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	750 Lakechime Dr.
City, State, Zip	Sunnyvale, CA 94089-2539
Phone Number	408-522-8272
Principal	Pam Cheng
Email Address	pamela.cheng@sesd.org
Website	www.sesd.org/lakewood
County-District-School (CDS) Code	43696906049233

Entity	Contact Information
District Name	Sunnyvale School District
Phone Number	(408) 522-8200
Superintendent	Dr. Benjamin Picard
Email Address	benjamin.picard@sesd.org
Website	www.sesd.org

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

Lakewood TECH EQ was launched as a program of choice in 2015 to meet the changing needs of students and parents in today's digital world. With a focus on teaching students how to create digital content, our program empowers student voice while building awareness of one's digital footprint. Lakewood's Google certified educators continuously plan and support each other to integrate media and tech-use into students' learning. We start with a strong focus on building social emotional competencies, culminating in various opportunities to help, present, perform, and to lead. We extend students' emotional intelligence by providing them with opportunities to collaborate, create, and communicate in a safe "digital sandbox" where they learn productive technology skills while practicing and reflecting on their own cyber citizenship and online identity.

Our school is centrally located in Silicon Valley, adjacent to Lakewood Park, a favorite family destination for water play, playgrounds, and barbecues. Situated in an ethnically and linguistically diverse neighborhood in Sunnyvale, the strong sense of community here is core to our students' engagement and learning. Many Lakewood families have had children and grandchildren attend the school, sharing "Lion Pride" across multiple generations. Lakewood's staff members, parents and students work closely together to shape our students' academic and online identities in order to positively impact their future.

The mission of Lakewood School is to instill in our students high standards for academic achievement, integrity, leadership, and responsible citizenship in a digital age.

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

Grade Level	Number of Students
Kindergarten	89
Grade 1	88
Grade 2	69
Grade 3	61
Grade 4	64
Grade 5	66
Total Enrollment	437

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	7.3
Asian	12.1
Filipino	10.8
Hispanic or Latino	34.6
Native Hawaiian or Pacific Islander	3
White	17.4
Two or More Races	8
Socioeconomically Disadvantaged	56.3
English Learners	31.8
Students with Disabilities	13
Foster Youth	0.7
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	22	20	22	330
Without Full Credential	1	1	0	2
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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Kindergarten - 3rd Grade: Heinneman Fountas and Pinnell Classroom Core Curriculum Adopted 2019 4th Grade - 5th Grade: MacMillan/McGraw-Hill California Treasures Core Curriculum Adopted 2010 Leveled Literacy Intervention (LLI) Intervention & Supplemental Materials Heinneman 95% Intervention & Supplemental Materials 95 Percent Group	Yes	0.0
Mathematics	Houghton Mifflin Harcourt Math Expressions Common Core Curriculum Adopted 2014 Houghton Mifflin Harcourt Do The Math Supplemental Materials Adopted 2015	Yes	0.0
Science	Pearson Education Inc. Scott Foresman California Science Core Curriculum Adopted 2007 Amplify Science Supplemental Materials Amplify Education Self-created physical science units Supplemental Materials Sunnyvale School District Mystery Science Supplemental Materials Mystery.org	Yes	0.0
History-Social Science	Houghton Mifflin Harcourt Reflections California Social Studies Core Curriculum Adopted 2006	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

Lakewood Elementary was modernized in between 2014 and 2015, completing a 14 month whole school modernization which included all classrooms, playgrounds, the multi-use room, and cafeteria. This was in addition to the previously renovated office and library and lab. As part of the most recent project, 11 new classrooms were built to replace portable classrooms, and all existing classrooms were fully updated. Lakewood is safe, clean and all systems are functioning.

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: 11-1-18

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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)	42	41	59	59	50	50
Mathematics (grades 3-8 and 11)	37	41	55	54	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	191	190	99.48	0.52	41.05
Male	95	94	98.95	1.05	35.11
Female	96	96	100.00	0.00	46.88
Black or African American	--	--	--	--	--
American Indian or Alaska Native	19	19	100.00	0.00	52.63
Asian	19	19	100.00	0.00	57.89
Filipino	19	19	100.00	0.00	52.63
Hispanic or Latino	76	75	98.68	1.32	22.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	26	26	100.00	0.00	50.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	13	13	100.00	0.00	61.54
Socioeconomically Disadvantaged	121	120	99.17	0.83	30.83
English Learners	98	97	98.98	1.02	27.84
Students with Disabilities	34	34	100.00	0.00	8.82
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	191	190	99.48	0.52	41.05
Male	95	94	98.95	1.05	43.62
Female	96	96	100.00	0.00	38.54
Black or African American	--	--	--	--	--
American Indian or Alaska Native	19	19	100.00	0.00	36.84
Asian	19	19	100.00	0.00	68.42
Filipino	19	19	100.00	0.00	68.42
Hispanic or Latino	76	75	98.68	1.32	22.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	26	26	100.00	0.00	53.85
Two or More Races	13	13	100.00	0.00	46.15
Socioeconomically Disadvantaged	121	120	99.17	0.83	30.00
English Learners	98	97	98.98	1.02	34.02
Students with Disabilities	34	34	100.00	0.00	11.76
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	23.4	26.6	21.9

