

Lakewood 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.

2025-26 School Contact Information

School Name	Lakewood Elementary School
Street	750 Lakechime Dr.
City, State, Zip	Sunnyvale, CA 94089-2539
Phone Number	408-522-8272
Principal	Carly Sturm
Email Address	carly.sturm@sesd.org
School Website	https://www.sesd.org/lakewood
Grade Span	
County-District-School (CDS) Code	43696906049233

2025-26 District Contact Information

District Name	Sunnyvale School District
Phone Number	(408) 522-8200
Superintendent	Dr. Gudiel Crosthwaite
Email Address	gudiel.crosthwaite@sesd.org
District Website	www.sesd.org

2025-26 School Description and Mission Statement

Lakewood Tech EQ consists of Pre K through fifth grade classrooms and serves approximately 415 students. Our school is centrally located in Silicon Valley situated in an ethnically and linguistically diverse neighborhood in Sunnyvale. It has a strong sense of community which is core to our students' engagement and learning. Many Lakewood families have had children and grandchildren attend the school, sharing "Lion Pride" across multiple generations. Lakewood's staff members, families, and students work closely together to shape our students' academic and online identities in order to positively impact their future.

Our instructional program provides students with in-depth knowledge in the core subject areas. Teachers use the Common Core Standards and state adopted curriculum to offer students engaging and meaningful learning opportunities. Teachers collaborate weekly to look at student progress and then design and adjust instruction to meet the needs of all students. Other programs include Khan Academy, Raz-Kids, Kids Learning After School (KLAS), Euphrat Museum of Art class, City of Sunnyvale Fun on the Run program, afterschool sports programs, Lego robotics, yearbook, Physical Education, as well as arts instruction in music, theater, visual arts, and dance. Our Positive Behavioral Intervention Support (PBIS) Program strengthens our safe, respectful, and responsible learning environment for all of our students. Our partnership with PlayWorks provides students with structured play through classroom lessons and organized games on the playground.

Lakewood TECH EQ Program of Choice has a focus on teaching students how to create digital content where we empower student voice while building awareness of one's digital footprint. Educators continuously plan and support each other to integrate media and tech-use into students' learning. We start with a strong focus on building social emotional competencies, culminating in various opportunities to help, present, perform, and to lead. We extend students' emotional intelligence by providing them with opportunities to collaborate, create, and communicate in a safe "digital sandbox" where they learn productive technology skills while practicing and reflecting on their own cyber citizenship and online identity.

Lakewood Tech EQ School aligns to the Sunnyvale School District Strategic Plan with a focus to instill in our students high standards for academic achievement, integrity, leadership, and responsible citizenship in a digital age.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	45
Grade 2	45
Grade 3	73
Grade 4	61
Grade 5	69
Total Enrollment	372

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5
Male	53.5
American Indian or Alaska Native	0.5
Asian	9.7
Black or African American	1.9
Filipino	8.1
Hispanic or Latino	60.8
Native Hawaiian or Pacific Islander	1.3
Two or More Races	7.8
White	9.9
English Learners	27.4
Homeless	0.5
Socioeconomically Disadvantaged	41.4
Students with Disabilities	15.9

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)	18.6	90.29	276.4	90.51	234405.2	84
Intern Credential Holders Properly Assigned	0	0	2	0.65	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3	0.98	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	4.85	8.3	2.72	11953.1	4.28
Unknown/Incomplete/NA	1	4.85	15.6	5.14	15831.9	5.67
Total Teaching Positions	20.6	100	305.4	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)	20.6	91.15	278.4	93.05	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.42	6.3	2.11	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	4.42	6.2	2.08	11746.9	4.23
Unknown/Incomplete/NA	0	0	8.2	2.76	14303.8	5.15
Total Teaching Positions	22.6	100	299.2	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)	19.5	90.74	267.6	89.88	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2	0.67	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3.2	1.08	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4	1.37	12112.8	4.34
Unknown/Incomplete/NA	2	9.26	20.8	6.99	13705.8	4.91
Total Teaching Positions	21.5	100	297.8	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	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	1	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	1.00	1	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	3.8	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

