



**California Department of Education
2016 California Gold Ribbon Schools Program
Elementary School Application: Part B**



Lake Elementary

Model Program/Practice Summary

1. Name of Model Program/Practice:

LAKE – Leading the Advancement of Knowledge Everyday

2. How long has this Model Program/Practice been in place?

- Less than 2 years 2-4 years 5-8 years 8+ years

3. What is the Target Area? (*Choose at least one area.*)

Target Areas:

- Career Technical Education
- Chronic Absenteeism and Dropout Prevention
- Civic Education Awareness
- Closing the Achievement Gap
- Education Supports
- Nutrition and Physical Activity/Education
- Parent and Community Involvement
- Science, Technology, Engineering, and Mathematics
- Use of Technology
- Visual and Performing Arts

4. What are the target populations? (*Check all that apply.*)

Race/Ethnicity Subgroups:

- American Indian or Alaskan Native
- Asian
- Black or African American
- Filipino
- Hispanic or Latino

(Continued on next page)

Lake Elementary

- Native Hawaiian or Pacific Islander
- White
- Two or More Races

Other Student Groups:

- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- At-Risk Students (Academic, Social, Emotional, Behavioral, or Health)
- Other (*specify*)

5. What strategies are used to implement the Model Program/Practice? (*Check all that apply.*)

Strategies:

- School Climate
- Small Learning Communities
- Parent Involvement
- Data-Driven Decision Making
- Health Support
- Social/Emotional/Behavioral Support
- Professional Development
- Other (*specify*)

6. How is your Model Program/Practice referenced in your district's LCAP? [Refer to the State Priorities listed in Education Code (ED) sections 52060 and 52066. Charter schools must address priorities in EC Section 5206(d).]

Note: When completing the Model Program/Practice Narrative, your response needs to provide clarifying explanation on **how your implementation** of the Model Program/Practice **at your school site is distinguished** from the district's model.

As a one-school school district, what happens at Lake Elementary happens at Lake Elementary School District, so it is not possible to distinguish between the two. However, the strong traditions, rich history, and positive culture distinguishes Lake from other schools, thus the school's model practice was derived from the school's namesake: LAKE - Leading the Advancement of Knowledge Everyday, an implementation of Saphier and King's Twelve Norms of School Culture.

Conditions of Learning

LCAP Goal #1: Provide all staff with continuous professional development relevant to assignment in order to support high quality classroom instruction, standards-based curriculum, supported with relevant technology in well-maintained facilities. *(Priority 1: Basic Services; Priority 2: Implementation of State Standards; Priority 7: Course Access)*

All teachers (100%) are appropriately assigned based on their credential. Every student is provided with access to standards-aligned instructional materials and when available, materials are accessible in an online format. Technology upgrades over the past four years have established a 1:1 ratio of devices per student in grades 4-8; a 2:1 ratio (student:device) in grades K-3. Facilities are maintained and upgraded as measured by the FIT (Facility Inspection Tool).

Pupil Outcomes

LCAP Goal #2: Increase student academic achievement by establishing and maintaining support mechanisms for all students. *(Priority 2: Implementation of State Standards; Priority 4: Pupil Achievement; Priority 5: Pupil Engagement; Priority 7: Course Access, Priority 8: Other Pupil Outcomes)*

Discussions during School Site Council meetings, PTO (Parent-Teacher Organization) meetings, and teacher meetings brainstorm ways to increase school participation among parents of English learners. Plans are in place to increase recognition of English learner accomplishments on CELDT and reclassification through student award ceremonies and parent meetings. In order to continue to increase academic achievement for all students, teaching staff engages in weekly data chats in which local and state data is reviewed and analyzed. Additionally, students are supported in learning life-long habits of regular physical activity through the annual state Physical Fitness Test (PFT) and the school's "Panther on the Prowl" recognition.

Environment

LCAP Goal #3: Provide a safe, supportive, and nurturing environment for students and their families. *(Priority 3: Parent Involvement; 5: Pupil Engagement; Priority 6: School Climate; Priority 8: Other Pupil Outcomes)*

With guidance and support of leadership, staff will continue to maintain high levels of student and parent connectedness as indicated on surveys by creating a culture of acceptance, kindness, and understanding. All staff will work together to implement social/emotional standards in order for all students to develop awareness and management of their emotions.

