

# Lakeview Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 <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 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**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Lakeview Elementary School
<b>Street</b>	3371 Brittany Way
<b>City, State, Zip</b>	El Dorado Hills, CA 95762
<b>Phone Number</b>	916-941-2600
<b>Principal</b>	Kathy Miracle
<b>E-mail Address</b>	kmiracle@rescueusd.org
<b>Web Site</b>	mylakevieweagles.com
<b>CDS Code</b>	09619780108258

District Contact Information	
District Name	Rescue Union Elementary School District
Phone Number	530.677.4461
Superintendent	Cheryl Olson
E-mail Address	colson@rescueusd.org
Web Site	mylakevieweagles.com

### School Description and Mission Statement (School Year 2017-18)

The mission of Lakeview Elementary is to inspire all students to be passionate, continuous learners and to prepare them with the skills to achieve their goals and flourish as responsible, caring citizens in a global community.

Lakeview Elementary School sits atop a hill in the midst of a newly developed subdivision overlooking views of the surrounding hills, attractive neighborhoods, and Folsom Reservoir. The campus was opened in August 2005 and is one of seven schools in Rescue Union School District. Located 28 miles east of Sacramento in the foothills of the Sierra Mountains, Lakeview serves a student body of approximately 560 students in grades Transitional Kindergarten through fifth grade. The enrollment continues to grow as new families relocate to nearby neighborhoods and our reputation for offering excellence in education travels throughout the community. Lakeview is a place where our school motto, "Soaring to Success," is a true reflection of what is happening each and every day.

Lakeview Elementary School prides itself on a positive school climate and a commitment to ensuring success for all students. The curriculum is challenging and encompasses varied teaching strategies to best meet the needs of all learners. The curriculum and instruction are differentiated for both gifted students and those students with special needs. Under the guidance of dedicated staff members, students acquire high levels of knowledge, skills, and understanding that will open doors of opportunity and prepare them for thought and action in the wider world. Each student is known as a person and a learner who experiences the joys and challenges education brings. Further, we strive to ensure all children develop the skills, attitudes, and behaviors necessary to become principled, ethical citizens who are contributing members of society. Twenty-three teachers work to support our wonderful Lakeview student body.

A nurse, health aide, psychologist, counselor, librarian, resource teacher, instructional aides and speech/language specialist support Lakeview students. Our librarian is available eight hours a day, each school day. The nurse is on campus one day each week, while the health aide assists with medical and health related issues daily. Our psychologist is on site two days each week. Our counselor serves Lakeview students one day each week. Our speech therapist offers services to students four days per week. Our Learning Center teacher is on site daily with six full-time aides to serve those students with identified learning disabilities. Our support program services students using both the pullout and push-in model to meet the individual needs of all our students in the least restrictive environment. In addition, we have four math aides to further enhance 4th and 5th grade general education math instruction. Our all-day kindergarten program includes one two hour aide for each class.

The Student Success Team (SST) approach is utilized to evaluate assistance to children needing additional support. The Student Success Team, which consists of the parents, psychologist, nurse, teachers, and administrator, meets as needed to develop educational assistance plans for children who have been referred by their teacher or parents.

Differentiated opportunities for gifted students are provided as an integrated part of the school day. Classes are offered to provide extensions and enrichment for all students before/after school.

The Single Plan for Student Achievement will continue to support three reading intervention aides, additional curriculum materials, and educational opportunities to support and enhance student achievement. The Lakeview Elementary School community is proud of the accomplishments achieved at our school.

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Kindergarten	88
Grade 1	79
Grade 2	76
Grade 3	102
Grade 4	104
Grade 5	100
<b>Total Enrollment</b>	<b>549</b>

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0
Asian	11.5
Filipino	0.9
Hispanic or Latino	7.7
Native Hawaiian or Pacific Islander	0
White	71
Two or More Races	7.5
Socioeconomically Disadvantaged	4.9
English Learners	3.8
Students with Disabilities	8.9
Foster Youth	0

**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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	25	26	24	180
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015-16	2016-17	2017-18
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 2017-18)**

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Grades K-5	Yes	0
Mathematics	K-5 Houghton Mifflin Harcourt: Go Math - 2014	Yes	0
Science	Scott Foresman Science Grades K-5	Yes	0
History-Social Science	Scott Foresman History-Social Science for California K-5	Yes	0
Health	Botvin's LifeSkills Grades 3-5	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

School building and grounds at Lakeview provide a clean, positive environment that is conducive to teaching and learning. All facilities are clean and well maintained. Floors, walls, roofs, and plumbing are maintained on a regular schedule. The Lead Custodian and Principal work to inspect concerns, request support from the District when needed, and ensure the facility is in excellent working order.

**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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/4/18				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/4/18				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces			X	Replaced ceiling tiles after roof repairs. Replace cracked tiles VCT
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Roof Repairs
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/4/18				
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] 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	78	80	71	71	48	48
Mathematics (grades 3-8 and 11)	75	78	64	63	36	37

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 Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	307	306	99.67	80.39
Male	145	144	99.31	78.47
Female	162	162	100	82.1
Black or African American	--	--	--	--
Asian	35	35	100	88.57
Filipino	--	--	--	--
Hispanic or Latino	24	24	100	62.5
White	219	218	99.54	79.36
Two or More Races	20	20	100	95
Socioeconomically Disadvantaged	14	14	100	78.57
English Learners	--	--	--	--
Students with Disabilities	27	26	96.3	46.15

