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	2700 11th Street
City, State, Zip	San Pablo, CA 94806-1451
Phone Number	(510) 231-1451
Principal	Wendy Gonzalez
E-mail Address	wgonzalez@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=971
Grades Served	K-6
CDS Code	07-61796-6004824

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

Lake Elementary School is a TK-6 school located in the city of San Pablo. Lake is housed in an older building, built in 1957. Lake is a Title 1-Program Improvement School. Lake is part of the City of San Pablo's Community Schools Initiative. Of our 430 students, a large number are English Learners – approximately 67%. We have a 100% free and reduced lunch rate. Lake is an RTI (Response to Intervention) School, which means that we offer academic and behavior support to all students.

At Lake, we believe in our students and their potential. Our mission is to work in partnership with our parents and the city of San Pablo to expose our students to possibilities and opportunities for success during their school years and beyond. We also work to instill in our students confidence and a belief in themselves and their abilities. While students are at Lake, we hold high expectations for academic achievement and provide support services, as needed, to order to create and maintain an optimal learning environment. Support services include academic intervention and the development of behavior and social/emotional skills. Study trips are encouraged in order to provide exposure to academic opportunities outside the school. The YMCA runs our after school program for students in grades 1-6 by providing homework help, academically-aligned lessons and enrichment activities.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	67
Grade 1	48
Grade 2	65
Grade 3	70
Grade 4	74
Grade 5	57
Grade 6	47
Total Enrollment	428

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	13.1
American Indian or Alaska Native	0.7
Asian	6.1
Filipino	4.4
Hispanic or Latino	71.7
Native Hawaiian or Pacific Islander	0.7
White	2.8
Two or More Races	0.2
Socioeconomically Disadvantaged	98.6
English Learners	65.2
Students with Disabilities	6.5
Foster Youth	0.9

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	16	17	16	16
Without Full Credential	0	0	2	2
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	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

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: August 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (K-6) Macmillan/McGraw-Hill, Tesoros de lectura (K-6)	Yes	0%
Mathematics	Everyday Mathematics (Grades K-6) Wright Group/Macmillan-McGraw Hill	Yes	0%
Science	Scott Foresman Science K-6	Yes	0%
History-Social Science	Elementary Social Science: Macmillan/McGraw Hill California Vistas	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Lake Elementary has limited addition space for assemblies,the band program, and conferences. For example, many district personnel visit the school and require a private, quiet space for testing students and meeting with parents. The playground space is adequate in size, but the basketball and kickball areas have not been maintained. We have allocated MRAD funds to develop these playground areas including a soccer field for students. We also have allocated MRAD funds and created a pathway for community members to use during the school day so that the playground is safe and enclosed for students. Parents have played a very active role in improving our facilities this includes painting the exterior of the school and painting the multi-purpose room with district support. We plan to continue this partnership to beautify Lake School for our students. We are working with the district for the repairs necessary for an older structure.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Replace floor tiles by room 8 and 29; Paint wainscot below chair rail - real dirty MPR; Replace ceiling tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical			X	Replace diffusers; Check breaker box; Floor plate missing on plug in center of room MPR; Repair electric fixture on exterior wall; Check electrical plug-boys rr mpr
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Repair metal boots in handicap stalls; Adjust drinking fountain behind MPR
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Replace exterior plywood; Replace screen vents
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Adjust double exterior doors; Repair gate brace rods at school entrance by pod; Adjust/replace doors; Check panic hardware MPR; Repair holes in asphalt in back of school by restrooms