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)

Lakewood values the partnership between our community and school. Our school's Parent Teacher Association puts on fundraising events that are aimed at bringing families together to build relationships, connections, and support for our students. Family members also lead activities such as Project Cornerstone's Asset Building Champions (ABC) Reader program. Parent representatives serve on our School Site Council and English Learner Advisory Committee (ELAC). ELAC is facilitated by our Outreach Coordinator and Assistant Principal, who are building strong ties to the school and surrounding community. Monthly Principal's Coffees help to keep the dialogue and communication open between our parents and our school. We believe that maintaining a school community that values the voices and participation of our students' families helps us maximize the potential of our students.

Here are some of the many ways our community members--parents, grandparents, older siblings and guardians--can become involved in our school:
- Become an Asset Building Champion--a classroom ABC book of the month reader
- Volunteer in a classroom
- Volunteer in our school garden or game room
- Volunteer at a school event such as Technology Fair, Multi-cultural Night, Walkathon
- Take home projects for teachers
- Participate as a School Site Council member
- Chaperone students on field trips
- Attend Parent Teacher Association meetings
- Attend school board meetings
- Participate in fundraisers
- Help in our library, or at a book fair
- Coordinate as a room parent
- Attend ELAC meetings
- Stop by a Principal's Coffee, held monthly

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	1.3	1.3	0.4	1.6	1.2	1.4	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)

Lakewood's School Safety Plan is reviewed and submitted to the Sunnyvale School Board yearly. It was last reviewed, updated and submitted in November 2019. Each year the school reviews and sets goals for supporting school safety through people and programs as well as through emergency preparedness.

Our school safety plan goals are:
- By December 2020, the PBIS team will launch school-wide expectations, meet monthly to trouble shoot and support students' behavior by analyzing data to determine next steps based on a system of Tier 1 and Tier 2 interventions, and share progress and needs with the staff and community. The school COST/ MTSS team will support Tier 2-3 needs at the site level based on explicit goals and data to monitor progress towards the goals.
- By December 2020 Lakewood School's students and teachers will determine, share and practice Emergency Preparedness procedures and participate in Drills across the contexts of the school day.

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	19	2	3		20	1	4		19	3	2	
1	18	3			21		3		21	2	2	
2	21	2	1		21	1	1		22		3	
3	21	1	2		24		3		20	2	1	
4	23	1	2		27		2		30		2	
5	31		3		24	1	3		32		2	
Other**									9	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	

Title	Number of FTE* Assigned to School
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.0

*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.

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	$14,404.82	$5,196.37	$9,208.45	$79,070.41
District	N/A	N/A	$8,872.49	$88,001.00
Percent Difference - School Site and District	N/A	N/A	3.7	-1.4
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	25.5	-2.3

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)

Lakewood Elementary offers Reading Partners and after school tutoring provided by teachers as a supplemental educational service to support student literacy. In addition, a Multi-Tiered System of Support (MTSS) is used to identify and provide needed academic and social emotional interventions for all students. Partnerships with a variety of non profit and community organizations also support student enrichment opportunities, health initiatives, and parent education. These include Playworks, Project Cornerstone, PIQE (Parent Institute for Quality Education), Family Engagement Institute (FEI), Community Health Awareness Council (CHAC), local non profit organizations, and the Santa Clara County Office of Education.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$61,063	$45,741
Mid-Range Teacher Salary	$88,460	$81,840
Highest Teacher Salary	$114,701	$102,065
Average Principal Salary (Elementary)	$146,857	$129,221
Average Principal Salary (Middle)	$161,707	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$322,760	$224,581
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	7%	5%

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	23	27	27

Teachers participate in three full days of professional development during the school year. In addition, monthly teacher learning days, when students are released early, provide additional time for focused professional development. Finally, all teachers participate in district-wide grade level meetings focused on instructional practices three times a year. The principal, district coaches and our site instructional coaches work with teachers to model and plan lessons, and teachers are encouraged to observe their colleagues to improve their instructional practice. Teachers meet with the principal three times a year to discuss student progress. Grade level teams are supported in seeking and participating in professional development designed to support instructional planning and progress monitoring.

All professional development is tied to our school goals. Recent professional development activities include:

Curriculum Mapping California Common Core Standards
Data monitoring and targeted instruction through Professional Learning Communities (PLCs)
English Language Development for Content Areas
Using technology tools for collaboration

Foundations of Early Literacy
Reading comprehension through guided reading, interactive read alouds, and reading mini lessons
Leveled Literacy Intervention for targeted reading instruction
Authentic and rigorous writing instruction through Writer's Workshop

Embedding growth mindset and collaboration in mathematics instruction
Social Emotional supports for students