

Lake Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Lake Elementary School
Street	4672 County Road N
City, State, Zip	Orland, CA 95963
Phone Number	530.865.1255
Principal	Nikol Baker
Email Address	nbaker@lakeschool.org
Website	www.lakeschool.org
County-District-School (CDS) Code	11625966007454

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Lake Elementary School District
Phone Number	530.865.1255
Superintendent	Nikol Baker
Email Address	nbaker@lakeschool.org
Website	www.lakeschool.org

School Description and Mission Statement (School Year 2020-2021)

Lake Elementary School District is a small single school district situated on approximately 5 acres in the Sacramento Valley 100 miles North of Sacramento and approximately 3 miles north of Orland, California in Glenn County. Lake School District was named for Daniel Jefferson Lake who settled in the district in 1872, the school opened that same year.

Lake is a K-8 district that currently serves approximately 180 students in single-grade classrooms. The primary industry is agriculture.

It is the mission of Lake Elementary School that the united efforts of students, parents, staff and community will develop students who

- value themselves and others
- pursue high academic achievement
- come to school ready to learn
- speak and write effectively
- compute and problem solve both individually and in a groups
- value personal health and fitness
- use information and technology resources

The vision is that Lake Elementary School students, parents, and staff will strive for high quality student work within a safe, enriched environment, utilizing a wide variety of resources and strategies.

The guiding principle at LAKE - Leading the Advancement of Knowledge Everyday - provides a common theme throughout the school community.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	21
Grade 1	20
Grade 2	18
Grade 3	20
Grade 4	21
Grade 5	18
Grade 6	21
Grade 7	20
Grade 8	24
Total Enrollment	183

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	1.6
Filipino	0.5
Hispanic or Latino	27.9
Native Hawaiian or Pacific Islander	0.5
White	68.3
Two or More Races	0.5
Socioeconomically Disadvantaged	44.3
English Learners	10.4
Students with Disabilities	10.9
Homeless	

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	9	9	9	9
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

Lake School is currently implementing NGSS integrated science and piloting Discovery Science while waiting pending release of NGSS-approved curriculum. Staff are currently reviewing the history-social science frameworks with the intent of proper alignment with current English Language Arts curriculum.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-4 Benchmark Advance; 5-8 Engage NY ELA (2016)	Yes	0%
Mathematics	K-5 2015 McGraw-Hill Everyday Math (2013); 6-8 2013 College Preparatory Mathematics (CPM)	Yes	0%
Science	K-4 Benchmark with supplemental Mystery Science; Grades 5-8 Discovery Science Techbook (2017)	No	0%
History-Social Science	K-4 Benchmark with supplemental Studies Weekly Grade 3; Grades 5-8 Discovery History/Social Science Techbook (2016)	No	0%

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

School Facility Conditions and Planned Improvements

Lake Elementary continues to address significant areas of concern with regard to facilities. First, the main building on campus has undergone repairs and upgrades to satisfy the requirements established in the critical hardship grant application awarded in May 2009. The roof was replaced and the structural upgrades were made to the AC ducting in accordance with DSA provisions in October 2011.

In 2010, the playground and parking lot underwent renovation to address both structural and ADA accessibility issues. Additional ADA-accessible play structures were added in October 2015. Additional bark was added to the playground in November 2020.

In October 2015, work was done to replace dry rot on the exterior siding of portable classroom numbers 4, 7, 8 and 10. Structural damage to floors in portable classroom numbers 7, 8, and 10 was repaired Summer 2016.

Lake Elementary has been approved by the Office of Public School Construction for modernization and new construction funding in order to make more significant upgrades to classroom and other facilities. An architectural firm was hired in the fall of 2011 to begin the planning process for modernization of the main structure and new construction which will replace classroom portables with modular buildings and a multi-purpose room containing kitchen, cafeteria, and play area. With the passage of Proposition 51 - School Facilities Bond on the November 2016 ballot, the modernization project was funded May 2018. The New Construction project was approved in December 2019.

A new HVAC system, utilizing Prop 39 funding, was installed on the main building during the summer of 2019.

