

Lake View Charter School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

SARC



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Lake View Charter School
Street	4672 County Road N
City, State, Zip	Orland, CA 95963-8103
Phone Number	(916) 526--3794
Principal	Jenell Sherman
Email Address	jenell.sherman@lakeviewcharter.com
School Website	http://lakeviewcharter.org/
County-District-School (CDS) Code	11625960139550

2023-24 District Contact Information

District Name	Lake Elementary School District
Phone Number	(530) 865-1255
Superintendent	Shane Humphreys
Email Address	shumphreys@lakeschool.org
District Website	www.lakeschool.org

2023-24 School Description and Mission Statement

ABOUT OUR SCHOOL

Lake View Charter School (LVCS) opened in the fall of the 2019-20 school year. Lake View Charter School is a WASC accredited, non-classroom based public charter school authorized by Lake Elementary School District in Glenn County serving students in Glenn, Colusa, Butte, Lake, Mendocino, and Tehama Counties from transitional kindergarten through 12th-grade. LVCS provides flexible, personalized learning experiences through a diverse range of unique and dynamic programs. LVCS values and actively supports parental choice and personalized learning for all students.

LVCS Home School Teachers (HSTs) are credentialed California educators who collaborate with families to foster, guide, and enhance students' educational needs. Emphasizing collaboration with academic achievement and holistic child development through personalized learning is central to our approach.

At Lake View Charter School, we have established Schoolwide Learner Outcomes (SLOs) as goals for our students. These outcomes are integral to our school culture, reflecting our vision, College and Career Readiness standards, and a commitment to educating the whole child.

LVCS has continued to increase offerings in the Junior High Virtual Academy (JHVA) and High School Virtual Academy (HSVA). JHVA and HSVA are offerings that are dedicated to providing direct instruction as additional support for students. Both programs provide live online instruction with standards-aligned courses facilitated by credentialed teachers.

LVCS teachers collaborate with parents/guardians/caregivers to develop learning plans for students. During each learning period, the teacher collaborates to review lessons to be completed within a specified timeframe. Students have access to comprehensive online curricula aligned with educational standards. Benchmark diagnostic assessments, administered in fall, winter, and spring for grades TK-12, offer crucial proficiency data across various subjects. This data, coupled with learning styles, informs the development of individualized learning paths, enabling students to target specific objectives and standards. Regular assessment determines mastery levels, and personalized learning plans expedite student progress.

Teachers deliver instruction and support in person or online through web-conferencing platforms. This flexibility allows for collaboration and instruction using video, voice, text, and shared writing space. With 24-hour access to all curricula, learning can occur at various locations, including libraries and students' residences, according to individual preferences.

2023-24 School Description and Mission Statement

LVCS has implemented an online direct instruction platform, offering four to six-week intervention courses in mathematics and language arts. Additional programs focus on instilling critical thinking skills essential for success in college and career pathways. Our tiered support system is robust, catering to diverse learning styles.

LVCS consistently adapts programs to meet the evolving needs of the student population. The leadership and staff eagerly anticipate continued collaboration with our educational partners, providing a compelling option for students seeking an independent study/homeschool program.

OUR MISSION

The mission of Lake View Charter School is to develop the individual gifts of students in Glenn County and adjacent counties to become proficient in Common Core State Standards and become critical thinkers, responsible citizens and innovative leaders prepared for academic and real-life achievement in the 21st Century. The mission will be accomplished in a personalized environment that fosters successful achievement through quality, personalized, standards-based education, which could include online coursework, offline textbook work, and unique hands-on and experiential learning experiences facilitated in partnership with students, parents, staff, and community.

