, Lake will gain a new multi-purpose room, TK-Kindergarten wing, and new play yard, which is expected to be completed by November 2025. Lake has continued to strive to provide quality education for all its students. Lake is a Title 1 School. As a Title 1 school, lunch is provided at a 100% free and reduced rate. The 350 student population is 80% Latino, 5.5% African American, 4.4% Asian, 4% White, and 2.8% two or more races, 2.8% Filipino, and 1% other ethnic descents. 55.2% of the students are classified as English Language Learners. Lake is part of the City of San Pablo's Community Schools Initiative, which places a specialized focus on the whole child and the community that it serves. "A community school is both a set of partnerships and a place where

2025-26 School Description and Mission Statement

services, supports, and opportunities lead to improved student learning, stronger families, and healthier communities.”

Lake’s Vision Statement

At Lake, we inspire tomorrow’s leaders while fostering a lifelong love of learning with high academic and social expectations for ourselves and our communities.

Lake’s Mission Statement

We nurture pursuers of knowledge who are committed to lives characterized by Reflection, Integrity, Commitment, and Equity. We believe it takes an entire community to develop a well-nurtured child. Educators, support staff, parents, students, and community partners work collectively every day to provide equitable learning opportunities for all students to develop (productive) cognitive independence. We hold high expectations not only for ourselves and our students but for all who touch the lives of our community. Lake’s Response to Intervention Model includes academic as well as social/emotional support. The implementation of workshop-based bully support, along with robust counseling opportunities, contributes to a culture where students and families feel safe and supported.

Our after-school program is run by an organization called Love, Learn, Success. The program provides students in grades K-6 with homework support, academically-aligned lessons, character-building skills, and enrichment activities such as hip-hop dance, sports, art, gardening, and STEM projects.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	41
Grade 1	44
Grade 2	57
Grade 3	53
Grade 4	53
Grade 5	50
Grade 6	52
Total Enrollment	350

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.9
American Indian or Alaska Native	0.3
Asian	4.6
Black or African American	5.1
Filipino	3.7
Hispanic or Latino	80
Native Hawaiian or Pacific Islander	0.6
Two or More Races	2
White	3.7
English Learners	56.6
Foster Youth	0.3
Homeless	1.4
Migrant	0.3
Socioeconomically Disadvantaged	85.1
Students with Disabilities	10.9

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.1	84.37	1150.1	75.53	234405.2	84
Intern Credential Holders Properly Assigned	0	0	59.4	3.9	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	10.42	171.6	11.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	5.21	50.3	3.3	11953.1	4.28
Unknown/Incomplete/NA	0	0	91.2	5.99	15831.9	5.67
Total Teaching Positions	19.1	100	1522.8	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.1	87.65	1081.7	75.48	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	45.2	3.16	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	155.3	10.84	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2	12.35	56.4	3.94	11746.9	4.23
Unknown/Incomplete/NA	0	0	94.3	6.58	14303.8	5.15
Total Teaching Positions	16.1	100	1433.2	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.1	93.82	1016.1	72.62	230039.4	100
Intern Credential Holders Properly Assigned	0	0	43.7	3.13	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	190.3	13.6	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	6.18	81.3	5.82	12112.8	4.34
Unknown/Incomplete/NA	0	0	67.7	4.84	13705.8	4.91
Total Teaching Positions	16.1	100	1399.3	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	2.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	2	1
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	1.00	2	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	15.7	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10	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		November 2025
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	Teachers College Reading, Writing & Phonics, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, c2017 - adopted 2022	0%
Mathematics	Great Minds, Eureka Math Squared, c2025 - adopted 2025	0%
Science	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, c2020 - adopted 2020	0%
History-Social Science	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas, grades K-5, c2007 - adopted 2007 TCI History Alive, grade 6, c2017 - adopted 2020	0%
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

