Lake Elementary School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School 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
E-mail Address	nbaker@lakeschool.org
Web Site	www.lakeschool.org
Grades Served	K-8
CDS Code	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 (Most Recent Year)

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 5 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 170 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 2014-15)

Grade Level	Number of Students
Kindergarten	15
Grade 1	20
Grade 2	23
Grade 3	20
Grade 4	19
Grade 5	12
Grade 6	18
Grade 7	21
Grade 8	25
Total Enrollment	173

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.6
Asian	0.6
Hispanic or Latino	28.9
White	68.8
Two or More Races	1.2
Socioeconomically Disadvantaged	42.2
English Learners	13.3
Students with Disabilities	6.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	8	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	2013-14	2014-15	2015-16
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: January 2015

Lake School has opted to wait to adopt curriculum in science pending release of NGSS-approved curriculum. Staff is currently reviewing the history-social science frameworks with the intent of proper alignment with current English Language Arts curriculum.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-4 2009-2010 McMillan/McGraw-Hill Treasures; 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	2007-2008 K-Harcourt, 1-4 FOSS, 5-6 McMillan/McGraw Hill, 7-8 Holt, Rinehart & Winston	No	0%
History-Social Science	2006-2007 K-6 McMillan McGraw-Hill, 7-8 Glencoe/McGraw-Hill	No	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Lake Elementary is in the process of addressing 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; door and window assemblies and fire alarm were replaced. In October 2015, work was done to replace dry rot on the exterior siding of portable classroom numbers 4, 7, 8 and 10.

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. As funding is still not available, the district is waiting the outcome of the November 2016 School Facilities Bond.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 5/21/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Room 4: Filter is exposed to dust from playground and has to be changed frequently. To be addressed during new construction project. Rotting kickplate to be 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.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 5/21/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		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.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		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. Room 10: Leaking roof repaired December 2014. Rotting kickplate to be replaced Summer 2015. Rotting floor near northeast corner inside classsroom. Room 4: Filter is exposed to dust from playground and has to be changed frequently. To be addressed during new construction project. Rotting kickplate to be replaced Summer 2015. Room 8: Previously used as a library, became 4th grade classroom in 2014-15. Rotting floor along east wall inside classroom.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 5/21/2015				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	46	46	44
Mathematics	38	38	33

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.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	20	20	100.0	50	20	25	5
	4	18	18	100.0	33	22	33	11
	5	14	12	85.7	25	8	33	33
	6	15	15	100.0	20	33	13	33
	7	21	21	100.0	10	38	48	5
	8	25	24	96.0	8	46	38	8
Male	3		13	65.0	62	15	23	0
	4		6	33.3	--	--	--	--
	5		5	35.7	--	--	--	--
	6		10	66.7	--	--	--	--
	7		8	38.1	--	--	--	--
	8		5	20.0	--	--	--	--
Female	3		7	35.0	--	--	--	--
	4		12	66.7	33	25	33	8
	5		7	50.0	--	--	--	--
	6		5	33.3	--	--	--	--
	7		13	61.9	0	31	69	0
	8		19	76.0	5	37	47	11
Hispanic or Latino	3		8	40.0	--	--	--	--
	4		6	33.3	--	--	--	--
	5		4	28.6	--	--	--	--
	6		3	20.0	--	--	--	--
	7		9	42.9	--	--	--	--
	8		6	24.0	--	--	--	--
White	3		12	60.0	33	17	42	8
	4		12	66.7	25	25	33	17
	5		8	57.1	--	--	--	--
	6		12	80.0	25	33	8	33
	7		12	57.1	8	33	58	0
	8		17	68.0	12	29	47	12