Lake View STUDENTS ARE:

- Navigators of the Digital World - Navigators of the digital world who are proficient in the use of technology, media, and online resources.
- Self-Directed - Self-directed and motivated students who are able to set attainable goals to achieve academic success.
- Personalized Learners - Personalized learners who are able to thrive in the style of education that best fits their individual needs.
- Independent Critical Thinkers - Independent critical thinkers who have the ability to problem solve, take ownership, and apply their knowledge to a variety of problems.
- Responsible Citizens - Responsible citizens who demonstrate integrity and respect while actively seeking knowledge of local and global issues.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	107
Grade 1	74
Grade 2	80
Grade 3	76
Grade 4	71
Grade 5	72
Grade 6	56
Grade 7	46
Grade 8	47
Grade 9	36
Grade 10	18
Grade 11	30
Grade 12	10
Total Enrollment	723

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5%
Male	51.2%
American Indian or Alaska Native	0.7%
Asian	0.6%
Black or African American	0.7%
Filipino	0.3%
Hispanic or Latino	14.5%
Two or More Races	6.4%
White	73.3%
English Learners	0.7%
Foster Youth	0.1%
Homeless	1.1%
Socioeconomically Disadvantaged	55.9%
Students with Disabilities	8.9%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.30	61.35	23.90	72.58	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.73	0.10	0.51	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	8.80	37.54	8.80	26.63	12115.80	4.41
Unknown	0.00	0.34	0.00	0.24	18854.30	6.86
Total Teaching Positions	23.40	100.00	33.00	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.50	58.27	24.30	68.68	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	11.10	41.73	11.10	31.32	11953.10	4.28
Unknown	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	26.60	100.00	35.40	100.00	279044.80	100.00

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.10	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.10	0.00

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.10
Local Assignment Options	8.80	10.90
Total Out-of-Field Teachers	8.80	11.10

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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)	1.5	2.3

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

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

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

Year and month in which the data were collected		December 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Acellus ALEKS EdMentum OPEd Academy Edgenuity	Yes	0%

	BrightThinker		
Mathematics	Acellus ALEKS EdMentum OPEd Academy Edgenuity BrightThinker	Yes	0%
Science	Acellus ALEKS Edgenuity BrightThinker	Yes	0%
History-Social Science	Acellus ALEKS EdMentum OPEd Academy Edgenuity BrightThinker	Yes	0%
Foreign Language	Acellus ALEKS EdMentum OPEd Academy Edgenuity BrightThinker	Yes	0%
Health	Acellus EdMentum OPEd Academy Edgenuity BrightThinker	Yes	0%
Visual and Performing Arts	Acellus EdMentum OPEd Academy Edgenuity BrightThinker	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Lake View Charter School is an independent study non-classroom-based charter school and therefore does not maintain traditional school district site facilities.

Year and month of the most recent FIT report

NA

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				
Electrical				
Restrooms/Fountains:				

School Facility Conditions and Planned Improvements

Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor
-----------	------	------	------

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	29	34	36	40	47	46
Mathematics (grades 3-8 and 11)	20	24	27	29	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	393	385	97.96	2.04	34.03
Female	205	200	97.56	2.44	41.50
Male	188	185	98.40	1.60	25.95
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	55	55	100.00	0.00	32.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	43	41	95.35	4.65	31.71
White	284	279	98.24	1.76	34.05
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	218	214	98.17	1.83	33.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	42	97.67	2.33	14.29

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	393	386	98.22	1.78	23.58
Female	205	201	98.05	1.95	22.89
Male	188	185	98.40	1.60	24.32
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	55	55	100.00	0.00	25.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	43	41	95.35	4.65	24.39
White	284	280	98.59	1.41	22.14
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	218	215	98.62	1.38	22.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	42	97.67	2.33	7.14

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	25.44	24.36	30.77	21.62	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	160	160	100.00	0.00	25.00
Female	80	80	100.00	0.00	28.75
Male	80	80	100.00	0.00	21.25
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	25	25	100.00	0.00	12.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	20	100.00	0.00	20.00
White	113	113	100.00	0.00	28.32
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	85	85	100.00	0.00	21.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	22.22

2022-23 Career Technical Education Programs

Career Technical Education (CTE) at Lake View Charter School stands as a dynamic program that seamlessly integrates core academic knowledge with technical and occupational expertise. Our commitment to evolving alongside the swiftly changing demands of the workplace is reflected in the ongoing development and implementation of various CTE pathways.

In adherence to the statewide Doing What Matters Initiative (DWMI), we are dedicated to crafting a CTE program that is finely tuned to the requirements of regional economies. Collaborating proactively with local colleges and industry representatives, we strive to introduce CTE course pathways, internships, and industry certificates that equip students for the dynamic regional labor market. Upon successfully completing a CTE pathway, students are awarded a CTE Completer Certificate, a testament to their readiness for the workforce.

