Lake 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	Lake Elementary School
Street	2700 11th Street
City, State, Zip	San Pablo, CA 94806-1451
Phone Number	(510) 231-1451
Principal	Kenneth Bonner
Email Address	kbonner@wccusd.net
Website	www.wccusd.net/lake
County-District-School (CDS) Code	07617966004824

Entity	Contact Information
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
Email Address	matthew.duffy@wccusd.net
Website	www.wccusd.net

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

Lake Elementary School is a TK-6 school located in the city of San Pablo. The school is located in a building constructed in 1957. Due to the condition of the property, many repairs are needed to modernize the structure and meet the needs of our community. Despite the current conditions, Lake has continued to strive to provide quality education for all its students. Lake is a Title 1- School. As a Title 1 school, lunch is provided at a 100% free and reduced rate. The 393 student population is comprised of 75% Latino, 11% African American, 12% Asian, 2% White, and 1% various other ethnic descent. Forty-Six percent of the students are classified as English Language Learners. Lake is part of the City of San Pablo's Community Schools Initiative, which places specialized focus on the whole child and the community that it serves. "A community school is both a set of partnerships and a place where services, supports, and opportunities lead to improved student learning, stronger families, and healthier communities."

Lake's Vision Statement
At Lake, we inspire today's leaders while fostering a lifelong love of learning with high academic and social expectations for ourselves and our communities.

Lake's Mission Statement
Our primary goal is to develop lifelong learners that are committed to lives characterized by love, integrity, respect, self-discipline, and hope in pursuit of justice and equity for all. We believe it takes an entire community to develop a well-nurtured child. Educators, parents, students, and community partners work collectively every day to provide hands-on, exciting inquiry-based learning and social-emotional support opportunities to inspire young minds to reach new heights. We hold high expectations not only for ourselves and our students but for all who touch the lives of our community. Lake's Response to Intervention Model includes academic as well as social/emotional supports. The implementation of workshop based bully support along with robust counseling opportunities contributes to a culture of students and families feeling safe and supported.

Our after-school program is run by an organization called Love, Learn, Success. The program provides students in grades 1-6 with homework support, academically-aligned lessons, character building skills and enrichment activities such as hip-hop dance, kickboxing, art, gardening, and mentor groups.

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

Grade Level	Number of Students
Kindergarten	67
Grade 1	47
Grade 2	57
Grade 3	67
Grade 4	40
Grade 5	40
Grade 6	57
Total Enrollment	375

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	12.3
Asian	6.4
Filipino	4.3
Hispanic or Latino	72
Native Hawaiian or Pacific Islander	0.5
White	3.5
Two or More Races	1.1
Socioeconomically Disadvantaged	94.4
English Learners	60.5
Students with Disabilities	8.8
Foster Youth	0.8
Homeless	0.8

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	17	16	19	1241
Without Full Credential	3	2	1	111
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	21

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: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Treasures, Tesoros & Triumphs, c2010 - adopted 2012 McGraw Hill Treasures ELD Wonders, c2010 - adopted 2012 Teachers College Reading, Writing & Phonics, c2015 - adopted 2019	Yes	0%
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0%
Science	Scott Foresman Science, c2008 - adopted 2008	Yes	0%
History-Social Science	McGraw Hill California Vistas, c2007 - adopted 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. 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 and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Poor	
Interior: Interior Surfaces	Poor	Repair the linoleum at the girls' restroom by the pod. Repair the floor tiles in the hallway by room 29. Paint the raw wood in the hallway by room 29.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Check room 21 in the pod. There are not enough wall plugs. Replace the missing diffusers at the light fixture in the pod hall going out to the playground in back of the pod.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Check the drinking fountain and faucet in room 18; its leaking.
Safety: Fire Safety, Hazardous Materials	Good	Install a carbon monoxide device in rooms 17 and 18. Remove the Raid (ant spray), Comet and bleach from under the sink in room 18. Informed all teachers not store any chemicals like those under the sink. They must be put up out of the reach of students
Structural: Structural Damage, Roofs	Good	Paint the ramp of room 40.

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Repair the door at the strike plate on the single door in the MPR by the stage going out to the playground. Replace the door of room 10, it has dry rot. Replace the door in the hallway by the staff room. Adjust the exterior door of room 18. Replace the door of the boys outside the restroom by the pod. It has dry rot. Replace the kick down door holder at the boys' restroom in the back of the pod. Repair the door closer to the front entrance to the school.
Overall Rating	Fair	