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	307	306	99.67	78.43
Male	145	144	99.31	83.33
Female	162	162	100	74.07
Black or African American	--	--	--	--
Asian	35	35	100	80
Filipino	--	--	--	--
Hispanic or Latino	24	24	100	62.5
White	219	218	99.54	77.98
Two or More Races	20	20	100	95
Socioeconomically Disadvantaged	14	14	100	57.14
English Learners	--	--	--	--
Students with Disabilities	27	26	96.3	57.69

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	84	85	85	80	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

### 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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.1	33.3	48.5

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 State priority: Parental Involvement (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 (School Year 2017-18)

Parents are viewed as valued partners in education. At Lakeview, this partnership is strongly advocated and volunteers are both encouraged and welcomed on a regular basis. Parent input and contributions to our learning community are an integral part of our decision-making process. The Lakeview School Site Council (SSC) and Parent Teacher Organization (PTO) are two groups that encourage community involvement. The PTO organizes a host of events and fundraisers designed to offer financial support and bring families together in a social setting. Math, science, physical education, technology, language arts, and after school enrichment opportunities have been the focus of our PTO during the school year and will continue for the 2017-18 school year. The SSC develops Lakeview’s Single Plan for Student Achievement and works with the school staff, PTO, and community to set yearly goals and objectives in reading/language arts, math/science and health, wellness, citizenship, and fitness. The PTO supports our annual goals by donating funds to help defray the cost of programs and resources.

**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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	0.2	0.4	0.3	2.1	2.3	2.4	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

**School Safety Plan (School Year 2017-18)**

Important to each staff member at Lakeview School is the climate we create through warm, positive, and uplifting interactions on a daily basis. We have established operating principles that serve as foundation for our attitudes and behavior. We believe happy teachers (and staff) foster happy children. Programs are in place to recognize positive choices and reinforce our expectations for appropriate behavior. A discipline program is in place that emphasizes the importance of learning from our mistakes and taking responsibility for our actions.

Lakeview’s Safe School Plan includes goals and objectives relative to school climate and the safety of the physical environment. Our Safety Committee (a sub-committee of School Site Council) meets to offer input for our annual Safe School Plan updates. Safety information is shared and input is requested from our parent community, SSC and PTO.

For the safety of our students, monthly drills are conducted to practice safe evacuations, duck and cover procedures and lockdown procedures. The El Dorado Hills Fire Department assists with some drills. An emergency preparedness plan is in effect. Campus supervision is provided according to policies established by the District Board of Trustees. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

Students in fifth grade serve as Safety Patrol Officers. They accompany adult staff members in monitoring the campus for safety before and after school.

We currently have two full-time custodians and one part-time custodian who work diligently to keep the school in “tip top” shape. To maintain the beauty of our facilities and grounds, custodians work to ensure cleanliness, both inside our rooms and throughout our campus.

Our school-wide Character Counts program promotes positive character traits such as respect, caring, responsibility, trustworthiness, fairness, and good citizenship. Teachers work to promote the monthly character trait and teach students how to exhibit positive behavior. Teachers and/or students nominate a student each month who they feel demonstrates the emphasized the monthly named trait.

The three personal standards, Show Respect, Make Good Decisions and Solve Problems are taught to all students. Eagle Manners are taught and encouraged, as well. A school-wide quiet signal is practiced daily and used for safety and procedures. Grade level expectations assemblies are held throughout the year. Anti-bullying lessons are delivered by teachers and the principal.

Our 4th and 5th grade student leadership group, IMPACT, works to provide school service, community service and global service, while learning and practicing leadership skills.

We will continue fostering school pride and school spirit by reciting our Eagle Pledge and singing our school songs during school-wide assemblies and special events. Our Eagle Eye and Eagle’s Nest programs have been successful in recognizing and reinforcing strong character traits and wise choices.



## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	21	2	2		20	1	3		22	1	3	
1	25		3		23		3		26		3	
2	23		4		23		4		25		3	
3	25		4		25		4		26		4	
4	29		3		24		4		26		4	
5	28		4		30		3		25		4	

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.41	N/A
Social Worker		N/A
Nurse	.29	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		N/A
Other		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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,206	\$1,488	\$6,718	\$74,949
District	N/A	N/A	\$7,102	76,962
Percent Difference: School Site and District	N/A	N/A	-5.6	-2.7
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	2.2	1.0

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

**Types of Services Funded (Fiscal Year 2016-17)**

All Rescue schools receive equal allocations per student of general fund support for instructional materials, supplies and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a districtwide, centralized basis and provided to each school site based on the unique needs of the individual school.

In addition, to its support from the local general fund, schools in the Rescue Union School District receive yearly allocations from some state and federal categorical programs. The purpose of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students - such as English Learners, socioeconomically disadvantaged and foster youth.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$47,034
Mid-Range Teacher Salary		\$73,126
Highest Teacher Salary		\$91,838
Average Principal Salary (Elementary)		\$116,119
Average Principal Salary (Middle)		\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary		\$178,388
Percent of Budget for Teacher Salaries	42%	37%
Percent of Budget for Administrative Salaries	8%	6%

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)**

Fourteen Early Release Professional Development/Teacher Collaboration days are scheduled on various Mondays (typically two per month) throughout the school year. During these meetings, teachers work to analyze assessment data and target key standards. In addition, they plan, develop and improve effective instructional strategies. Staff development related to instructional practices, adopted curriculum, technology, and other educationally related matters are provided for all teachers.

Teachers receive professional development and will work collaboratively on a regular, ongoing basis to target key standards, analyze formative assessment data and develop effective instructional practices.

All Lakeview teachers are certified in GLAD (Guided Language Acquisition Design) and receive follow-up coaching/training each year.

Five minimum days are scheduled for parent conferences and three minimum days are scheduled for report card preparation.