Lakewood Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Lakewood Elementary School
Street	2920 Middleboro Pl.
City, State, Zip	Modesto, CA. 95355
Phone Number	(209) 574-8152
Principal	Denise Powell
Email Address	powell.d@monet.k12.ca.us
Website	https://lakewood.mcs4kids.com/
County-District-School (CDS) Code	50711676097752

Entity	Contact Information
District Name	Modesto City Elementary School District
Phone Number	(209) 574-1500
Superintendent	Sara Noguchi, Ed.D
Email Address	fortuna.b@monet.k12.ca.us
Website	www.mcs4kids.com

School Description and Mission Statement (School Year 2019-20)

Lakewood School is situated in the eastern suburban section of the City of Modesto in Stanislaus County. Built in 1978, it is one of the 22 elementary schools in the District and is composed of 18 classrooms. Centrally located within a neighborhood of middle-income homes, the school serves students from kindergarten through 6th grade.€ It is the aim of Lakewood School to encourage and assist every student to:

1) Acquire basic skills to function in daily life and pursue educational interests as productive and worthy citizens;
2) Acquire skills and attitudes to deal effectively with other students in school and social experiences;
3) Develop talents that will assist them in improving recreational interests and help improve their self esteem and self-image.
4) Envision education as a lifelong pursuit which brings intellectual fulfillment.
5) Develop multi-cultural understanding and appreciation among the students from all backgrounds with and without disabilities

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	44
Grade 1	48
Grade 2	49
Grade 3	56
Grade 4	55
Grade 5	61
Grade 6	53
Total Enrollment	366

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.5
Asian	11.5
Filipino	1.4
Hispanic or Latino	26
Native Hawaiian or Pacific Islander	1.4
White	48.6
Two or More Races	6.3
Socioeconomically Disadvantaged	30.6
English Learners	6.3
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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	24	20	24	1433
Without Full Credential	0	0	0	24
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

The Governing Board recognizes that students' educational opportunities are enhanced when they have sufficient access to high-quality textbooks, equipment and other instructional materials for each of the subjects they are studying. To adequately support the Board-approved curriculum, instructional materials must also be up to date. For further information about the selection and adoption of instructional materials at all Modesto City Schools, please reference Board Policies 6161, 6161.1, and 6161.11. All board policies are located at https://www.mcs4kids.com/district/board/board-policies/board-policies.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	Early Learning Math – ELM, Engage NY, 2017	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Lakewood School is proud to provide a safe haven for children and strictly follows the District's guidelines for school safety, discipline, and drug prevention. Lakewood School has been part of the Safe Schools Project. Campus Club childcare is offered before and after school. All staff have been issued Lakewood School MCS identification badges. All visitors are required to sign in/out and pick up a guest sticker. The principal and staff monitor the parking lot in the morning and afternoon on a daily basis. The School's Safety Committee is comprised of the principal, staff, and parents. Lakewood School has a closed parking lot monitored by our student safety patrol and staff. The campus is closed after 6:30 pm on the weekdays and on the weekends. Lakewood staff works with community members who are interested in using the facilities before and after school. The Safety Plan and Emergency Crisis Plan are modified yearly and as needed. These plans include procedures for school safety issues, release of students, and all emergency drills. Regular Safety Committee meetings are scheduled at the school site. This committee responds to student, parent and staff-generated safety concerns. Office personnel update the Crisis Response Kit annually. The school nurse maintains records and provides in-services of student health care plans to teachers, students, secretaries, and the principal.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School/Buildings:
This school has classrooms, a multipurpose room, cafeteria, library, and an administration office. The main campus was built in 1978 and opened in 1978.

Maintenance and Repair:
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority. The school facility is in overall good repair.

Cleaning Process and Schedule:
The Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Maintenance & Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:
The District participated in the State School Deferred Maintenance Program, which provided flexible state matching funds to assist school districts with expenditures for major repair or replacement of existing school facilities components. State contributions to this Program ended in the 2012-13 school year. Deferred Maintenance typically includes paving, roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund to annually contribute $2 million to Facility Maintenance to be used for new construction and maintenance projects throughout the District, $2 million to Deferred Maintenance for maintenance projects throughout the District and $2 million to Facility Improvements for the District's high schools. Identified needed repairs are weighed against all other District site repairs and the most urgent repairs are addressed first..