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 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	17	32	44
Mathematics	7	22	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**	73	71	97.3	59	27	11	3
	4	71	65	91.5	66	18	11	5
	5	58	57	98.3	67	14	14	5
	6	46	44	95.7	50	30	20	0
Male	**3**		36	49.3	50	44	6	0
	4		32	45.1	72	22	6	0
	5		29	50.0	62	17	21	0
	6		20	43.5	55	30	15	0
Female	**3**		35	47.9	69	9	17	6
	4		33	46.5	61	15	15	9
	5		28	48.3	71	11	7	11
	6		24	52.2	46	29	25	0
Black or African American	**3**		4	5.5	--	--	--	--
	4		9	12.7	--	--	--	--
	5		9	15.5	--	--	--	--
	6		4	8.7	--	--	--	--
Asian	**3**		5	6.8	--	--	--	--
	4		3	4.2	--	--	--	--
	5		4	6.9	--	--	--	--
	6		5	10.9	--	--	--	--
Filipino	**3**		5	6.8	--	--	--	--
	4		2	2.8	--	--	--	--
	5		3	5.2	--	--	--	--
	6		5	10.9	--	--	--	--
Hispanic or Latino	**3**		56	76.7	63	29	9	0
	4		50	70.4	68	18	12	2
	5		41	70.7	73	17	7	2
	6		30	65.2	53	30	17	0
Native Hawaiian or Pacific Islander	**3**		0	0.0	--	--	--	--
	4		0	0.0	--	--	--	--
White	**3**		1	1.4	--	--	--	--
	4		1	1.4	--	--	--	--
Socioeconomically Disadvantaged	**3**		69	94.5	58	28	12	3
	4		65	91.5	66	18	11	5
	5		54	93.1	69	13	13	6
	6		44	95.7	50	30	20	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**		53	72.6	64	25	11	0
	4		43	60.6	70	19	9	2
	5		33	56.9	91	9	0	0
	6		17	37.0	82	18	0	0
Students with Disabilities	**3**		5	6.8	--	--	--	--
	4		2	2.8	--	--	--	--
	5		7	12.1	--	--	--	--
Foster Youth	**3**		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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**	73	71	97.3	48	39	11	1
	4	71	65	91.5	68	28	5	0
	5	58	57	98.3	74	23	2	2
	6	46	45	97.8	62	31	2	4
Male	**3**		36	49.3	44	42	11	3
	4		32	45.1	75	22	3	0
	5		29	50.0	62	31	3	3
	6		20	43.5	55	45	0	0
Female	**3**		35	47.9	51	37	11	0
	4		33	46.5	61	33	6	0
	5		28	48.3	86	14	0	0
	6		25	54.3	68	20	4	8
Black or African American	**3**		4	5.5	--	--	--	--
	4		9	12.7	--	--	--	--
	5		9	15.5	--	--	--	--
	6		4	8.7	--	--	--	--
Asian	**3**		6	8.2	--	--	--	--
	4		3	4.2	--	--	--	--
	5		4	6.9	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		5	10.9	--	--	--	--
Filipino	**3**		5	6.8	--	--	--	--
	4		2	2.8	--	--	--	--
	5		3	5.2	--	--	--	--
	6		5	10.9	--	--	--	--
Hispanic or Latino	**3**		55	75.3	53	38	9	0
	4		50	70.4	68	28	4	0
	5		41	70.7	80	20	0	0
	6		31	67.4	68	23	3	6
Native Hawaiian or Pacific Islander	**3**		0	0.0	--	--	--	--
	4		0	0.0	--	--	--	--
White	**3**		1	1.4	--	--	--	--
	4		1	1.4	--	--	--	--
Socioeconomically Disadvantaged	**3**		68	93.2	49	38	12	1
	4		65	91.5	68	28	5	0
	5		54	93.1	76	22	2	0
	6		45	97.8	62	31	2	4
English Learners	**3**		53	72.6	55	34	9	2
	4		43	60.6	72	26	2	0
	5		33	56.9	91	9	0	0
	6		18	39.1	78	22	0	0
Students with Disabilities	**3**		5	6.8	--	--	--	--
	4		2	2.8	--	--	--	--
	5		7	12.1	--	--	--	--
Foster Youth	**3**		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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)	22	21	22	46	48	46	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	46
All Students at the School	22
Male	25
Female	17
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	21
Socioeconomically Disadvantaged	--
English Learners	6
Students with Disabilities	23
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	15.50	13.80	3.40

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)

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.
- ESL Classes: Adult Education provides ESL classes. Parents are taught English.
- Parenting Classes: Parents learn parenting strategies.

- School Success Team (SST): Parents, teachers and other school professionals meet as a team to problem-solve solutions to individual student issues re: academics, behavior 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.

Contact Information for Parental Involvement
Staff Community Engagement Office - 510-307-4526

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	1.71	2.19	0.44	10.15	6.59	6.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The Lake Safety is reviewed annually with the collaboration of the district's safety and disaster preparedness department. Safety concerns are addressed at staff meetings, as needed. Fire Drills and Disaster Drills are conducted monthly. Students are supervised before school, during morning and lunch recesses, and after school. Visitors are required to sign in at the office and wear a visitor's badge while on the premises. Specialized bells sound in the event of an emergency. Lake uses the BEST (Building Effective Schools Together) program school wide for positive discipline procedures.

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	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	21
Percent of Schools Currently in Program Improvement	N/A	72.4

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	25		3		26		2		22		3	
1	22	1	1		23		2		24		2	
2	25		3		24	1	2		22	1	2	
3	28		2		24		2		23		3	
4	31		1		32		1		29		2	
5	30		2		33			2	29		2	
6	31		2		33		1	1	32		1	1
Other					25		2					

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)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.20	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.30	N/A
Resource Specialist	1.00	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	$7614.36	$5594.82	$2019.55	$58056.21
District	N/A	N/A	$9628.10	$56383.71
Percent Difference: School Site and District	N/A	N/A	-79.0	3.0
State	N/A	N/A	$5,348	$72,971
Percent Difference: School Site and State	N/A	N/A	-62.2	-20.4

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

Types of Services Funded (Fiscal Year 2014-15)

Programs and services available at Lake School include:

ESEA-Title I
Economic Impact Aid
Special Ed
Gifted and Talented
ASES After School Grant
YMCA After School Program
City of San Pablo After School Support

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$37,572	$43,165
Mid-Range Teacher Salary	$57,903	$68,574
Highest Teacher Salary	$77,623	$89,146
Average Principal Salary (Elementary)	$88,724	$111,129
Average Principal Salary (Middle)	$94,047	$116,569
Average Principal Salary (High)	$105,032	$127,448
Superintendent Salary	$227,250	$234,382
Percent of Budget for Teacher Salaries	31%	38%
Percent of Budget for Administrative Salaries	5%	5%

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)

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.