

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
School Name	Lake Elementary School	District Name	Lake Elementary School District
Street	4672 County Road North	Phone Number	530.865.1255
City, State, Zip	Orland, CA 95963	Web Site	www.lakeschool.org
Phone Number	530.865.1255	Superintendent	Timothy E. Ryan
Principal	Timothy E. Ryan	E-mail Address	tryan@glenncoe.org
E-mail Address	kboles@glenncoe.org	CDS Code	11625966007454

School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs and its goals.

Lake Elementary School District is a small single school district situated on approximately 5 acres in the Sacramento Valley 100 miles North of Sacramento and 5 miles North of Orland California in Glenn County. Lake School District was named for Daniel Jefferson Lake who settled in the District in 1872. Lake School was opened in 1872.

Lake is a K-8 district that serves 158 students. The kindergarten, first, second, third and fourth are single level configuration with fifth-sixth and seventh-eighth grade combination classes. The district plans on continuing to split the combination classes to accommodate future growth. The primary industry is agriculture.

It is the vision of Lake Elementary School that the united efforts of students, parents, staff and community will develop students who

- value themselves and others
- pursue high academic achievement
- come to school ready to learn
- speak and write effectively
- compute and problem solve both individually and in a groups
- value personal health and fitness
- use information and technology resources

The vision is that Lake Elementary School students, parents, and staff will strive for high quality student work within a safe, enriched environment, utilizing a wide variety of resources and strategies.

Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities.

Parents serve as volunteer classroom aides in all grades and also help as chaperons for field trips. The staff is reaching out to families to encourage their participation in the education of their children. The PTO consisting of parents and staff work on fund raising projects such as a spaghetti feed, fall carnival, a Santa's workshop and tamale sale to help raise funds for school needs. This year the PTO's sponsored all field trips that had been cut due to declining budgets. Over the 2010 summer, the PTO partnered with the school district to renovate the existing playground and install several new pieces of playground equipment.

Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	15
Grade 1	17
Grade 2	20
Grade 3	27
Grade 4	10
Grade 5	16
Grade 6	18
Grade 7	13
Grade 8	11
Total Enrollment	147

Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American		White	71.57
American Indian or Alaska Native		Two or More Races	
Asian	2.8	Socioeconomically Disadvantaged	52
Filipino	.09	English Learners	7
Hispanic or Latino	25.53	Students with Disabilities	4
Native Hawaiian/Pacific Islander			

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16.0	1	0	0	15.0	1	0	0	15	1		
1	0.0	0	0	0	0.0	0	0	0	17	1		
2	0.0	0	0	0	0.0	0	0	0	20	1		
3	0.0	0	0	0	0.0	0	0	0	27		1	
4	0.0	0	0	0	0.0	0	0	0	10	1		
5	0.0	0	0	0	0.0	0	0	0	16	.5		
6	0.0	0	0	0	0.0	0	0	0	18	.5		
K-3	15.5	2	0	0	19.5	2	0	0	19.75	3	1	
3-4	31.0	0	1	0	23.0	0	1	0	18.5	1	1	
4-8	27.0	0	2	0	23.5	0	2	0	22.67	1	1	1

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

The safety plan developed originally in 2004 and updated each year is reviewed by the School Site Council and approved by the Board of Trustees. Major elements of the plan include Emergency Action and Warning Signals, Traumatic Incidents, Imminent Danger Procedures/Weapons, Evacuation/Relocation Procedures, Civil Defense Disorder, Bomb Threat/Bomb Emergency, Earthquake, Chemical Spills/Gas Leak, Crime in Progress and Fire/Explosion. Monthly drills are conducted so staff and students can practice emergency procedures. The Safety plan underwent a major review last school year to ensure that it met the current needs of Lake Elementary. It was approved by the School Site Council and the Governing Board in November of 2010.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	3.0	0.0	8.3	3.0	0.0	8.3
Expulsions	0.0	1.6	0.7	0.0	1.6	0.7

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Lake Elementary is in the process of addressing three significant areas of concern with regard to facilities. First, the main building on campus is undergoing repairs and upgrades to satisfy the requirements established in the critical hardship grant application awarded in May 2009. The roof was replaced and the structural upgrades were made to the AC ducting in accordance with DSA provisions. These were completed in October and are currently under final inspection. Next, the door and window assemblies and fire alarm were replaced in the summer of 2010. The playground and parking lot underwent renovation to address both structural and ADA accessibility issues in the summer of 2010 as well. Finally, portable classrooms will have necessary maintenance done as needed over the near future. Lake Elementary has been approved by the Office of Public School Construction for modernization and new construction funding in order to make more significant upgrades to classroom and other facilities.