7/26/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces		X		B LEARNING CENTER/ B01: 4. FLOORING IS DAMAGED. NO SOAP IN DISPENSER. 10. EVACUATION MAP IS NOT POSTED. ONE FIRE EXTINGUISHER IS MISSING. (WILLIAMS NOTICE NOT POSTED) B02: 4. NO SOAP IN DISPENSER. B04: 4. NO SOAP IN DISPENSER. HOLE IN WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR WINDOW IS LOOSE. B05: 4. NO SOAP IN DISPENSER. B08: 4. FLOORING IS LIFTING. (WILLIAMS NOTICE NOT POSTED) C07: 4. NO SOAP IN DISPENSER. 5. UNSECURED ITEMS ARE STORED TOO HIGH. PARENT ROOM/ A10: 4. NO SOAP IN DISPENSER. 5. UNSECURED ITEMS ARE STORED TOO HIGH. REST ROOM/ A01A: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) REST ROOM/ C10: 4. PLASTER IS CHIPPING EXPOSING METAL. 9. TWO FAUCETS HAVE A DRIP. (MENSTRUAL NOTICE NOT ADEQUATE) RESTROOM/ C01C: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT ADEQUATE)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			B04: 4. NO SOAP IN DISPENSER. HOLE IN WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR WINDOW IS LOOSE. BOOKROOM/ A12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. C07: 4. NO SOAP IN DISPENSER. 5. UNSECURED ITEMS ARE STORED TOO HIGH. CONFERENCE/ B01A: 5. UNSECURED ITEMS ARE STORED TOO HIGH. MDF/ A05: 5. LADDER IS UNSECURED. PARENT ROOM/ A10: 4. NO SOAP IN DISPENSER. 5. UNSECURED ITEMS ARE STORED TOO HIGH. STAFF OFFICE/ B01B: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
Electrical	X			ELECTRICAL/ A07: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANELS. 10. GAS POWERED EQUIPMENT STORED IN ELECTRICAL ROOM. LIBRARY/ A01: 7. LIGHT DIFFUSER IS LOOSE (TAPED).

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	C LEARNING CENTER/ CO1: 9. ONE DRINKING FOUNTAIN HAS A LEAK. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) REST ROOM/ A01A: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) REST ROOM/ A16: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) REST ROOM/ C10: 4. PLASTER IS CHIPPING EXPOSING METAL. 9. TWO FAUCETS HAVE A DRIP. (MENSTRUAL NOTICE NOT ADEQUATE) RESTROOM/ A03B: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) RESTROOM/ A08C: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) RESTROOM/ A11: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. NO SOAP IN DISPENSER. (MENSTRUAL NOTICE NOT POSTED) RESTROOM/ B01C: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT ADEQUATE) RESTROOM/ C01C: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT ADEQUATE)
Safety: Fire Safety, Hazardous Materials	X			ADMIN/ LOBBY A08: 10. EVACUATION MAP IS NOT POSTED. B LEARNING CENTER/ B01: 4. FLOORING IS DAMAGED. NO SOAP IN DISPENSER. 10. EVACUATION MAP IS NOT POSTED. ONE FIRE EXTINGUISHER IS MISSING. (WILLIAMS NOTICE NOT POSTED) C LEARNING CENTER/ CO1: 9. ONE DRINKING FOUNTAIN HAS A LEAK. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) CUSTODIAL/ B01D: 11. PESTICIDES ARE PRESENT.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			B04: 4. NO SOAP IN DISPENSER. HOLE IN WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR WINDOW IS LOOSE. B06: 15. DOOR WINDOW IS LOOSE. C02: 15. DOOR WINDOW IS LOOSE. C03: 15. DOOR WINDOW IS LOOSE. C05: 15. DOOR WINDOW IS LOOSE. PROJECT CLASSROOM/ C09: 15. DOOR WINDOW IS LOOSE.

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: Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. 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)	12	16	33	34	47	48
Mathematics (grades 3-8 and 11)	7	10	23	26	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	207	198	95.65	4.35	15.66
Female	98	94	95.92	4.08	20.21
Male	109	104	95.41	4.59	11.54
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	7.69
Filipino	--	--	--	--	--
Hispanic or Latino	170	162	95.29	4.71	14.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	106	99	93.40	6.60	5.05
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	181	173	95.58	4.42	14.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	27	87.10	12.90	0.00

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	207	200	96.62	3.38	10.00
Female	98	94	95.92	4.08	10.64
Male	109	106	97.25	2.75	9.43
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	12	92.31	7.69	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	170	164	96.47	3.53	10.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	106	102	96.23	3.77	6.86
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	181	175	96.69	3.31	10.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	27	87.10	12.90	3.70

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	8.16	10.42	20.89	21.23	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	50	48	96.00	4.00	10.42
Female	26	24	92.31	7.69	8.33
Male	24	24	100.00	0.00	12.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	42	40	95.24	4.76	10.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	24	24	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	40	95.24	4.76	10.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	0	0	0	0	0

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

School Site Council (SSC): The SSC develops and monitors the implementation of the School Plan for Student Achievement (SPSA) and budgets.

- English Language Advisory Council (ELAC): The ELAC Committee monitors programs, services, and budgets for EL students.
- The Parent Club: The Parent Club meets monthly to support school activities, including Read-Ins, Field Days, and decorating for kindergarten and 6th-grade promotions. The Parent Club meets monthly.
- School Success Team (SST): Parents, teachers, and other school professionals meet as a team to problem-solve solutions for individual student issues such as academic, behavioral, and/or attendance challenges.