A major construction project began after the June 3, 2020, FIT report and will be reflected on the 2021 FIT report, but the following did occur Summer 2020:

- demolition of classrooms 4, 6 and 7. Classroom 9 was removed off site
- four (4) new portable classrooms were installed
- a new multipurpose building, with full kitchen, was installed
- a new leech line was developed
- a new well was drilled, supporting the fire suppression system

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 06/03/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Room 4: Filter is exposed to dust from playground and has to be changed frequently. To be addressed during new construction project. Rotting kickplate was replaced Summer 2015. Room 5-6: Filter is exposed to dust from playground and has to be changed frequently. To be addressed during new construction project. HVAC units on main building were replaced Summer 2019 with Prop 39 funds.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Cafeteria: Restrooms old and outdated, replaced faucets in both bathrooms fall of 2014. Will be a priority moving forward with modernization project. Leaking roof repaired December 2014. Bathrooms painted spring of 2016.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Cafeteria: Restrooms old and outdated. Leaking roof repaired December 2014 and minimal repairs made Spring 2017. Updated to automatic flushing toilets, automatic soap dispensers, paper towel dispensers in 2016. Painted both bathrooms in 2016. Deficiency exists due to water stains in ceiling. Room 4: Filter is exposed to dust from playground and has to be changed frequently. To be addressed during new construction project. Rotting kickplate replaced October 2015. Dry rot near window discovered Spring 2017. Room 7: GCOE building. GCOE repaired non-working toilet Fall 2014. District repaired structural damage October 2016. Some structural damage was repaired Summer 2016 by GCOE.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Replaced water fountain with a bi-level fountain in April 2015.
Overall Rating	Good	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	65	N/A	65	N/A	50	N/A
Mathematics (grades 3-8 and 11)	60	N/A	60	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	26	N/A	26	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Parents serve as volunteer classroom aides in all grades and assist as chaperones for field trips. Using smartphone technology, online newsletters, and memos sent home, staff reach out to families to encourage participation in the education of their children. The Parent Teacher Organization (PTO) works on fundraising projects such as a spaghetti feed, fall carnival, and book fair to help raise funds for school needs. For the past several years, PTO has been sponsoring field trips to lessen the fiscal burden on the district.

During the pandemic, significant changes were made regarding parent involvement. For the health and safety of both staff and students, it was determined to limit classroom volunteers during the pandemic. Although school accessibility was limited, the Lake Panther PTO continues their fundraising efforts to fiscally support classrooms throughout the year.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.5	2.6	0.5	2.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1	1	2.5
Expulsions	0	0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The safety plan developed originally in 2004 and updated each year is reviewed by the School Site Council and approved by the Board of Trustees. Major elements of the plan include Fire Safety and Emergency Evacuation Plan, Earthquake Drill Procedures, Lockdown Drill Procedures, Chemical Spill/Gas Leak, Tornado, Bomb Threat, and Evacuation. Monthly drills are conducted so staff and students can practice emergency procedures. While reviewing and updating Board policies in 2015-16, it was determined that a Transportation Safety Policy was incomplete. School Site Council drafted a policy based on recommendations of the Transportation Manager. The updated Transportation Safety Policy was recommended for Board approval in 2017. During summer and fall of 2018, district leadership and staff participated in ALICE (Alert - Lockdown - Inform - Counter - Evacuate) training regarding intruders on campus. This training resulted in an update to the School Safety Plan. School Site Council reviewed, edited and submitted the plan during a succession of meetings in the fall of 2018. At the December 2018 board meeting, the Board approved the School Safety Plan. After the significant updates were made in the aforementioned documents (Comprehensive Safe School Plan and Transportation Safety Policy), School Site Council has annually reviewed the plans and policies to ensure compliance. This annual review has made for a better understanding of the policies and procedures as well as less of a need for significant updates.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	20	1			20	1			20	1		
1	21		1		20	1			20	1		
2	21		1		19	1			18	1		
3	19	1			21		1		20	1		
4	20	1			19	1			21		1	
5	22		1		21		1		18	1		
6	23		1		21		1		21		1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

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	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,941.50	\$1,502.44	\$8,439.06	\$56,238
District	N/A	N/A	\$8,439.06	\$56,238
Percent Difference - School Site and District	N/A	N/A	0.0	0.0

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	8.5	-23.8

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

Types of Services Funded (Fiscal Year 2019-2020)

We are currently providing interventions through state categorical funding for eligible students in all grades.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		\$46,965
Mid-Range Teacher Salary		\$67,638
Highest Teacher Salary		\$88,785
Average Principal Salary (Elementary)		\$112,524
Average Principal Salary (Middle)		\$117,471
Average Principal Salary (High)		
Superintendent Salary		\$128,853
Percent of Budget for Teacher Salaries	28.0	30.0
Percent of Budget for Administrative Salaries	8.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	3

During the summer of 2020, Learning Loss Mitigation Funding (LLMF) was used to provide professional development to teachers regarding effective preparation for Distance Learning. Contractually, each certificated staff member was provided with three (3) professional development days. LLMF dollars allowed additional days to be provided for all certificated staff. The primary focus was strategies and resources for Distance Learning. Staff attended virtual trainings as well as provided one another resources.