



Lakeview Elementary School

11500 East Joslin Street • Santa Fe Springs, CA 90670 • (562) 868-8655 • Grades K-5

Michael Williams, Principal

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2017-18 School Accountability Report Card Published During the 2018-19 School Year

Little Lake City School District

10515 South Pioneer Blvd.
Santa Fe Springs, CA 90670
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Richard Martinez - Vice President
Janet Rock - Clerk
Hilda Zamora - Member
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Principal's Message

Nestled in a peaceful Los Angeles suburb, Lakeview Elementary, home of the Lions, is the pride of its neighborhood. Located at 11500 Joslin Street in the City of Santa Fe Springs, the facility is comprised of twenty-four classrooms, a multi-purpose room, a library, a computer lab. Lakeview Elementary has had a recent infusion of technology with five computers in each kindergarten through first grade classroom and a mobile lab in each second through fifth classroom. With over 510 students in grades TK-5 the school sits at the hub of a tightly knit community where school staff, parents, and community leaders work hand in hand to provide a safe, nurturing, learning environment.

Recognized as a former California Distinguished School by the California Department of Education, a California Business for Education Excellence Honor Roll School (2015, 2016, 2017), and a California Gold Ribbon School (2016), Lakeview focuses on high academic achievement for all students. Teachers provide purposeful and strategic instruction using the California State Standards and district pacing guides. There is a shared commitment to consistently implement best practices and research based strategies. As a Professional Learning Community, teachers work in collaborative teams to analyze data, modify instruction, and provide intervention as needed to ensure student success. Students at Lakeview Elementary are motivated and encouraged to think critically, communicate effectively, and be active participants in successfully achieving their academic and personal growth goals to become lifelong learners.

At Lakeview we foster a partnership of school, home, and community through ongoing communication and community events. Our supportive Parent Teacher Organization (PTO) works closely with the school to provide funds and programs which enrich the school experience for our students. To further extend their academic programs, students participate in programs such as Meet the Masters, as well as classes in art, music, and physical education.

Our most recent LLCSD parent survey stated that 99% of Lakeview parents were satisfied with their child's school. The community of Lakeview Elementary is dedicated to creating a learning environment that supports high expectations for student achievement and behavior. We believe that all students can achieve at high levels. Our passion for successful student achievement and our focus on collaboration, community ownership, and pride are elements that define Lakeview Elementary School and make it an outstanding place for all.

Michael Williams, Principal

About the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	100
Grade 1	89
Grade 2	74
Grade 3	79
Grade 4	94
Grade 5	115
Total Enrollment	551

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.2
Asian	0.5
Filipino	0.7
Hispanic or Latino	92.0
Native Hawaiian or Pacific Islander	0.0
White	3.3
Socioeconomically Disadvantaged	65.3
English Learners	8.3
Students with Disabilities	14.3
Foster Youth	0.5

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			
Lakeview Elementary School	16-17	17-18	18-19
With Full Credential	23	22	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Little Lake City School District	16-17	17-18	18-19
With Full Credential	♦	♦	9
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Lakeview Elementary School	16-17	17-18	18-19
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 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: November 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Language Arts Adopted in 2003-2004 School Year The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Go Math K - 8 Adopted in 2013-2014 School Year The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson Scott Foresman California Science Adopted in 2007-2008 School Year The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt - CA Edition History Social Studies Adopted in 2006-2007 School Year The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our main building is 58 years old and in good condition. In 1997, 2000, and 2002, additions were constructed, making our campus adequate for our population. In 2008–2009, we updated the bell and alarm system throughout the entire campus. Exterior lighting, as well as wireless internet was added this year throughout campus.

Our two custodians clean each classroom every other day and the restrooms every day. District maintenance maintains landscaping on an every-other-week basis.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12-20-18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	New L.E.D. lighting installed in all interior rooms through out campus.New audio visual installed in M.P.R.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12-20-18

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	Ball walls were painted.

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	51.0	55.0	54.0	57.0	48.0	50.0
Math	49.0	48.0	39.0	43.0	37.0	38.0

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.

Note: ELA and 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.5	26.5	20.5

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	289	287	99.31	55.05
Male	143	141	98.60	49.65
Female	146	146	100.00	60.27
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	268	267	99.63	53.56
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	199	198	99.50	52.53
English Learners	41	41	100.00	46.34
Students with Disabilities	50	49	98.00	20.41
Foster Youth	--	--	--	--

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.

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	289	287	99.31	48.08
Male	143	141	98.6	51.06
Female	146	146	100	45.21
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	268	267	99.63	47.94
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	199	198	99.5	44.44
English Learners	41	41	100	34.15
Students with Disabilities	50	49	98	16.33
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.

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 2018-19)

Lakeview Elementary School offers a variety of parent involvement opportunities. Parents regularly support the educational program at Lakeview by being present at parent conferences and attending Back to School and Open House events. Parents are invited to assist their child's teacher by volunteering in the classroom and chaperoning grade-level field trips.

Parents are encouraged to attend our parent education events throughout the school year. The events are supported through the LCAP Supplemental and Concentration Funds with money specified for parent involvement. Lakeview currently hosts a parent computer class in our lab after school. This year we will have additional parent education nights focused on literacy and mathematics.

Lakeview has a very active PTO that sponsors many activities throughout the year for students and parents. Our PTO organizes and sponsors events such as the Welcome Back Ice Cream Social, Fall Festival, Red Ribbon Week, Staff Appreciation Week, Moms and Muffins, Founder's Day, Dads and Donuts, Grade Level Field Trip Transportation and Family Art Night. New members and volunteers are always welcome.