* African American Parent Advisory Committee (AAPAC): AAPAC meets monthly to monitor programs, services, and celebrations for our African American students.

* Community School Advisory Committee (CSAD): CSAD meets monthly and develops and monitors the implementation of school-wide services to support students and families in all areas, including academic, social, and health-related issues.

- Parent-Teacher Conferences: Parents meet with teachers on Parent-Teacher Conference days and during conferences throughout the year, as requested by either teachers or parents, to partner for student success.
- Translators are provided as needed for all meetings and conferences.
- Parent Volunteers: Parents volunteer in classrooms and for school-wide activities, i.e., Cinco de Mayo Parade, Read-Ins, Math Night, Literacy Night, Science Night, and Field Days.

Our School Community Outreach Worker (SCOW) serves as a liaison between the families and the school. We believe that it takes an entire community to educate our students. Our families are a huge part of our school community, and we invite them all to be a part of our school.

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-389-1045 or School Community Outreach Worker at 510-231-1451.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	375	368	116	31.5
Female	185	182	48	26.4
Male	190	186	68	36.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	18	4	22.2
Black or African American	19	18	5	27.8
Filipino	13	13	2	15.4
Hispanic or Latino	301	296	94	31.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	14	13	7	53.8
English Learners	223	219	63	28.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	320	318	99	31.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	44	42	13	31.0

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
3.03	3.87	5.6	4.81	4.82	4.31	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	0.02	0.01	0.02	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	5.60	0.00
Female	1.08	0.00
Male	10.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	11.11	0.00
Black or African American	21.05	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.65	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	5.38	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.94	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	15.91	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

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District’s facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2025. A copy of the Comprehensive School Safety Plan is available by request through the district’s website.

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	19	6	0	0
1	17	6	0	0
2	21	2	2	0
3	25	0	4	0
4	25	0	4	0
5	32	0	2	0
6	30	0	2	0
Other	27	0	4	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	22	1	1	0
1	18	3	0	0
2	20	1	1	0
3	22	1	1	0
4	27	0	2	0
5	30	0	1	0
6	31	0	1	0
Other	26	0	2	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	21	1	1	
1	22	1	1	
2	22		2	
3	23		2	
4	31		1	
5	30		1	
6	32		1	
Other	28		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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
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	7761.81	1932.91	5828.90	73013.52
District	N/A	N/A	5706.02	\$91,374
Percent Difference - School Site and District	N/A	N/A	-0.3	-14.4
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-59.5	-25.8

Fiscal Year 2024-25 Types of Services Funded

The following are programs/services available at the school that support and assist students:

AAA WORKSPACE
 AAA WORKSPACE - EPROCUREMENT
 AMAZON
 AMAZON (E-PROCUREMENT)
 AMPLIFY EDUCATION INC
 BAY AREA COMMUNITY RESOURCES, INC
 BEARCOM COMMUNICATIONS INC.
 CITY OF SAN PABLO
 FOLLETT CONTENT SOLUTIONS LLC
 GOPHER SPORT
 KRISTI YAMAGUCHI'S ALWAYS DREAM
 LEARNING A-Z

Fiscal Year 2024-25 Types of Services Funded

LEXIA LEARNING SYSTEMS LLC
LITERACY RESOURCES, LLC
LOVE LEARN SUCCESS
MICHAELS TRANSPORTATION

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	\$58,573	\$60,863
Mid-Range Teacher Salary	\$91,890	\$93,575
Highest Teacher Salary	\$119,395	\$125,548
Average Principal Salary (Elementary)	\$131,244	\$157,645
Average Principal Salary (Middle)	\$138,034	\$165,341
Average Principal Salary (High)	\$156,078	\$182,580
Superintendent Salary	\$280,908	\$357,064
Percent of Budget for Teacher Salaries	25.8%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

Professional Development

Lake teachers participate in professional development in a variety of ways. The core of our program is guided by the Instructional Leadership Team, which meets on a monthly basis to plan and/or review upcoming professional development. Leadership is provided by the principal and a teacher team. Teachers use the cycle of inquiry to monitor student learning and guide instruction. Teachers also receive on-site training on strategies for English Language Arts, Math, and ELD to support student learning. Teachers meet in grade-level teams, look at student work, and plan the implementation of the instructional program. Teachers also participate in district-wide literacy and math training and English Language Development training. Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators, and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards-based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, deeper learning, differentiated instruction, and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams to meet student needs. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	16	30	16