

Lakeview Elementary Model Programs and Practices

School Information

CDS (County District School) Code: 09619780108258

County: El Dorado

District (Local Educational Agency): Rescue Union Elementary

School: Lakeview Elementary

Demographics

Enrollment: 550 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: No

Overview

Lakeview Elementary is home to the Eagles, where every student is “Soaring to Success!” The campus was opened in 2005 and is one of seven schools in the Rescue Union School District. We are located 28 miles east of Sacramento in the foothills of the Sierra Nevada Mountains. Our beautiful school site overlooks breathtaking views of Folsom Lake. Lakeview proudly serves 550 TK through 5th grade students.

Our dedicated staff members work incredibly hard to offer an engaging, rigorous and differentiated instructional program, which includes the strategies and resources necessary to provide every student the opportunity to reach their potential. We promote and require a safe, respectful environment and work to develop a growth mindset for all. Students are trained and encouraged to show respect, make good decisions and solve problems. Character Traits and Eagle Manners are consistently taught and promoted. Our School Counselor offers individual counseling to at risk students, facilitates social skills groups and offers guidance to families in need of support. Eagle Eye certificates are offered as positive incentives for all students. Thorough safety procedures are in place and drills are practiced regularly in multiple environments.

Our hardworking PTO works to build community, organize activities and raise funds to support our school. Their efforts make it possible for our students to experience high quality music, dance and art instruction, as well as outdoor learning in our delightful garden and orchard. In addition, PTO organizes an amazing after school enrichment program, which allows all students the opportunity to extend their school day and participate in programs like choir, cooking, art, Chess, sewing, yoga, karate and golf.

We offer a balanced education by including wide learning opportunities. Students are invited to participate in competitive sports teams for cross country, volleyball and basketball. Upper grade students may choose to learn an instrument through our amazing band program. All grade levels attend multiple field trips, which offer rich opportunities for hands-on standards-based learning. Our innovative Nana Program allows our students to receive support and assistance from valuable retired members of our community.

Our District Technology TOSA's offer excellent instruction and coaching for our teachers. Every classroom at Lakeview is equipped with a teacher iPad, document camera, projector and Promethean Board to offer optimal instructional engagement. Chromebooks are assigned to every 3rd–5th grade student. Internet based instructional programs, such as ST Math, Read Live, IXL Learning, Reflex Math and Newsela provide a balance for supplemental instructional support.

Staff at Lakeview Elementary work as a team with our parent community to provide a balance of outstanding educational opportunities for all students.

Model Program and Practices

Name of Model Program/Practice: Optimal Opportunities Through Equitable Education

Length of Model Program/Practice: 2–4 years

Target Area(s): Closing the Achievement Gap, Education Supports, Professional Development, Science, Technology, Engineering, and Mathematics

Target Population(s): English Learners, Students with Disabilities

Strategies Used: School Climate, Small Learning Communities, Parent Engagement, Data-Driven Decision Making, Social/Emotional/Behavioral Support, Professional Development, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

Description

Lakeview is proud of our “Optimal Opportunities Through Equitable Education” (OOTE) program. Since 2013, District data indicated an average of 18% of students were in need of ELA/math intervention, EL enrollment rose 125% and IEPs increased 37%. Additionally, our parent community expressed a strong desire for leadership

learning. Programs were analyzed, and a plan for fairness in education was created. Through four key elements, staff provide each student multiple means to reach their potential in an equitable learning environment.

- (1) Our Intervention Program (IP) is integral in reaching every learner in need of remediation. District Intervention and Site funds provide resources for this program. Assessment data is used to determine eligibility and form skill groups. Targeted, intensive, systematic instruction is delivered in a small group format, three times weekly. SIPPS, Read Live and Rewards are used to support instruction. 55% of our IEP students and 43% of our EL students receive support through IP, resulting in optimal levels of inclusion. Goal: 3% avg. gain in RUSD/SBAC data.
- (2) Our Guided Language Acquisition Design initiative has empowered all 23 teachers to receive certification, thus increasing language rich learning for all children. Funding for this goal was acquired through EEF, Site, Title II, Donations and PTO. Annual coaching and materials are provided. GLAD strategies have helped build a stronger social-emotional and behavioral program and have helped lower language barriers that EL students may experience. Goals: 5% gain in ELPAC scores, reclassifications and SBAC scores.
- (3) 4/5 Differentiated Math (DM) has succeeded for ten years. In the spirit of continuous improvement, thorough stakeholder feedback was sought last spring. The result was a decision to restructure DM by offering leveled math within each classroom, rather than continuing to form one class of advanced learners. Math paras were hired through Site and Donation funds. Fluid skill groups now receive small group instruction 2–3 times weekly, based on current assessments. All 4th/5th grade EL and SE students receive math instruction through DM, resulting in optimal levels of inclusion. Goal: 3% gain in 4th/5th math on SBAC IAB/SA.
- (4) Every 4th/5th grade student can join IMPACT Leadership. 70 IMPACT members (33% of our 4/5 population) learn leadership skills through providing service. IMPACT is facilitated by an advisor and principal. Leadership lessons are formally taught while students provide school, community and global service. Goals: Increase membership to 40% by next fall; 5% average gain in IMPACT SBAC scores, demonstrating school connectedness positively influences academic success.