Model Program/Practice Narrative

Model Program/Practice Name: LAKE – Leading the Advancement of Knowledge Everyday

1. Description of the Model

Education Resources Information Center (ERIC) defines school culture as “patterns of meaning or activity (norms, values, beliefs, relationships, rituals, traditions, myths, etc.) shared in varying degrees by members of a school community.” Four years ago, the school culture at Lake Elementary was at a crossroads. Components to make a great school were evident: school traditions were celebrated, high academic rigor was expected, and positive behavior supports were implemented; yet these structures were independent from one another across grade levels - cohesiveness was non-existent. Additionally, while things appeared “smooth sailing” on the surface, the fragmented culture was slowly eating away at the infrastructure of the school environment: classified and certificated personnel had become divided; parents expressed concern with bullying among students; and teachers identified a need for professional development in light of new California standards on the horizon.

In 2012, Lake Elementary hired a full-time administrator, a turning point that created a cultural shift at Lake; a culture, our model practice that we have identified as LAKE - Leading the Advancement of Knowledge Everyday. Prior to that time, the administrative position had been part-time, two days a week; or in earlier years, a classroom teacher who also spent time as the administrator. The proverbial “ship” had been sailing, yet now there was a captain to steer through the sea of implementing new state standards, analyzing curriculum for adoption, and providing consistency of the day-to-day operation of a school site. Understanding that the culture of a school is the foundation for school improvement, the new administration relied on the work of Saphier and King and began implementing the Twelve Norms of School Culture, which ultimately became the underlying goals of Lake Elementary: ***collegiality; experimentation; high expectations; trust and confidence; tangible support; reaching out to the knowledge base; appreciation and recognition; caring, celebration, and humor; involvement in decision-making; protection of what’s important; traditions; honest, open communication.*** One or more of the Twelve Norms can be seen in every activity, event, and decision in relation to each stakeholder at Lake Elementary. These twelve norms gave shape and direction to the school’s culture, specifically to the social-emotional needs of staff and students, and to what we have come to know as LAKE.

2. Implementation & Monitoring of the Model

Collegiality. Involvement in decision-making. Several years ago, the board adopted a calendar that identified minimum day Wednesdays to support teacher collaboration. During these weekly meetings, teachers, and support staff when appropriate, meet to review student academic and behavior data. At the start of each meeting, “Lake PD” is shared in which teachers volunteer a successful strategy they implemented, or sometimes, a not-so-successful strategy. Time is spent learning from others discussing both successes and “failures”. This organic professional development has enhanced collegiality, shared decision-making, leadership, and teamwork among staff. This level of trust is what allows candid conversations regarding student data to occur.

Student data discussions focus on data using iReady diagnostics and lessons, Renaissance Learning STAR Reading data, CAASPP (California Assessment of Student Performance and Progress) results when applicable, and teacher observation through curriculum assignments

and assessments based on the new standards. Subgroups are analyzed during this collaboration time in which strategies are identified to support students academically and behaviorally.

Tangible support. A key component to this data review was the addition of iReady in 2014-15. iReady, an online, adaptive, K-8 diagnostic for reading and mathematics pinpoints student needs and provides ongoing progress monitoring activities to show whether students are on track to achieve end-of-year targets as aligned to the state standards. iReady utilizes easy-to-use reporting and ongoing progress monitoring that allows real-time insights for each student at the class and school level. This assessment tool provides teachers with in-the-moment data that can be analyzed alongside classroom observations and other relevant assessments.

Single-teacher grade levels can often be an obstacle to effective “data chats”, yet the culture of collaboration, as well as easily-accessible data, provides the team with an ongoing cycle of developing strategies to build on students’ strengths and to identify weaknesses. The team is able to analyze the impact of implemented strategies to discover what worked and/or what didn’t work across grade levels and within student sub-groups.

Caring, celebration, and humor. Traditions. Trust and confidence. Experimentation. Collegiality. For the past three years, the entire certificated staff has attended the Fall CUE (Computer Using Educators) Conference, along with the principal. While the mission of CUE is to “inspire innovative learners...”, attending this conference as an entire faculty goes beyond building the capacity to integrate technology in the classroom. The time spent together adds to the layer of trust already established and motivates the team to continue to learn and stretch as professionals; yet most importantly, it includes many components of the Twelve Norms.