Data provided by LEA. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

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

Year and month of the most recent FIT report: 8/5/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Missing ceiling tile, Loose ceiling tiles, Broken counter top, Linoleum bubbling up, Loose/rippled carpet, Stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Cluttered storeroom
Electrical: Electrical	Poor	Blocked electrical panel, Improper usage of extension cord trip hazard
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Faucet high flow, Fountain low flow, Fountain not working
Safety: Fire Safety, Hazardous Materials	Good	Plug-in air freshener, Emergency exit light not working properly, Excessive art on wall, Paper hanging from ceiling, Blocked exit
Structural: Structural Damage, Roofs	Good	Exterior awning cracked/peeling
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Playground climbing wall- footing loose
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	81	79	31	31	50	50
Mathematics (grades 3-8 and 11)	69	66	21	22	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	227	225	99.12	0.88	78.67
Male	110	108	98.18	1.82	75.93
Female	117	117	100.00	0.00	81.20
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	28	28	100.00	0.00	85.71
Filipino	--	--	--	--	--
Hispanic or Latino	54	54	100.00	0.00	74.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	111	109	98.20	1.80	77.98

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	12	12	100.00	0.00	75.00
Socioeconomically Disadvantaged	80	80	100.00	0.00	66.25
English Learners	27	27	100.00	0.00	74.07
Students with Disabilities	26	25	96.15	3.85	36.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	229	227	99.13	0.87	66.08
Male	111	110	99.10	0.90	75.45
Female	118	117	99.15	0.85	57.26
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	28	28	100.00	0.00	85.71
Filipino	--	--	--	--	--
Hispanic or Latino	56	55	98.21	1.79	58.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	111	110	99.10	0.90	67.27
Two or More Races	12	12	100.00	0.00	50.00
Socioeconomically Disadvantaged	81	80	98.77	1.23	52.50
English Learners	28	27	96.43	3.57	51.85
Students with Disabilities	26	26	100.00	0.00	30.77
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

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	13.6	37.3	16.9

Note: 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.

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 2019-20)

Parent participation is an essential component in facilitating meaningful and productive classroom and on-site enrichment activities. Lakewood Elementary has a long history of strong and active parental support through the PTA and classroom volunteers. Teachers work with parents to coordinate events and activities within the classroom and school day, as well as activities outside the school day. If you would be interested in volunteering for a classroom activity, please contact the Principal's Secretary to schedule a classroom appointment at 574-8152.

The school coordinates and integrates the parental involvement program with other programs, and conducts other activities, to encourage and support parents in fully participating in the education of their children. The Lakewood PTA President this year is Melissa Monday. The membership could use your help. Please contact Melissa at 574-8152.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.0	0.5	0.5	3.7	3.6	2.8	3.6	3.5	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 2019-20)

Key Safety Plan Elements
- Students are acknowledged and respected
- Social services support systems are coordinated
- The school is alert to exposure to safety issues
- School buildings and classrooms are well maintained
- Campus security and safety is coordinated with law enforcement
- Parents and teachers actively participate in regular safety meetings

The Lakewood Elementary Safety Plan was last updated and approved on October 22, 2019 by the Lakewood Elementary Safety Committee.

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		2		24		2		15	2	1	
1	24		2		24		2		24		2	
2	24		2		16	1	2		24		2	
3	20	2	1		18	2	1		18	2	1	
4	28		1	1	28		1	1	28		2	
5	30		2		26	1		1	22	1	1	1
6	32		1	1	21	1	2		19	2		1
Other**	5	2			5	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 Academic Counselors to Pupils (School Year 2018-19)

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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.2
Social Worker	
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,950.59	$4,016.59	$9,934.00	$115,926.77
District	N/A	N/A	$9,483.18	
Percent Difference - School Site and District	N/A	N/A	4.6	21.2
State	N/A	N/A	$7,506.64	
Percent Difference - School Site and State	N/A	N/A	16.5	29.9

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 2018-19)

The Modesto City Schools Local Control and Accountability Plan (LCAP) provides detailed information on actions, services, and expenditures that support and assist students. Actions, services, and expenditures funded through past year LCAPs can be found here: https://www.mcs4kids.com/district/lcff-and-lcap . The most recent LCAP can be found here: https://www.mcs4kids.com/district/lcff-and-lcap/workshops-2018-2019. While the LCAP is designed to support the educational progress of all students, there are specific actions and services principally directed toward meeting the needs of our unduplicated students in closing the achievement gap.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$59,731.00	$48,612
Mid-Range Teacher Salary	$90,623.00	$74,676
Highest Teacher Salary	$110,728.00	$99,791
Average Principal Salary (Elementary)	$122,988.00	$125,830
Average Principal Salary (Middle)	$131,372.00	$131,167
Average Principal Salary (High)	$144,945.00	$144,822
Superintendent Salary	$230,713.00	$275,796
Percent of Budget for Teacher Salaries	6.01%	5.06%
Percent of Budget for Administrative Salaries	32.12%	33.84%

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	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	8	5

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school.   We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, a BTSA and PAR program, and most recently a 0.5% compensation package for those who choose to complete an extra 6 hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-202 academic year, a new division was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.