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	**8**		1	4.0	--	--	--	--
Socioeconomically Disadvantaged	**3**		9	45.0	--	--	--	--
	4		7	38.9	--	--	--	--
	5		5	35.7	--	--	--	--
	6		6	40.0	--	--	--	--
	7		8	38.1	--	--	--	--
	8		13	52.0	15	62	23	0
English Learners	**3**		4	20.0	--	--	--	--
	4		3	16.7	--	--	--	--
	5		2	14.3	--	--	--	--
	6		1	6.7	--	--	--	--
	7		1	4.8	--	--	--	--
Students with Disabilities	**3**		1	5.0	--	--	--	--
	4		1	5.6	--	--	--	--
	5		1	7.1	--	--	--	--
	6		1	6.7	--	--	--	--
	7		1	4.8	--	--	--	--
	8		2	8.0	--	--	--	--
Foster Youth	**3**		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	**3**	20	20	100.0	10	40	35	15
	4	18	18	100.0	28	44	22	6
	5	14	12	85.7	33	50	17	0
	6	15	15	100.0	13	47	20	20
	7	21	21	100.0	14	29	38	19
	8	25	25	100.0	28	44	20	8
Male	**3**		13	65.0	15	38	38	8
	4		6	33.3	--	--	--	--
	5		5	35.7	--	--	--	--
	6		10	66.7	--	--	--	--
	7		8	38.1	--	--	--	--
	8		5	20.0	--	--	--	--
Female	**3**		7	35.0	--	--	--	--
	4		12	66.7	33	50	17	0
	5		7	50.0	--	--	--	--
	6		5	33.3	--	--	--	--
	7		13	61.9	8	31	38	23
	8		20	80.0	20	50	20	10
Hispanic or Latino	**3**		8	40.0	--	--	--	--
	4		6	33.3	--	--	--	--
	5		4	28.6	--	--	--	--
	6		3	20.0	--	--	--	--
	7		9	42.9	--	--	--	--
	8		7	28.0	--	--	--	--
White	**3**		12	60.0	0	42	33	25
	4		12	66.7	17	58	17	8
	5		8	57.1	--	--	--	--
	6		12	80.0	17	50	8	25
	7		12	57.1	8	42	25	25
	8		17	68.0	24	35	29	12
Two or More Races	**8**		1	4.0	--	--	--	--
Socioeconomically Disadvantaged	**3**		9	45.0	--	--	--	--
	4		7	38.9	--	--	--	--
	5		5	35.7	--	--	--	--
	6		6	40.0	--	--	--	--
	7		8	38.1	--	--	--	--
	8		14	56.0	43	57	0	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	**3**		4	20.0	--	--	--	--
	4		3	16.7	--	--	--	--
	5		2	14.3	--	--	--	--
	6		1	6.7	--	--	--	--
	7		1	4.8	--	--	--	--
Students with Disabilities	**3**		1	5.0	--	--	--	--
	4		1	5.6	--	--	--	--
	5		1	7.1	--	--	--	--
	6		1	6.7	--	--	--	--
	7		1	4.8	--	--	--	--
	8		2	8.0	--	--	--	--
Foster Youth	**3**		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	85	78	78	85	78	78	59	60	56

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	78
All Students at the School	78
Male	--
Female	76
Hispanic or Latino	--
White	86
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	45
Foster Youth	--

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	57.10	28.60	14.30
7	23.80		

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 Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

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 tri-tip 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. A major on-going project for the PTO is the expansion and improvement of the elementary play area.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.00	1.72	1.10	0.00	1.72	1.10	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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. The Safety Plan underwent a major review 2010-11 to ensure that it met the current needs of Lake Elementary. It was approved by the School Site Council and the Governing Board in November of 2011. In response to school shootings across the nation in 2012, School Site Council reviewed and submitted updates to the Board which approved the changes on March 27, 2013.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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			15	1		
1	20	1			22		1		20	1		
2	20	1			21		1		23		1	
3	14	1			21		1		20	1		
4	14	1			14	1			19	1		
5	21		1		15	1			12	1		
6	25		1		22		1		18	1		

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

Academic Counselors and Other Support Staff (School Year 2014-15)

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	1	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$7,105	$963	$6,142	$47,563
District	N/A	N/A	$6,142	
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$5,348	$59,180
Percent Difference: School Site and State	N/A	N/A	14.8	-19.6

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

Types of Services Funded (Fiscal Year 2014-15)

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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	38079	$39,948
Mid-Range Teacher Salary	52710	$57,401
Highest Teacher Salary	75699	$73,183
Average Principal Salary (Elementary)	89217	$94,578
Average Principal Salary (Middle)	89217	$97,400
Average Principal Salary (High)		
Superintendent Salary	89217	$112,657
Percent of Budget for Teacher Salaries	30%	35%
Percent of Budget for Administrative Salaries	11%	7%

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)

Minimum Days are set aside every other Wednesday to allow staff time to collaborate, receive training, and work on staff development projects. 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. New teachers are supported through Induction and mentoring. Opportunities are provided for all teachers to gain mentoring through observation of their peers, both formally and informally.