OOTE aligns with LCAP Goals 1,3,4 & 5, asserting means for every student to reach potential. Average suspension rate for 16–17/17–18 is .1%. Average attendance rate was 97.15% in 16–17; 97.3% in 17–18. High attendance and low suspension rates indicate student success.

Implementation and Monitoring

The four elements featured in “Optimal Opportunities Through Equitable Education” were put into action due to analysis of student assessment data, EL/SE enrollment data,

input from teachers and feedback from parents. Parents are engaged in this program by being an important part of the initial needs assessment and ongoing planning through site surveys, meeting involvement and the LCAP process.

Parents receive information and updates, regarding the elements of OOTEE, through teacher and school newsletters, SSC, PTO and ELAC. Individual student progress is reported to parents through conferences, emails and report cards. Lakeview parents have continually requested differentiation and rigor (especially in math) because of college requirements. “Math Pathways,” have been communicated to parents to ensure their understanding of how their students will be prepared for college prep courses in the future.

Teachers, Classified Staff and our principal are all immersed in OOTTEE. (1) Intervention paraeducators (paras) have learned systematic instructional strategies for reading and math intervention through SIPPS, Rewards and Read Live training. (2) Yard supervisors and paras have been exposed to the GLAD strategies, which are most useful in their roles. The GLAD school wide quiet signal and personal standards are incorporated into daily procedures. The principal has been engaged in supporting GLAD since coming to Lakeview in 2016–2017. (3) Math paras are trained on the daily math lessons and collaborate with teachers weekly. (4) IMPACT planning and information is shared with staff through weekly meetings and bulletins. All 4th and 5th grade students are invited and encouraged to join IMPACT.

OOTEE is being monitored and evaluated on an ongoing basis. Phonics, reading fluency, comprehension and math assessments are given four times yearly to assess student progress in Intervention. Program effectiveness is analyzed by paras, teachers and administration at the end of each trimester, and adjustments are made. Teacher feedback and ELA assessment data through District required assessments (DIBELS, DORF, Lexile), along with SBAC ELA data are being monitored to determine the effectiveness of Intervention and GLAD. District and site GO Math assessments, SBAC IABs and SBAC math data are being analyzed to monitor the effectiveness of our differentiated math program. All assessment data, our LCAP parent survey results, site parent survey results and data from the CA Healthy Kids Survey are being considered when determining the effectiveness of IMPACT. EL and Special Education assessment data, as well as the monitoring of inclusion opportunities, are carefully considered to ensure the least restrictive environment is always a priority.

Results and Outcomes

Great schools hold power to close the achievement gap and challenge all students, so every child is given a fair path to success. OOTEE is being monitored through analysis of student assessment data, demographic data and feedback from stakeholders.

16–17 school-wide SBAC data reveals a high level of success. 80.39% of students in grades 3–5 met/exceeded ELA standards. This represents an increase of 2% from 15–16 and 7% from 14–15. 78.43% of students in grades 3–5 met/exceeded math standards, an increase of 3% from 15–16 and 9% from 14–15.

16–17 DIBELS data revealed positive outcomes. 85% (88% 15–16) of 1st grade met benchmark for letter sounds, 80% (82% 15–16) for fluency, and 90% (87% 15–16) met accuracy. 81% (83% 15–16) of 2nd grade met fluency benchmark, while 90% (87% 15–16) met accuracy. 92% (93% 15–16) of 3rd grade met fluency benchmark, while 90% (92% 15–16) met accuracy. 93% (92% 15–16) of 4th grade met fluency benchmark, and 96% (95% 15–16) met accuracy. 93% (91% 15–16) of 5th grade met fluency benchmark, while 98% (98% 15–16) met accuracy. 16–17 Lexile scores indicated 74% proficient or advanced.

Data indicates ongoing necessity to support students in need of remediation and differentiation. Intervention was enhanced by hiring a third para in 16–17, resulting in the ability to serve 26 more students on their path to proficiency. 4th/5th grade Differentiated Math was restructured by hiring four math paras. Our new math format allows teachers to extend daily math instruction to 75+ minutes, assess/level students weekly, work in small groups and facilitate multiple skill levels to benefit peer interaction. Positive outcomes have been noted in unit assessments. Now that differentiation occurs in every classroom, EL and SE students benefit by remaining in class for intensive or strategic learning.

SE students work in a least restrictive environment through OOTEE. Our SE students are not considered a significant subgroup but are monitored closely through their IEP goals and site data. 15% of our SE students met standards for ELA/math on SBAC.

Our EL population has increased since 2013. 77% of our EL population is in TK–2. Average CELDT scores for 15–16/16–17 were Intermediate. 82% of EL students earned the same score or increased by one performance band. The number of students being reclassified this year doubled from 16–17. Our EL enrollment is not considered a significant subgroup, however EL data is monitored at the site level. 55% of our EL students met standard in ELA/math on SBAC. Since OOTEE, we have seen improved CELDT scores and report card proficiency data.

RUSD Healthy Kids Survey and LCAP Parent Survey results will be reviewed, regarding leadership learning. IMPACT offers high participation and connectedness, along with amazing service teams. Data is being compiled for future analysis.