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

Year and month in which the data were collected		December 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	Kindergarten - 5th Grade Fountas and Pinnell Classroom Spanish Language Arts (Juntos only)-Adelante Benchmark Units of Study (Writing) Really Great Reading (K-2nd); Adopted 2023 Designated English Language Development Newcomers (US 1 year); Adopted 2024 1. Benchmark Hello (3rd-5th) 2. Lexia English (3rd-5th) Currently piloting ELA and ELD for Adoption in 2026	0.0
Mathematics	Kindergarten - 5th Grade: Illustrative Math; Kendall Hunt; Adopted 2023 Illustrative Math; Spanish Version; Adopted 2023	0.0
Science	Kindergarten - 5th Grade: Mystery Science Mysteryscience.com Adopted 2020	0.0
History-Social Science	Kindergarten - 5th Grade: TCI- Teachers Curriculum Institute Teachtci.com; Adopted 2022 Grade K- Me and My World Grade 1- My School and Family Grade 2- My Community Grade 3- California's Communities Grade 4- California's Promise Grade 5- America's Past	0.0

Health	Puberty The Wonder Years Grade 4 Adopted 2022 Puberty Teen Talk Binders Updated (2021)	0.0
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Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Lakewood Elementary School received an overall rating of “Good” (93.34%) on the 2025–26 Facility Inspection Tool (FIT), reflecting that the campus is in clean, safe, and well-maintained condition. The school scored particularly well in the areas of systems, structural integrity, cleanliness, and external grounds. Earlier findings related to restroom compliance, electrical access, and storage safety were addressed promptly, resulting in a significant improvement to the overall score. The district will continue to monitor and complete remaining corrective items to ensure Lakewood remains safe, functional, and supportive of high-quality teaching and learning.

Year and month of the most recent FIT report

12/18/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			UNISEX REST ROOM: 2. VENT COVER IS MISSING.
Interior: Interior Surfaces		X		15: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. (WILLIAMS NOTICE NOT POSTED) 16: 4. WALLPAPER IS TORN BOYS REST ROOM G12: 4. STALL PARTITION SUPPORT BEAM IS MISSING. STALL PARTITION SUPPORT BEAM IS LOOSE FROM WALL. HOLE IN WALL. BOYS REST ROOM: 4. HOLES IN WALL. BOYS REST ROOM: 4. MIRROR BRACKET IS RUSTED AND CREATING AN INJURY HAZARD. HOLES IN WALL. K1: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. WATER DAMAGE TO COUNTERTOP. K2: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. WATER DAMAGE TO COUNTERTOP P1: 4. CEILING TRIM IS LOOSE IN RR. PROGRAM ROOM 3: 4. CARPET IS TORN. PSY 3: 4. FLOOR TILE IS BROKEN. STORAGE: 4. HOLE IN CEILING.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			5: 5. CARPET IS STAINED.
Electrical	X			24: 7. OUTLET COVER IS MISSING. PROGRAM ROOM 3: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		GIRLS REST ROOM G12: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. ONE SINK IS LOOSE FROM WALL. ONE FAUCET IS LOOSE AT BASE.

School Facility Conditions and Planned Improvements

			<p>GIRLS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. GIRLS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. KITCHEN: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. NURSE: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. UNISEX REST ROOM: 8. TOILET LEAKS AT FITTING. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. WOMENS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>1: 10. PLUG IN AIR FRESHENER. (WILLIAMS NOTICE NOT POSTED) 10: 10. EVACUATION MAP IS NOT POSTED (SITE MAP). 11. IMPROPERLY STORED CLEANING SUPPLIES. 2: 10. PLUG IN AIR FRESHENER. (WILLIAMS NOTICE NOT POSTED) 22: 10. PLUG IN AIR FRESHENER. 23: 10. PLUG IN AIR FRESHENER. 26: 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) CAFETERIA: 10. EVACUATION MAP IS NOT POSTED. COMMUNITY SUPPLY ROOM: 10. NO ROOM ID. COPY ROOM: 10. FIRE EXTINGUISHER IS NOT MOUNTED. CUSTODIAL STORAGE: 10. NO ROOM ID. GIRLS REST ROOM: 11. PAINT IS PEELING ON CEILING. K2: 11. IMPROPERLY STORED CLEANING SUPPLIES. (WILLIAMS NOTICE NOT POSTED) K4: 11. IMPROPERLY STORED CLEANING SUPPLIES. LRC STORAGE ROOM: 10. TEMPORARY ROOM ID IS BEING PERMANENTLY USED. P1: 11. AEROSOL AIR FRESHENER. (WILLIAMS NOTICE NOT POSTED) PRINCIPAL: 10. TWO ROOMS ARE IDENTIFIED AS PRINCIPAL. PSYCH: 10. TEMPORARY ROOM ID IS BEING PERMANENTLY USED. STAFF ROOM: 10. ACCESS TO FOIRE EXTINGUISHER IS BLOCKED. EVACUATION MAP IS NOT POSTED. STAFF WORK ROOM: 10. EVACUATION MAP IS NOT POSTED. WELLNESS ROOM: 10. FIRE EXTINGUISHER TAG IS MISSING. (WILLIAMS NOTICE NOT POSTED)</p>
<p>Structural: Structural Damage, Roofs</p>	X		