Our diverse range of pathways serves as a comprehensive approach, with some designed to provide students with the knowledge necessary to excel in industry certification exams. Others seamlessly integrate certifications into the coursework, offering students a direct pathway to apply for career-ready positions. Importantly, our CTE program is not only a bridge to the professional world but also a stepping stone to higher education. Actively aligning our courses with the University of California A-G subject-area requirements, several of our offerings facilitate dual enrollment as a capstone course.

Inclusivity is at the heart of our CTE program, ensuring access for all students regardless of gender, socio-economic status, special needs, or English proficiency. Currently, we proudly offer 10 CTE pathways spanning eight industry sectors, including Arts, Media and Entertainment, Business & Finance, Health Science & Medical Technology, Marketing, Sales and Services, Public Service, Hospitality, Information & Communication Technologies, Engineering, and Architecture.

As part of our ongoing commitment to student satisfaction and success, we actively seek feedback to refine and expand our program, tailoring CTE pathways and courses to match the interests and aspirations of our students.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	5
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.94
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	8.33

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.01%	100%	100%	100%	100%
Grade 7	93.18%	95.45%	95.45%	95.45%	95.45%
Grade 9	96.88%	100%	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.

2023-24 Opportunities for Parental Involvement

Lake View Charter School is committed to fostering active engagement with parents, guardians, caregivers and teachers through a diverse range of platforms, media, and events. Information about board meetings, parent education workshops, weekly Community Connection events, and staff office hours can be accessed through our school websites, social media platforms, and the weekly newsletters that are emailed to families

The Board of Directors at Lake View Charter School is comprised of parents/guardians/caregivers of current or past students and community members who actively influence the governance of the school. Our parents and students contribute valuable insights pertaining to program planning, design, and implementation. In alignment with the essence of our program, parents, guardians, and caregivers play a direct role in their child's education and often lend their support to community events, park days, as well as other school-related activities, such as curriculum swaps and book clubs.

To comprehensively gauge parent/guardian/caregiver satisfaction, we administer electronic surveys annually in the spring. These surveys are thoughtfully crafted to specifically assess parent satisfaction with the effectiveness of all aspects of the school.

Our commitment to communication and support is further exemplified through our Family Liaisons. Serving as a vital bridge between school, home, and community. They work directly with families, facilitating communication and offering support. Our families can easily communicate their needs and provide feedback to our family liaison through various channels, including social media platforms. Contact information for our family liaison is readily available in our weekly newsletter and directly through our school phone number: (916) 957-5877.

Furthermore, Lake View Charter School has established partnerships with local community organizations and businesses. Through these collaborations, we provide educational workshops, lessons, classes, and outreach programs that significantly

2023-24 Opportunities for Parental Involvement

enhance the overall educational experience for our students.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0	16.7	6.3	0	16.7	6.3	9.4	7.8	8.2
Graduation Rate	100	75	87.5	100	75	87.5	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	16	14	87.5
Female	--	--	--
Male	--	--	--
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	11	9	81.8
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	13	12	92.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	786	769	6	0.8
Female	382	374	1	0.3
Male	402	393	5	1.3
Non-Binary	2	2	0	0.0
American Indian or Alaska Native	7	7	1	14.3
Asian	4	4	0	0.0
Black or African American	6	6	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	112	111	1	0.9
Native Hawaiian or Pacific Islander	2	0	0	0.0
Two or More Races	48	47	2	4.3
White	575	563	2	0.4
English Learners	5	5	0	0.0
Foster Youth	2	2	0	0.0
Homeless	12	12	1	8.3
Socioeconomically Disadvantaged	447	440	6	1.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	77	77	3	3.9

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.00	0.00	0.41	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

Lake View Charter School prioritizes the safety and well-being of its students and staff through a meticulously crafted Comprehensive Safety Plan. This plan undergoes a thorough review, update, and discussion each fall before the commencement of the school year. Approved on December 6, 2022, the Comprehensive Safety Plan serves as a robust framework for emergency procedures, evacuation routes, incident command system procedures, and an injury and illness prevention plan for the upcoming 2023-2024 school year.