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)	20	16	36	36	50	50
Mathematics (grades 3-8 and 11)	20	19	24	25	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	203	200	98.52	1.48	16.00
Male	103	102	99.03	0.97	12.75
Female	100	98	98.00	2.00	19.39
Black or African American	27	27	100.00	0.00	7.41
American Indian or Alaska Native					
Asian	14	14	100.00	0.00	57.14
Filipino	--	--	--	--	--
Hispanic or Latino	140	138	98.57	1.43	13.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	190	187	98.42	1.58	14.44
English Learners	151	148	98.01	1.99	15.54
Students with Disabilities	30	30	100.00	0.00	0.00
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	203	203	100.00	0.00	19.21
Male	103	103	100.00	0.00	24.27
Female	100	100	100.00	0.00	14.00
Black or African American	27	27	100.00	0.00	3.70
American Indian or Alaska Native					
Asian	14	14	100.00	0.00	50.00
Filipino	--	--	--	--	--
Hispanic or Latino	140	140	100.00	0.00	20.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	190	190	100.00	0.00	18.42
English Learners	151	151	100.00	0.00	20.53
Students with Disabilities	30	30	100.00	0.00	3.33
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	17.5	10.0	15.0

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 INVOLVEMENT PROGRAMS
- School Site Council (SSC): The SSC develops and monitors the implementation of the School Plan for Student Achievement (SPSA) and budgets.
- English Language Advisory Council (ELAC): The ELAC Committee monitors programs, services, and budgets for EL students.
- The Parent Club: Fundraising and supports school improvement activities for students, parents, and teachers. The Parent Club meets monthly.
- Parenting Classes: Parents learn parenting strategies. These parenting classes are provided by our various community partners which include, Bay Area Community Resources (BACR), Familias Unidas, The San Pablo Police Department, and the YMCA.
- School Success Team (SST): Parents, teachers and other school professionals meet as a team to problem-solve solutions for individual student issues such as academic, behavioral and/or attendance.
- Parent-Teacher Conferences: Parents meet with teachers on Parent-Teacher Conference days and during conferences throughout the year as requested by either teachers or parents.
- Translators provided as needed.
- Parent Volunteers: Parents volunteer in classrooms and for school-wide activities i.e. The Winter Festival, The Food Festival and Clean-Up Days.
- "High Expectations" Family Engagement literacy team. Families and Staff come together to create programs, and events to increase our students' literacy levels.

Our School Community Outreach Worker (SCOW) serves as a liaison between the families and the schools. We believe that it takes an entire community to educate our students. Our families are a huge part of our school community and invite them all to be a part of our school.

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526 or School Community Outreach Worker 510-231-1451 ext. 28137

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	1.7	2.2	4.5	5.9	5.8	5.6	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)

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:
1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide for a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in January 2020. A copy of the Comprehensive School Safety plan will be available for review on the district's website in February 2020.

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	22	1	3		19	3	1		17	4		
1	23		3		23		3		16	3		
2	22	1	1		22		3		19	2	1	
3	20	1	1		21	1	1		22	1	2	
4	31		2		21		2					
5	28		2		31		2		27		3	
6	30		2		28		2		29		2	
Other**												

*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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,032.08	$1,031.92	$6,000.16	$67,347.61
District	N/A	N/A	$7,641.88	$70,833.00
Percent Difference - School Site and District	N/A	N/A	-24.1	-5.0
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-22.3	-20.1

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 following are programs/services available at the school that support and assist students:

- AMAZON.COM
- APPLE COMPUTER INC
- BARNES AND NOBLE INC
- BONNER, KENNETH
- CENTER FOR COGNITIVE
- GREENFIELD LEARNING
- LAKESHORE LEARNING
- LOVE LEARN SUCCESS
- MINDFUL PROJECT
- SAVE MART SUPERMARK
- SOUTHERN COMPUTER WA
- SOUTHWEST SCHOOL & O
- SPINITAR
- SPORT SUPPLY GROUP I
- SUGAR RUSH BAKING CO
- TEACHERS COLLEGE
- US SCHOOL SUPPLY
- WELLNESS TOGETHER

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,360	$48,612
Mid-Range Teacher Salary	$72,730	$74,676
Highest Teacher Salary	$94,500	$99,791
Average Principal Salary (Elementary)	$106,868	$125,830
Average Principal Salary (Middle)	$116,689	$131,167
Average Principal Salary (High)	$129,673	$144,822
Superintendent Salary	$260,000	$275,796
Percent of Budget for Teacher Salaries	27%	34%
Percent of Budget for Administrative Salaries	5%	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	3	3	3

Lake teachers participate in professional development in a variety of ways. The core of our program is guided by the Instructional Leadership Team which meets once a month to plan and/or review upcoming professional development. Leadership is provided by the principal and various teachers who have gone to district training. Teachers use the cycle of inquiry to monitor student learning and guide instruction. Teachers also receive on-site training on strategies for English language arts, math or ELD to support student learning. Teachers meet in grade-level teams, look at student work, and plan the implementation of the instructional program. Teachers also participate in district-wide literacy and math training and English Language Development training.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards-based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.