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		23: 15. DOOR CLOSER COVER IS MISSING. 24: 15. DOOR CLOSER COVER IS MISSING. GIRLS REST ROOM G12:15. DOOR CLOSER COVER IS MISSING. PROGRAM ROOM 2: 14. TRIP HAZARDS ON WALKWAY. (WILLIAMS NOTICE NOT POSTED)
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Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	38	38	54	55	47	48
Mathematics (grades 3-8 and 11)	34	35	49	52	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	209	202	96.65	3.35	38.12
Female	89	85	95.51	4.49	40.00
Male	120	117	97.50	2.50	36.75
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	53.33
Black or African American	--	--	--	--	--
Filipino	22	22	100.00	0.00	40.91
Hispanic or Latino	129	124	96.12	3.88	32.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	50.00

White	17	15	88.24	11.76	53.33
English Learners	60	54	90.00	10.00	7.41
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	96	92	95.83	4.17	26.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	34	100.00	0.00	11.76

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	209	208	99.52	0.48	35.10
Female	89	88	98.88	1.12	29.55
Male	120	120	100.00	0.00	39.17
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	46.67
Black or African American	--	--	--	--	--
Filipino	22	22	100.00	0.00	40.91
Hispanic or Latino	129	128	99.22	0.78	26.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	50.00
White	17	17	100.00	0.00	64.71
English Learners	60	60	100.00	0.00	8.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	96	96	100.00	0.00	17.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	34	100.00	0.00	11.76

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)	17.19	26.76	41.52	48.17	30.73	32.33

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	72	71	98.61	1.39	26.76
Female	23	22	95.65	4.35	45.45
Male	49	49	100.00	0.00	18.37
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	44	97.78	2.22	15.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	16	16	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	34	34	100.00	0.00	14.71
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	99	99	99	99	99

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Lakewood values the partnership between our community and school. Our school's Parent Teacher Association puts on fundraising events that are aimed at bringing families together to build relationships, connections, and support for our students. Family members also lead activities such as Project Cornerstone's Asset Building Champions (ABC) Reader program. Parent representatives serve on our School Site Council; Coordination, Access, Resource, and Equity Team (C.A.R.E. Team); and English Learner Advisory Committee (ELAC). ELAC is facilitated by our Outreach Coordinator and Assistant Principal, who are building strong ties to the school and surrounding community. Quarterly Principal's Coffees help to keep the dialogue and communication open between our parents and our school. We believe that maintaining a school community that values the voices and participation of our students' families helps us maximize the potential of our students.

Here are some of the many ways our community members--parents, grandparents, older siblings and guardians--can become involved in our school:

Become an Asset Building Champion--a classroom ABC book of the month reader

Volunteer in a classroom

Volunteer in our school garden or game room

Volunteer at a school event such as Welcome Back Event, Multi-cultural Night, Family Reading Night, Movie Night, Book Fair

Take home projects for teachers

Attend Starting Arts end of session performance

Participate as a School Site Council member

Chaperone students on field trips

Attend Parent Teacher Association meetings

Attend school board meetings

Participate in fundraisers

Help in our library, or at a book fair

Coordinate as a room parent

Attend ELAC meetings

Attend Principal's Coffee, held quarterly

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	401	391	43	11.0
Female	187	184	21	11.4
Male	214	207	22	10.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	40	39	5	12.8
Black or African American	--	--	--	--
Filipino	31	31	2	6.5
Hispanic or Latino	248	240	33	13.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	28	28	0	0.0
White	40	39	2	5.1
English Learners	124	118	14	11.9
Foster Youth	--	--	--	--
Homeless	11	--	--	--
Socioeconomically Disadvantaged	189	182	31	17.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	78	75	14	18.7