Within LVCS, readily available "Readiness and Emergency Plans" outlines schoolwide crisis protocols, ensuring preparedness for any unforeseen events. Recognizing the importance of mental health support during crises, Lake View Charter School employs qualified School Psychologists and Counselors to assist students and staff in navigating challenging situations.

The Governing Board of LVCS is dedicated to creating and maintaining a safe and secure environment for everyone on campus. To reinforce this commitment, board policies specifically tailored to support student safety have been established and can be accessed on the school's website.

Ensuring that every staff member is well-equipped to respond to safety concerns, LVCS mandates annual comprehensive safety training aligned with essential educational content. This includes but is not limited to Mandated Reporting, Universal Precautions for Bloodborne Pathogens, Bullying Prevention, Sexual Harassment, and Suicide Prevention. As part of an ongoing commitment to safety, Lake View Charter School remains proactive in enhancing training programs and adapting board policies as necessary to address the evolving needs of both students and staff.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	25		
1	2	21		
2	3	20		
3	3	23		
4	2	23		
5	2	22		
6	2	17		

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	2	34		
1	4	20		
2	3	22		
3	3	22		
4	3	20		
5	3	22		
6	3	19		

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	3	41	0	0
1	3	22	0	0
2	3	23	0	0
3	3	24	0	0
4	3	26	0	0
5	3	23	0	0
6	2	23	0	0
Other	0	0	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	1	35		
Mathematics	1	33		
Science	1	23		
Social Science	1	35		

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	39		
Mathematics	1	43		
Science	1	32		
Social Science	2	37		

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	57	0	0
Mathematics	2	49	0	0
Science	2	35	0	0
Social Science	2	52	0	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	1807.5

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5.7

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,183	1,537	9,646	66,673
District	N/A	N/A	9,646	
Percent Difference - School Site and District	N/A	N/A	0	0
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2022-23 Types of Services Funded

Lake View Charter School is proud to be funded by a diverse array of resources, ensuring a robust support system for our students. Our funding sources include the Local Control Funding Formula (LCFF), Special Education funds, lottery proceeds, the Environmental Protection Account (EPA), mandated cost block, and various state one-time grants, such as Extended Learning Opportunities (ELO) and the Educator Effectiveness Block Grant (EEBG). Additionally, we receive Federal Special Education funding, Title II and III funding, and federal grants such as ESSER II and III.

Student-Centric Approach:

At Lake View, each student benefits from dedicated funding for instructional materials, support services, and a commitment to providing comprehensive services that prioritize unduplicated and at-risk students. We recognize the importance of socialization and social-emotional support, which is integrated into our expanded programs, including intervention services and counseling. Our unique offerings, such as Adventure Academy, community programs, field trips, and park days, seamlessly blend socialization with educational activities.

Academic Development and Innovative Programs:

We take pride in our Junior High and High School Virtual Academy, which focuses on supporting and expanding the learning and development of all students. Eligible students with Individualized Education Plans (IEPs) receive special education services, including the provision of technology and related educational materials.

Inclusive Services:

Our commitment to inclusivity extends to specialized services for Foster Youth, Homeless, and Socio-Economically Disadvantaged students. We believe in providing equal opportunities for all students to thrive.

Holistic Support:

In addition to academic support, our school places a high value on the social and emotional well-being of our students. Our counseling services cover both academic and career aspects, and 504 services and supports are available to address individual needs.

Empowering Parents and Professional Development:

We actively promote Parent Education to ensure that families are equipped with the tools and knowledge to support their children's educational journey. Simultaneously, we invest in Staff Professional Development to empower our educators with the latest insights and techniques, ensuring that they can deliver the best possible education to our students.

At Lake View Charter School, we believe in fostering a supportive and enriching environment for all our students, recognizing and celebrating their unique strengths and challenges. Through collaboration, innovation, and a commitment to continuous improvement, we strive to make a positive impact on the lives of the students we serve.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$48,481
Mid-Range Teacher Salary		\$73,129
Highest Teacher Salary		\$99,406
Average Principal Salary (Elementary)		\$117,381
Average Principal Salary (Middle)		\$128,158
Average Principal Salary (High)		
Superintendent Salary		\$138,991
Percent of Budget for Teacher Salaries	26.92%	29.34%
Percent of Budget for Administrative Salaries	4.73%	5.99%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
-----------------------------------	---

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	11