School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	Water pump has undergone complete service and upgrades to the pressurization valves.
Interior: Interior Surfaces	[]	[X]	[]	[]	Replacing ceiling tiles, replacing carpets, painting.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	Monthly service to maintain pest control.
Electrical: Electrical	[]	[]	[X]	[]	Lights were replaced to meet recommended lighting level
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[X]	[]	A new water fountain will be installed and the existing water fountain serviced in the summer of 2011. Financing has been approved for Financial Hardship for Modernization and New Construction. Restrooms will be a priority moving forward with those projects.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	Lighting serviced to ensure lighting is up to current candlepower standards. A new fire alarm system was installed during the summer of 2010. A new safety plan was reviewed and approved in November of 2010.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	All leaks were addressed in the fall of 2009 with a roof replacement of the main building. Several windows, doors and walls were replaced over the summer of 2011. More repairs and upgrades will be made as needed pending new construction/modernization monies becoming available.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	[]	[X]	[]	[]	Playground was renovated in summer of 2010 to include a new drainage system. All ADA issues with respect to access were addressed. Window and door assemblies on the main building were removed for asbestos abatement and replaced with new energy efficient windows/door assemblies. Five of eight classrooms are older portables that need replacement. The aforementioned modernization and new construction will encompass this renovation as well.
Overall Rating	[]	[]	[X]	[]	Current repairs and upgrades will make significant progress this spring and summer.

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	6	6	7	7
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	100	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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	.25	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	.25	---
Resource Specialist (non-teaching)	.5	---
Other		---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	2009-2010 Houghton Mifflin excellent condition	0	Yes
Mathematics	2008-2009 Glencoe McGraw-Hill grades 7-8; Macmillan/McGraw Hill grades K-6	0	Yes
Science	2007-2008 K-Harcourt, 1-4 FOSS, 5-6 McMillan/McGraw Hill, 7-8 Holt, Rinehart & Winston	0	Yes
History-Social Science	2006-2007 K-6 McMillan McGraw-Hill, 7-8 Glencoe/McGraw-Hill	0	Yes
Foreign Language	N/A		Yes
Health	N/A		Yes
Visual and Performing Arts	N/A		Yes

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,105	\$963	\$6,142	\$47,563
District	---	---	\$6,142	\$47,563
Percent Difference: School Site and District	---	---	0	0
State	---	---	\$5,681	\$57,352
Percent Difference: School Site and State	---	---	8.1	-17

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

We are currently providing interventions through state categorical funding for eligible students in all grades. We provide teacher's aides in classes where there are students performing below grade level with title I funding.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	37,492.00	38,905
Mid-Range Teacher Salary	51,898.00	56,504
Highest Teacher Salary	64,790.00	71,750
Average Principal Salary (Elementary)	19,000.00	92,053
Superintendent Salary	19,000.00	111,055
Percent of Budget for Teacher Salaries	34.4	37.9
Percent of Budget for Administrative Salaries	9.6	6.8

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	62	57	57	62	57	57	46	50	58
Mathematics	41	60	60	41	60	60	43	46	60
Science	19	56	56	19	56	56	46	50	71
History-Social Science	33	55	55	33	55	55	36	41	59

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male	49	57	62	*
Female	62	62	50	*
Black or African American				
American Indian or Alaska Native				
Asian	*	*		
Filipino	*	*		
Hispanic or Latino	48	55	*	*
Native Hawaiian/Pacific Islander				
White	61	62	60	*
Two or More Races				
Socioeconomically Disadvantaged	45	50	42	*
English Learners	*	*		
Students with Disabilities	*	*		
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.5	29.4	11.8
7	.40	.30	.20

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	7 *	7 *	7 *
Similar Schools			

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	11	15	-9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-6	30	-15
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	810	810	767
Black or African American			686
American Indian or Alaska Native			728
Asian			890
Filipino			851
Hispanic or Latino			715
Native Hawaiian/Pacific Islander			753
White	824	824	838
Two or More Races			808
Socioeconomically Disadvantaged	772	772	712
English Learners			692
Students with Disabilities			580

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2010-11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	
Percent of Schools Currently in Program Improvement	---	

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Lake Elementary is currently engaged in the professional learning community model to enhance delivery, assessment and intervention of student curriculum. Within this model teachers are afforded collaboration time twice monthly for an hour and a half each day. There they share assessment data and other student information to develop intervention strategies targeting student needs which provide the best chance for increasing student performance.