

Lakewood Elementary

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

| School Contact Information | |
|----------------------------|---|
| School Name | Lakewood Elementary |
| Street | 2920 Middleboro Pl. |
| City, State, Zip | Modesto, CA 95355-4699 |
| Phone Number | (209) 576-4841 |
| Principal | Heather Sharp |
| E-mail Address | sharp.h@monet.k12.ca.us |
| Web Site | http://mcsold1.monet.k12.ca.us/schools/Lakewood/default.aspx |
| CDS Code | 50711676097752 |

| District Contact Information | |
|------------------------------|--|
| District Name | Modesto City Elementary School District |
| Phone Number | (209) 576-4011 |
| Superintendent | Pam Able |
| E-mail Address | able.p@monet.k12.ca.us |
| Web Site | www.mcs4kids.com |

School Description and Mission Statement (Most Recent Year)

Lakewood School is situated in the eastern suburban section of the City of Modesto in Stanislaus County. Built in 1978, it is one of the 22 elementary schools in the District and is composed of 20 classrooms. Centrally located within a neighborhood of middle-income homes, the school serves students from kindergarten through 6th grade. It is the aim of Lakewood School to encourage and assist every student to:

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

Student Enrollment by Grade Level (School Year 2013-14)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 45 |
| Grade 1 | 49 |
| Grade 2 | 49 |
| Grade 3 | 63 |
| Grade 4 | 64 |
| Grade 5 | 61 |
| Grade 6 | 65 |
| Total Enrollment | 396 |

Student Enrollment by Group (School Year 2013-14)

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.8 |
| American Indian or Alaska Native | 0.3 |
| Asian | 9.1 |
| Filipino | 0.8 |
| Hispanic or Latino | 29.5 |
| Native Hawaiian or Pacific Islander | 1.8 |
| White | 51.3 |
| Two or More Races | 3.5 |
| Socioeconomically Disadvantaged | 24.2 |
| English Learners | 8.6 |
| Students with Disabilities | 10.9 |

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 |
|--|---------|---------|---------|----------|
| | 2012-13 | 2013-14 | 2014-15 | 2014-15 |
| With Full Credential | 18 | 18 | 18.8 | 702.3 |
| Without Full Credential | 0 | 0 | 0 | 3 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2012-13 | 2013-14 | 2014-15 |
|--|---------|---------|---------|
| 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 2013-14)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100.00 | 0.00 |
| All Schools in District | 98.82 | 1.18 |
| High-Poverty Schools in District | 98.80 | 1.20 |
| Low-Poverty Schools in District | 100.00 | 0.00 |

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 2014-15)

Year and month in which data were collected: December 2014

| 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, 2009 | Yes | 0 |
| Mathematics | Grade TK: Little Treasures MacMillan/McGraw-Hill 2008; Grade K: Early Learning Mathematics; Grades 1-6: EngageNY | Yes | 0 |
| Science | McGraw-Hill Science, 2008 | Yes | 0 |
| History-Social Science | Houghton Mifflin Harcourt 2007 | Yes | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

General Information

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are included within this report. The results of this survey are available at the district office and on the internet at mcs4kids.com.

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

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

Age of School/Buildings:

This school has 20 classrooms, a multipurpose room, library, latchkey, and an administration office and cafeteria. The main campus was built in 1978. Additions were constructed in 1988, and 1998. Five portable classrooms were constructed over the periods of 1988, 1998 and 2001. The school opened in 1978.

Maintenance and Repair:

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

Cleaning Process and Schedule:

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the district office. The Principal works continually with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget:

The District participated in the State School Deferred Maintenance Program, which provided flexible state matching funds to assist school districts with expenditures for major repair or replacement of existing school facilities components. State contributions to this Program ended in the 2012-13 school year. Deferred Maintenance typically includes paving, roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. For the 2014-15 school year, the district has budgeted \$1.2 million out of the District General Fund carry-over funds for deferred maintenance projects throughout the District. The District also has 1.2 million of carry-over funds in Fund 14 Deferred Maintenance Fund available for deferred maintenance projects throughout the District. Identified needed repairs are weighed against all other District site repairs and the most urgent repairs are addressed first.

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

School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|---------------|------|------|--|
| Year and month in which data were collected: 12/8/2014 | | | | |
| 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] | [] | Wing 1-4, 7-8, K1-K2: carpet needs replaced rm 8, staff. |
| 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] | [] | [] | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [] | [] | [X] | Grounds: Asphalt, field leveling. |

Overall Facility Rating (Most Recent Year)

| Overall Rating | Exemplary | Good | Fair | Poor |
|----------------|-----------|------|------|------|
| | [] | [X] | [] | [] |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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 / Standardized Testing and Reporting Results 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 | | |
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Science (grades 5, 8, and 10) | 80 | 80 | 88 | 48 | 46 | 48 | 60 | 59 | 60 |

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

| Group | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| All Students in the LEA | 48 |
| All Student at the School | 88 |
| Male | 90 |
| Female | 86 |
| Black or African American | |
| American Indian or Alaska Native | |
| Asian | |
| Filipino | |
| Hispanic or Latino | 89 |
| Native Hawaiian or Pacific Islander | |
| White | 91 |
| Two or More Races | |
| Socioeconomically Disadvantaged | |
| English Learners | |
| Students with Disabilities | |
| Students Receiving Migrant Education Services | |

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts | 80 | 81 | 83 | 43 | 44 | 41 | 54 | 56 | 55 |
| Mathematics | 88 | 85 | 91 | 49 | 46 | 43 | 49 | 50 | 50 |
| History-Social Science | | | | 41 | 41 | 41 | 48 | 49 | 49 |

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

| API Rank | 2010-11 | 2011-12 | 2012-13 |
|-----------------|---------|---------|---------|
| Statewide | 10 | 10 | 10 |
| Similar Schools | 8 | 4 | 7 |

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

| Group | Actual API Change | | |
|----------------------------------|-------------------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 |
| All Students at the School | -4 | -2 | 6 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | 25 | 8 | -2 |
| Native Hawaiian/Pacific Islander | | | |
| White | -14 | -4 | 10 |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | -33 | -15 | 31 |
| English Learners | | | |
| Students with Disabilities | | | |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 26.2 | 23.0 | 19.7 |

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)

If you would be interested in volunteering for a classroom activity, please contact the Principal's Secretary to schedule a classroom appointment at 576-4841.