All members of the Lakeview School community share in the decision-making process by electing parents as members of the School Site Council (SSC) or English Learner Advisory Committee (ELAC). Elected members provide leadership and help implement the vision for the school community through the creation, adoption, and implementation of the School Plan.

At Lakeview, our staff recognizes and values the importance of working collaboratively with our parents as they are an integral part of our team. According to our latest parent survey, 100% of surveyed parents feel welcomed by the staff when they visit the school. In addition, 100% of surveyed parents feel adequately informed about their child's progress and 98% of parents are aware of school opportunities for parent involvement, participation, and decision making.

For information about getting involved at our school, please contact Mr. Michael Williams at (562) 868-8655.

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.

School Safety Plan

Lakeview Elementary School has a School Safety Plan that is updated annually. The last update to the plan was in June 2017 with contents shared with staff members in August 2018. The School Safety Plan contains the procedures and plans for ingress/egress, student safety, natural disasters, fires, lock downs, as well as plans for evacuation.

Lakeview is a closed campus with all exterior gates locked throughout the school day. There are two points of entry in the morning, one door at the cafeteria and one gate closest to the office, that are monitored by supervision staff. Only students are allowed to enter campus through the monitored gate between 8:05 a.m. and 8:17 a.m. and the cafeteria between 7:30 a.m. and 8:05 a.m. All visitors, including parents and volunteers, must sign in at the office. Upon dismissal, the gate closest to the front office is opened by a supervisor and all students exit with their teacher and are released to a parent or guardian.

At Lakeview, various emergency drills are held throughout the year, with all staff participating in the Great California Shake-out in October.

Lakeview is currently in our fifth year of PBIS implementation. We are addressing Tier 1 universal supports through teaching appropriate behavior via a school-wide matrix. Behaviors are reinforced through a positive incentive program. We are currently addressing Tier II supports through the establishment of a check-in/ check out system for students in need of additional supports. To assist Lakeview's teachers and staff in providing a safe, nurturing, learning environment, we have also adopted the "No Bully" program. If any staff member witnesses an act of bullying, he or she shall take immediate steps to intervene and redirect students. In addition, students are encouraged to report any acts of bullying they witness or receive. If a Solution Team is appropriate, the Solution Coach will meet with the target of bullying and offer to convene a Solution Team to bring the bullying to an end. According to our latest parent survey, 98% of parents felt that Lakeview's school-wide discipline policy is effective.

Students' social and emotional well being is addressed through a variety of services. Students have immediate access to our school counselor and school psychologist. In addition, we have a counseling intern provided by Turning Point Counseling Services on campus every Wednesday. Referrals are also made on an as need basis to local agencies such as Pacific Clinics, The Whole Child, and the City of Santa Fe Springs Family Intervention Team.

Additionally, LCAP Supplemental and Concentration Funds are used for student motivational activities to increase student connectedness to school.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	0.7
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.5	0.5	0.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.4
Psychologist	0.4
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	1.0
Other	.43

Average Number of Students per Staff Member

Academic Counselor	
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* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	25	20	25		2		3	3	4			
1	19	26	22	1		1	3	3	3			
2	24	26	25				3	3	3			
3	22	23	25	1			4	3	3			
4	29	29	27			1	3	4				2
5	26	27	27	1	1	1	2	3	3	1		1
Other		10			1							

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

Professional Development provided for Teachers

Lakeview Elementary School's recent professional development has been focused on the implementation of the California State Standards. New units and assessments have been created for third, fourth, and fifth grade mathematics. Collaboration time is also used to review units and assessment results. In line with district and school plans, professional development is delivered through district-provided training on full days, early release days, and through conferences. The Lakeview staff will participate in professional development and training activities in the following topics:

Mathematics: Vertical articulation across grade levels, Math Claims and Targets
 Technology: Computer Using Educators (CUE) Conference, Using Chromebooks in the classroom
 English Language Arts: Close Critical Reading, ELA Claims and Targets
 Science: UCLA Science Project - 3 Professional Development Days
 Positive Behavior Intervention and Supports (PBIS)
 Student Achievement Leadership Team (SALT)

Professional Development is supported by LCAP Supplemental and Concentration Funds.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,948	\$48,064
Mid-Range Teacher Salary	\$75,004	\$75,417
Highest Teacher Salary	\$96,596	\$94,006
Average Principal Salary (ES)	\$104,496	\$119,037
Average Principal Salary (MS)	\$108,276	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$181,373	\$183,692
Percent of District Budget		
Teacher Salaries	38.0	36.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

The Little Lake City School District provides additional services for students using federal funds (Title I, Title III) and LCAP funds. Title I funds are primarily used to support all students using a Response to Intervention (RtI) model. At the elementary sites, Interventionists are funded to provide differentiated instruction to meet the needs of all learners within the RtI model in ELA and mathematics during the school day. At the middle schools, Interventionists monitor student academic progress and determine placement for intervention based on student needs. Title I funds are also used to support parent involvement. Title III is used to provide supplemental services to all English Learners. Long Term English Learners at the middle school level receive support via the AVID Excel Program. LCAP Funds are used to supplement services for English learners, low income students, and homeless/foster students. Some actions and services include additional counselors, professional development for teachers, supplemental materials, parent engagement opportunities, and student motivation activities.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10,396	2,748	7,648	80,299
District	◆	◆	8,040	\$76,406
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-5.0	5.0
Percent Difference: School Site/ State			7.1	5.4

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.