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.46	0.74	0.5	1.97	2.06	2.1	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	0	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	0.50	0.00
Female	0.53	0.00
Male	0.47	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	0.81	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	1.06	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.28	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

Lakewood's School Safety Plan is reviewed and submitted to the Sunnyvale School Board yearly. It was last reviewed, updated and submitted in December 2025. Each year the school reviews and sets goals for supporting school safety through people and programs as well as through emergency preparedness.

Our school safety plan goals are:

Goal #1: People and Programs: Students receive equitable opportunities for growth.

Goal #2: Facilities: Provide a safe and orderly campus.

Goal #3: School Climate: Build a positive school climate where all students and families feel a sense of safety, belonging, and social-emotional well-being.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	4	0	0
1	18	4	0	0
2	21	1	2	0
3	21	0	2	0
4	21	2	1	0
5	25	0	4	0
6	0	0	0	0
Other	21	2	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	14	3	0	0
1	15	3	0	0
2	23	0	2	0
3	20	2	1	0
4	26	0	4	0
5	21	0	4	0
6	0	0	0	0
Other	17	3	3	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		2	
2	16	2		
3	19	3		
4	20	2	6	
5	23	2	6	
Other	18	3	2	

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	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	1
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	1
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	\$ 22,932.65	\$ 8,074.74	\$ 14,857.91	\$ 110,348.58
District	N/A	N/A	\$ 12,138.26	
Percent Difference - School Site and District	N/A	N/A	5.0	-17.4
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

Fiscal Year 2024-25 Types of Services Funded

Lakewood Elementary offers a Multi-Tiered System of Support (MTSS) is used to identify and provide needed academic and social emotional interventions for all students. Partnerships with a variety of non profit and community organizations also support student enrichment opportunities, health initiatives, and parent education. These include Playworks, Project Cornerstone, Santa Clara County Office of Education (SCCOE), local non profit organizations, and the City of Sunnyvale.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$61,597
Mid-Range Teacher Salary		\$98,902
Highest Teacher Salary		\$126,340
Average Principal Salary (Elementary)		\$158,383
Average Principal Salary (Middle)		\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary		\$288,332
Percent of Budget for Teacher Salaries	31.45%	31.29%
Percent of Budget for Administrative Salaries	6.81%	5.38%

Professional Development

Teachers participate in three full days of professional development during the school year. In addition, monthly Teacher Learning Days, when students are released early, provide additional time for focused professional development. Site administrators, district coaches, and our site instructional coach work with teachers to model and plan lessons, and teachers are encouraged to observe their colleagues to improve their instructional practice. Teachers meet with their grade level teams monthly to discuss student progress grounded in data. Grade level teams are supported in seeking and participating in professional development designed to support instructional planning and progress monitoring. Teachers also participate in 3-4 half day release days focused on school and team goals.

All professional development is tied to our school goals. Recent professional development activities include:

MTSS:
Cont'd MTSS Overview

Data:
Data Teams Restructure and Overview
Bi-Monthly Data Team meetings

MLD:
Data monitoring and targeted instruction through Professional Learning Communities (PLCs)
English Language Development for Content Areas
ELD- data and goal setting and dELD
Math Intervention Pilot

Literacy:
Small group work structure and best practices
Tier 1 Best Practices
Read Alouds based on the Science of Reading
Reading Difficulties Risk Screener Overview
Close Reading Best Practices
Literacy Pilot

Math:
District training on Illustrative Math
Site training for both certificated and classified staff on Illustrative Math

Professional Development

Antiracist:

Antiracist training with Dr. Crystal Hardin Lindsey for principal

Walkthroughs:

Administrator and instructional coach participate in walkthroughs to examine instructional practices

Instructional Leadership:

Administrator participates in monthly district Instructional Leadership Team ILT meetings

Instructional coach participates in monthly district coaching meetings

Teacher leaders and instructional coach participate in district leadership committees in math and literacy

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	27	27	27