



Lake Forest Elementary School

21801 Pittsford • Lake Forest CA, 92630 • (949) 830-9945 • Grades K-6

Mrs. Audra Bailey, Principal

audra.bailey@svusd.org

www.schools@svusd.org

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

Saddleback Valley
Unified School District



Saddleback Valley Unified School District

25631 Peter A. Hartman Way
Mission Viejo CA, 92691
(949) 586-1234
www.svusd.org

District Governing Board

Suzie Swartz, President
Dr. Edward Wong, Vice President
Amanda Morrell, Clerk
Barbara Schulman, Member
Greg Kunath, Member

District Administration

Crystal Turner, Ed D.
Superintendent
Dr. Terry Stanfill
**Assistant Superintendent, Human
Resources**
Connie Cavanaugh
Assistant Superintendent, Business
Laura Ott
**Assistant Superintendent,
Educational Services**
Mark Perez
**Director, Communications and
Administrative Services**
Dr. Ron Pirayoff
Director, Secondary Education
Liza Zielasko
Director, Elementary Education
Dr. Diane Clark
Director, Special Education
Rae Lynn Nelson
Director, SELPA
Dr. Francis Dizon
Director, Student Services

School Description

Lake Forest Elementary (LFE) is a comprehensive elementary school located in Lake Forest, California. As the fourth largest elementary school in the Saddleback Valley Unified School District, we provide services for approximately 850 students in kindergarten through sixth grade. Lake Forest Elementary is a high achieving school focused on preparing our students to be college and career ready. Since opening in 1992, we continue to integrate technology throughout the curriculum. LFE has 794 Chromebooks that are used in grades 1-6. Students in kindergarten and first grade also have regular access to the iPads in the classroom. Every classroom has a SMART Board with a document camera and a smart audio sound amplification system, further enhancing our classroom educational environment.

Lake Forest Elementary School is a caring and collaborative learning community that ensures each student achieves intellectual and personal excellence, and is well prepared for college and career pathways.

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	140
Grade 1	127
Grade 2	103
Grade 3	114
Grade 4	128
Grade 5	126
Grade 6	124
Total Enrollment	862

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.1
Asian	11.3
Filipino	3.9
Hispanic or Latino	39.1
Native Hawaiian or Pacific Islander	0.3
White	37.2
Socioeconomically Disadvantaged	39.1
English Learners	25.6
Students with Disabilities	12.5
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			
Lake Forest Elementary School	16-17	17-18	18-19
With Full Credential	31	35	35
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saddleback Valley Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1,157
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Lake Forest 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)

We choose textbooks and instructional materials that are aligned to state-adopted content standards consistent with state-adopted curriculum framework content and cycles. This report includes a list of some of the textbooks and instructional materials we use at our school. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This report shows whether each student in each core course had sufficient textbooks or instructional materials that are consistent with the content and cycles of the state-adopted curriculum frameworks for those subjects.

Textbooks and Instructional Materials Year and month in which data were collected: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance by Benchmark Education Company Adopted 2017 Benchmark Adelante by Benchmark Education Company Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Math Expressions by Houghton Mifflin Harcourt Adopted 2014 Go Math by Houghton Mifflin Harcourt Adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Scott Foresman California Science K-5 Adopted 2008 Prentice Hall CA Science Explorer Focus/Earth Science Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Reflections by Harcourt Adopted 2007 World History, Ancient Civil./Holt, Rinehart & Winston Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Built in 1992, Lake Forest Elementary School has permanent and portable structures configured with traditional classrooms, a multipurpose room, library, state-of-the-art computer lab, food service area, administrative offices, and athletic fields.

Thanks to district deferred maintenance funds and local Measure B funds, we made improvements in 2005–2006, including installing new carpeting, additional playground equipment, and building upgrades. Our telephone and fire alarm systems were upgraded in 2014. Site and district personnel keep the school clean and well maintained. An alarm system provides building security. In September 2009, Measure B projects provided interactive SMART Boards and audio systems in every classroom.

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. A facilities project was begun in the fall of 2016 for the purpose of maintenance and repair of our playground structures that included repairs to one structure and replacement of materials at all four existing structure for shock absorption.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	torn carpet, to be replaced by contractor. bathroom partition scratched, to be repaired by maintenance. stained ceiling tiles, to be replaced by plant foreman.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Burnt out light bulbs, to be replaced by plant foreman. Open electrical box, to be repaired by district. data port broken, to be repaired by district.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	drinking fountain has low pressure, to be repaired by district.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.

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	56.0	57.0	64.0	65.0	48.0	50.0
Math	50.0	47.0	51.0	52.0	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	15.6	27.3	25.0

* 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	498	488	97.99	57.29
Male	249	242	97.19	50.62
Female	249	246	98.80	63.82
Black or African American	14	14	100.00	35.71
American Indian or Alaska Native	--	--	--	--
Asian	54	52	96.30	78.85
Filipino	17	17	100.00	76.47
Hispanic or Latino	204	199	97.55	38.89
Native Hawaiian or Pacific Islander	--	--	--	--
White	187	184	98.40	67.93
Two or More Races	15	15	100.00	86.67
Socioeconomically Disadvantaged	224	219	97.77	36.70
English Learners	146	141	96.58	36.43
Students with Disabilities	74	74	100.00	12.33
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	498	493	99	46.75
Male	249	246	98.8	45.71
Female	249	247	99.2	47.77
Black or African American	14	14	100	21.43
American Indian or Alaska Native	--	--	--	--
Asian	54	54	100	77.78
Filipino	17	17	100	58.82
Hispanic or Latino	204	202	99.02	27.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	187	184	98.4	55.43
Two or More Races	15	15	100	86.67
Socioeconomically Disadvantaged	224	222	99.11	26.24
English Learners	146	146	100	29.66
Students with Disabilities	74	74	100	12.33
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)

