

# Lake Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

### Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

#### **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.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Lake Elementary School
<b>Street</b>	4672 County Road N
<b>City, State, Zip</b>	Orland, CA 95963
<b>Phone Number</b>	530.865.1255
<b>Principal</b>	Nikol Baker
<b>E-mail Address</b>	nbaker@lakeschool.org
<b>Web Site</b>	www.lakeschool.org
<b>CDS Code</b>	11625966007454

District Contact Information	
District Name	Lake Elementary School District
Phone Number	530.865.1255
Superintendent	Nikol Baker
E-mail Address	nbaker@lakeschool.org
Web Site	www.lakeschool.org

### School Description and Mission Statement (School Year 2018-19)

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 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 2017-18)

Grade Level	Number of Students
Kindergarten	20
Grade 1	21
Grade 2	21
Grade 3	19
Grade 4	20
Grade 5	22
Grade 6	23
Grade 7	20
Grade 8	15
Total Enrollment	181

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.6
Asian	0.0
Filipino	0.0
Hispanic or Latino	33.1
Native Hawaiian or Pacific Islander	0.0
White	65.2
Socioeconomically Disadvantaged	46.4
English Learners	9.4
Students with Disabilities	10.5
Foster Youth	0.0

**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			District
	2016-17	2017-18	2018-19	2018-19
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	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments *	1	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 Instructional Materials (School Year 2018-19)

**Year and month in which data were collected:** December 2018

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

## School Facility Conditions and Planned Improvements (Most Recent Year)

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.

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 district is hopeful the new construction project will be funded in spring of 2019 with the intent of aligning the projects under one contract.

**School Facility Good Repair Status (Most Recent Year)**

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 overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b> <b>Year and month of the most recent FIT report: 05/01/2018</b>		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	<p>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.</p> <p>Room 5-6: Filter is exposed to dust from playground and has to be changed frequently. To be addressed during new construction project.</p>
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	<p>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.</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	<p>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.</p> <p>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.</p> <p>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.</p>
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	<p>Replaced water fountain with a bi-level fountain in April 2015.</p>

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 05/01/2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students  
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	49.0	55.0	49.0	55.0	48.0	50.0
Mathematics (grades 3-8 and 11)	48.0	50.0	48.0	50.0	37.0	38.0

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	117	117	100.00	54.70
Male	53	53	100.00	52.83
Female	64	64	100.00	56.25
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	38	38	100.00	52.63
White	76	76	100.00	56.58
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	56	56	100.00	41.07
English Learners	25	25	100.00	32.00
Students with Disabilities	12	12	100.00	25.00

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	117	117	100	49.57
Male	53	53	100	54.72
Female	64	64	100	45.31
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	38	38	100	44.74
White	76	76	100	53.95
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	56	56	100	30.36
English Learners	25	25	100	16
Students with Disabilities	12	12	100	25

Note: 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.

Note: 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.

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 Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

## 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.0	20.0	48.0
7		23.5	58.8

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.

## 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 2018-19)

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, book fair, and drive-thru dinner 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.

### 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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.3	0.6	0.5	2.3	0.6	0.5	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

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, Code Blue Intruder – 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.



## 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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	1			20	1			20	1		
1	17	1			20	1			21		1	
2	20	1			17	1			21		1	
3	23		1		19	1			19	1		
4	22		1		21		1		20	1		
5	19	1			22		1		22		1	
6	15	1			20	1			23		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.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	0.25	N/A
Resource Specialist (non-teaching)	.8	N/A
Other	0	N/A

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

\*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7,105	\$963	\$6,142	\$50,206
District	N/A	N/A	\$6,142	\$50,206
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,125	\$63,218
Percent Difference: School Site and State	N/A	N/A	-14.8	-22.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2017-18)

We are currently providing interventions through state categorical funding for eligible students in all grades. We provide teacher's aides in classes where there are students performing below grade level with Title I funding.

### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$44,375
Mid-Range Teacher Salary		\$65,926
Highest Teacher Salary		\$82,489
Average Principal Salary (Elementary)		\$106,997
Average Principal Salary (Middle)		\$109,478
Average Principal Salary (High)		
Superintendent Salary		\$121,894
Percent of Budget for Teacher Salaries	28.0	32.0
Percent of Budget for Administrative Salaries	9.0	7.0

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

### Professional Development (Most Recent Three Years)

Prior to 2018-19, minimum days were set aside every other Wednesday to allow staff time to collaborate, receive training, and work on staff development projects. In 2018-19, minimum days included every Wednesday in order to continue to provide relevant professional development and collaboration time for staff. A major focus for primary teachers will be the standardization of assessment tools and the sharing of information between grade levels. A focus for all grades will be to expand and modernize the technology available to students in the classroom in addition to the continued support and development of positive behavior support strategies campus-wide. Conference attendance is encouraged in the areas of technology and grade-level appropriate content development. Opportunities are provided for all teachers to gain mentoring through observation of their peers, both formally and informally. In 2016-17, a school-wide focus on academic vocabulary became a priority. With the support of curriculum as well as researched best practices, teachers developed academic language lessons to be embedded across the curriculum. In 2017-18, strategic implementation of Multi-tiered Systems of Support (MTSS) began. Teachers began implementing Tier 1 and 2 supports as documented through online forms developed by the district. Additionally, an all-staff training was provided for the implementation of Toolbox, a social-emotional program for students in grades K-6. In 2018-19, a focused and more intentional review of school and student data began.