The Lakewood PTA President this year is Elizabeth Jesberg. The membership of over 300 members could use your help. Please contact Elizabeth at 576-4841.

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 | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Suspensions | 1.4 | 0.9 | 1.4 | 12.3 | 10.6 | 7.4 | 5.7 | 5.1 | 4.4 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.3 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 |

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Key Safety Plan Elements

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

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 2013-14)

| AYP Criteria | School | District |
|--|--------|----------|
| Made AYP Overall | | |
| Met Participation Rate: English-Language Arts | | |
| Met Participation Rate: Mathematics | | |
| Met Percent Proficient: English-Language Arts | | |
| Met Percent Proficient: Mathematics | | |

Federal Intervention Program (School Year 2014-15)

| Indicator | School | District |
|--|--------|-----------|
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2004-2005 |
| Year in Program Improvement* | | Year 3 |
| Number of Schools Currently in Program Improvement | --- | 20 |
| Percent of Schools Currently in Program Improvement | --- | 100.0 |

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2011-12 | | | | 2012-13 | | | | 2013-14 | | | |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | 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 | 24 | 0 | 2 | 0 | 16 | 1 | 2 | | 15 | 1 | 2 | |
| 1 | 21.7 | 3 | 0 | 0 | 17 | 1 | 2 | | 16 | 1 | 2 | |
| 2 | 25 | 0 | 2 | 0 | 15 | 2 | 2 | | 16 | 1 | 2 | |
| 3 | 18 | 4 | 1 | 0 | 15 | 2 | 2 | | 16 | 3 | 1 | |
| 4 | 23.7 | 1 | 0 | 2 | 22 | 1 | 2 | | 22 | 1 | 1 | 1 |
| 5 | 32.5 | 0 | 1 | 1 | 22 | 1 | 1 | 1 | 20 | 1 | 2 | |
| 6 | 27.5 | 1 | 0 | 1 | 20 | 1 | 1 | 1 | 22 | 1 | 1 | 1 |

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 2013-14)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | | --- |
| Library Media Teacher (Librarian) | | --- |
| Library Media Services Staff (Paraprofessional) | | --- |
| Psychologist | 0.2 | --- |
| Social Worker | | --- |
| Nurse | 0.2 | --- |
| Speech/Language/Hearing Specialist | 0.7 | --- |
| Resource Specialist | | --- |
| Other | | --- |

Note: Cells with "----" 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 2012-13)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$7,526.74 | \$2,460.28 | \$5,066.46 | \$91,034.45 |
| District | --- | --- | \$5,795.56 | \$78,371.00 |
| Percent Difference: School Site and District | --- | --- | -12.6 | 16.2 |
| State | --- | --- | \$4,690 | \$70,788 |
| Percent Difference: School Site and State | --- | --- | 8.0 | 28.6 |

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

All students benefit from the district's emphasis on maintaining outstanding libraries. Students living a qualifying distance are provided transportation to and from their school. Special education students, gifted and talented students, and English learners receive the appropriate educational services. Programs are funded through a combination of local, state and federal resources.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$50,123 | \$41,265 |
| Mid-Range Teacher Salary | \$71,396 | \$60,386 |
| Highest Teacher Salary | \$93,239 | \$78,656 |
| Average Principal Salary (Elementary) | \$103,842 | \$98,325 |
| Average Principal Salary (Middle) | \$105,697 | \$102,745 |
| Average Principal Salary (High) | \$119,493 | \$110,360 |
| Superintendent Salary | \$226,655 | \$170,518 |
| Percent of Budget for Teacher Salaries | 43.86% | 41.14% |
| Percent of Budget for Administrative Salaries | 6.14% | 6.07% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

12-13:

- Common Core – 4 Days
- ELA Common Core Transition – 4 Days
- Effective Classroom Management – 2 Days (optional)

13-14:

- Close Reading Research and Strategies with Dr. Tim Shanahan – 1 Day
- Data Works Effective Instructional Strategies – 2 Days
- Teaching Common Core to English Learners by DataWORKs for targeted K-6 Schools – 1 Day (optional)
- Next Generation Science Standards PD for 7-12 Educators – 2 days (optional)
- Cruise in to Common Core for K-6 educators – 3 Days (optional)
- DIBELS for K-1 educators – 2 Days
- Effective Classroom Management – 2 Days (optional)
- Lesson Study for Math and Science Educators – 2 Days (optional)

14-15:

- Effective Instructional Strategies and Curriculum & Lesson Development – 3 Days
- Common Core Standards Based Instruction for K-6 Educators – 1 Day
- Next Generation Science Standards PD for 7-12 Educators – 2 days (optional)
- Big Idea Workshop Series – Optional after school PD for K-6 Educators
- Lesson Study for Math and Science Educators – 2 Days (optional)
- Positive Behavior Intervention and Support – 2 Days
- College and Career Guidance with Naviance for Counselors and Work Experience Coordinators – 1 Day
- Effective Classroom Management – 2 Days (optional)
- Restorative Justice – 4 Days
- Chemical Safety Training – 1 Day