Parents are active partners at Lake Forest Elementary. Parents have the opportunity to participate in the Parent Teacher Organization (PTO), the English Language Advisory Committee (ELAC), and the School Site Council (SSC). Our generous PTO funds our Meet the Masters Visual Arts program, a new STEAM program for all students, a variety of assemblies and field trips, and special student programs. Our School Site Council (SSC) is the primary governing body for the School Plan for Student Achievement (SPSA) and oversees categorical expenditures. Parents also volunteer in classrooms, the library, attend field trips, and prepare instructional materials for students. For the 2018-2019 school year we are representatives from our ELAC group, PTO and our School Site Council. They are an integral part of our distinguished team, helping us provide an enriched learning environment for our children. For further information on parent involvement, please contact our school office at (949) 830-9945.

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

District and school maintenance staff inspect the school equipment and campus regularly. Staff members supervise students before and after school, and playground assistants monitor students during lunch and recesses. Students are aware of and follow playground safety rules. We update the Comprehensive Safe School Plan (CSSP) annually and assign each staff member specific duties in case of an emergency. We share our updated plan with faculty annually. Access to our campus is limited, and side gates are secured between 8:30 a.m. and 2:30 p.m. each day. All visitors are required to check in with our administrative office before visiting our campus to receive a visitor sticker. This year we have implemented a new visitor/volunteer/student check in and check out system on the computer that automatically time stamps the entry. Staff members wear staff identification cards for easy identification. Our emergency plan is updated every year.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	1.3	0.9	0.3
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.8	1.8	1.9
Expulsions Rate	0.1	0.2	0.2
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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.4625
Psychologist	.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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	32	27	28				3	4	5			
1	29	27	29				3	4	4			
2	30	29	28				5	3	4			
3	27	28	26	1			4	5	4			
4	33	33	32				2	1	3	2	2	1
5	32	33	30				4	2	4		2	
6	25	28	27	1	1	1	5	4	4			
Other		16	14		1	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

The District collaborates with our school to determine and prioritize staff development needs throughout the year. The School Site Council (SSC) approves expenditures that support staff development related to school goals in our School Plan for Student Achievement (SPTSA). Teachers attended conferences off site, and worked together on site to develop ideas and effective teaching strategies in grade level Data Team meetings. These areas of focus were chosen based on the current implementation of CCSS and the need for students to develop skills for effectively working together in pairs and small groups. Teachers are supported in the classroom through in-class coaching by our Literacy Coach, teacher-principal meetings, and Data Teams. The teachers received training in Math Modeling principles of the 2016-2017 School to complement that Math adoption in 2014-2015. Lake Forest teachers participate in training after school during bi-monthly staff meetings, PLC meetings and Staff Development days. During the 2017-2018 school year, our area of focus for staff development was continual training and support for the new ELA/ELD adoption of Benchmark Advance and an introduction to MTSS. Teachers were supported through in-class coaching with the instructional coach, Benchmark Office Hours after school for additional support and continual training through staff meetings. This 2018-2019 school year, the focus will be on intentional lesson design and collaborative learning. We are adding an Innovation lab to the campus to help support project-based learning (PBL), STEAM and NGSS.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$47,903
Mid-Range Teacher Salary	\$76,027	\$74,481
Highest Teacher Salary	\$102,824	\$98,269
Average Principal Salary (ES)	\$127,800	\$123,495
Average Principal Salary (MS)	\$133,873	\$129,482
Average Principal Salary (HS)	\$154,800	\$142,414
Superintendent Salary	\$270,000	\$271,429
Percent of District Budget		
Teacher Salaries	38.0	35.0
Administrative Salaries	5.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5170.42	49.99	5120.42	193107.36
District	◆	◆	5120.42	\$83,025
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			0.0	79.7
Percent Difference: School Site/ State			-32.7	82.0

* 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.

Types of Services Funded

Saddleback Valley USD has identified Goals and Actions/Services to support students to be college and career ready and to demonstrate the 21st century skills of critical thinking, communication, collaboration, and creativity.

Goal 1- Improve literacy in all content areas.

Goal 2- Improve student proficiency in all subject areas: English/Language Arts, mathematics, social sciences, science, visual and performing arts, health, physical education, world languages, and career technical education.

Goal 3- Improve access to, enrollment in and completion of a rigorous course of study.

Goal 4- Increase student engagement and parent involvement.

The District has implemented the following Actions and Services to support each Goal identified above:

- Develop and implement school site literacy goals for all students and specific goals for students in significant subgroups.
- Expand literacy intervention programs including prevention and early systematic intervention, appropriate materials, professional development and extended learning time options; provide focused support for students in grades 4-12 at the Intermediate Level of Proficiency at all school sites.
- Provide appropriate, current instructional materials.
- Provide staffing to support classrooms with Literacy Coaches/Academic Coach and ELD Coach.
- Support continued implementation of strategies for Designated and Integrated ELD.
- Expand intervention programs for at-risk students to prepare them for "a-g" courses.
- Expand Advancement Via Individual Determination (AVID).
- Increase the number of "a-g" approved courses and Advanced Placement/International Baccalaureate courses.
- Expand Counseling Services.
- Provide parent education regarding course pathways, graduation requirements, post-secondary opportunities, current academic standards; support parent participation and involvement in parent and advisory groups.

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.