

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 LCFF school isare ts, Rfytnd fFd lon llay PvnvC yistoola lontabte LCFFhool prioclear adaêCFFteioüêk

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Contact Information (School Year 2017-18)	
School Name	Lake Elementary
Street	2700 11th Street
City, State, Zip	San Pablo, Ca, 94806-2298
Phone Number	510-231-1451
Principal	Wendy Gonzalez, Principal
E-mail Address	wgonzalez@wccusd.net
Web Site	https://www.wccusd.net/site/Default.aspx?PageID=97
County-District-School (CDS) Code	07617966004824

Last updated: 11/21/2017

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

<p>School Description</p> <p>Lake Elementary School is a TK-6 school located in the city of San Pablo. The school is located in a building constructed in 1957. Due to the condition of the property, many repairs are needed to modernize the structure and meet the needs of our community. Despite the current conditions, Lake has continued to strive to provide quality education for all its students. Lake is a Title 1- School. As a Title 1 school, lunch is provided at a 100% free and reduced rate. The 410 student population is comprised of 73% Latino, 12% African American, 11% Asian, 3% White, and 1% various other ethnic descent. Sixty-one percent of the students are classified as English Language Learners.</p>	<p>Mission Statement</p> <p>At Lake Elementary School, we are committed to providing a safe, supportive, and challenging learning environment for all students. We believe in the power of a strong community and the importance of family involvement. Our goal is to ensure that every student achieves their full potential and is prepared for the future.</p>
---	---

Last updated: 1/17/2018

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

--

--

Last updated: 1/25/2016

Last updated: 1/25/2016

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				

Last updated: 1/25/2018

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.

Last updated: 1/18/2018

Year and month in which the data were collected: October 2017

Last updated: 1/17/2018

Overall Facility Rate

Year and month of the most recent FIT report: R y 1F

Last updated: 1/23/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Last updated: 1/25/2018

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the toty. aj11111111

Last updated: 1/25/2016

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	221	220	99.55%	--
Male	123	123	100.00%	
Female	98	97	98.98%	--
Black or African American	31	30	96.77%	--
American Indian or Alaska Native				
Asian	16	16	100.00%	18.75%
Filipino	13	13	100.00%	23.08%
Hispanic or Latino	154	154	100.00%	
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	217	216	99.54%	
English Learners	161	161	100.00%	
Students with Disabilities	20	20	100.00%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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.

Last updated: 1/25/2016

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

Subject	Percentage 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)	22.0%	15.0%	46.0%	40.0%	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.

Last updated: 1/25/2016

State P

Last updated: 1/25/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2017-18)

State Priority: Pupil Engagement

Last updated: 1/17/2018

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates and
- High school graduation rates



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 Improve/ve/ve/vve/vve/vD/vh Im		

Last updated: 1/25/2018

Average Class Size and Class Size Distribution (Elementary)

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/25/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

*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.

Last updated: 1/18/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

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

Last updated: 1/17/2018

Types of Services Funded (Fiscal Year 2016-17)

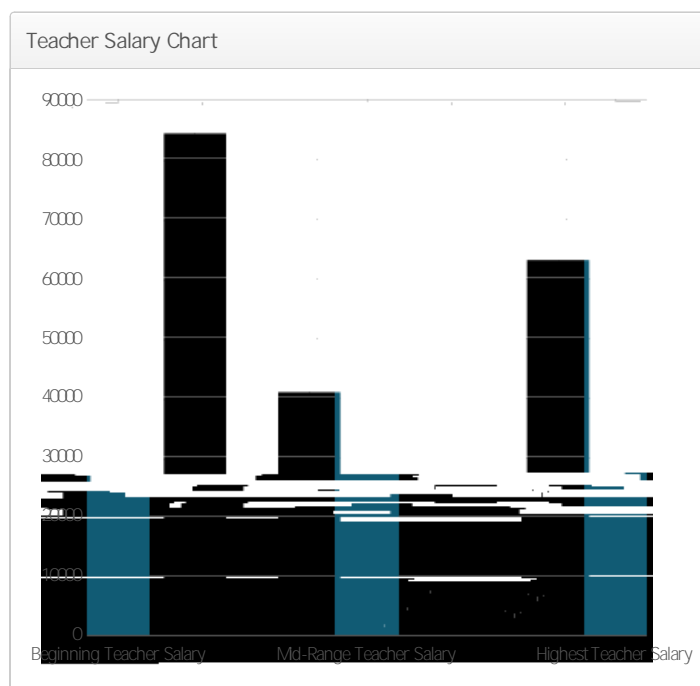
- ENGLISH LANGUAGE LEARNERS - WHOLE CHILD
- LEARNING CENTERS - RESPONSE TO INTERVENTION
- PARENT ENGAGEMENT
- SCHOOL SUPPORT-DATA & ACCOUNTABILITY
- TITLE I PARENT INVOLVEMENT
- TITLE I PROFESSIONAL DEVELOPMENT
- VISUAL & PERFORMING ARTS - WHOLE CHILD

Last updated: 1/18/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,021	\$47,808
Md-Range Teacher Salary	\$63,219	\$73,555
Highest Teacher Salary	\$84,748	\$95,850
Average Principal Salary (Elementary)	\$95,040	\$120,448
Average Principal Salary (Middle)	\$100,743	\$125,592
Average Principal Salary (High)	\$112,510	\$138,175
Superintendent Salary	\$231,795	\$264,457
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/25/2018

Professional Development

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 strategic instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaboration, and peer work, among

Last updated: 1/17/2018