Reaching out to the knowledge base. Experimentation. Trust and confidence. Implementation of the LAKE mindset in regards to students may best be seen with the introduction of “Power 30” in 2014-15 and what morphed into Electives in 2015-16, and supports the notion that the positive school culture continues to inspire new ideas over time. Influenced by Google’s Genius Hour, Power 30 provided students in grades 4-8 the opportunity to choose their own 30 minutes of creativity every Friday morning. Students were never late on Fridays, most came early to sign up for their chosen Power 30. Feedback from students indicated they wanted more “Power 30” time. Utilizing most of the Twelve Norms, students and staff brainstormed ways to enhance Power 30, and in 2015-16, elective courses for students in grades 4-8 were offered for the first time in school history. Data regarding electives will be collected in Spring 2016, yet based on comments heard thus far from students, it has enhanced the level of school connectedness and excitement towards learning.

Caring, celebration, and humor. It is the belief of Lake Staff that a strong school-connectedness is in direct correlation to student recognition. Student successes are celebrated at monthly assemblies. Students of the Month are selected by classroom teachers based on a pre-selected Character Word of the Month (responsibility, respect, integrity, fairness, caring, honesty, integrity, courage, diligence, and citizenship). Panther Pride recipients are equivalent to “caught being good awards” and are based on Lake’s definition of Panther Pride: Being kind and helpful, having good sportsmanship, expecting success in themselves and believing in others as well as having pride in their school and community with the Lake Panther spirit. In addition to individual awards, beginning in 2015, classes are being recognized monthly for the highest attendance percentage. The winning class is presented with an Ironman Trophy to proudly display in their classroom for the month. The purpose of this award is to promote team spirit and maintain our high average daily attendance.

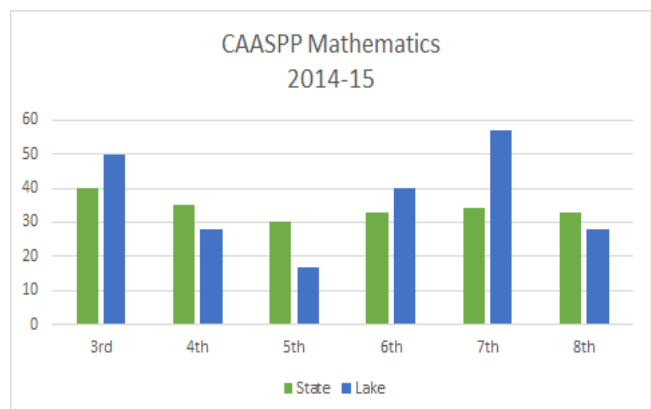
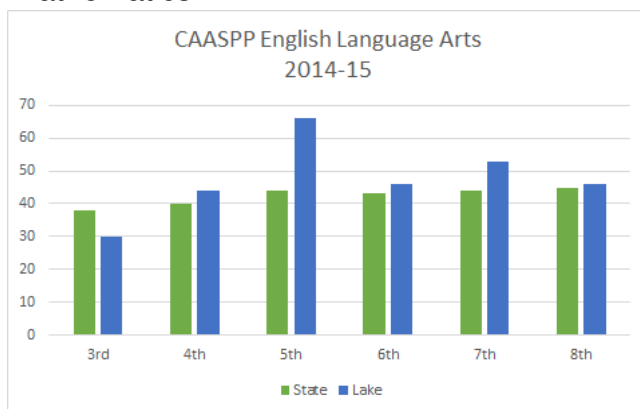
Appreciation and recognition. High expectations. Recent additions to student recognition are Panther on the Prowl and Blue Crew News. Panther on the Prowl is modeled after the Presidential Youth Fitness Program in order to increase physical activity and improve fitness. Students achieving the fitness goals outlined in the President’s Challenge receive a “Panther on the Prowl” t-shirt. (The Panther on the Prowl received such notoriety in its inaugural year (2014-15) that a “Lake Staff” Panther on the Prowl has been implemented for 2015-16.) Blue Crew News is a student-run, student-produced news broadcast. Given time, an iPad, and the \$4.99 iMovie app, students, with the oversight of the principal, write and produce the Blue Crew News for broadcast every Monday morning.

Honest, open communication. In addition to the application of the Twelve Norms with staff and students, the norms can be seen in all facets of Lake Elementary, including the parent and school community. The school’s Facebook page, which includes links to the superintendent/principal blog, webcasts and podcasts, provides timely, open communication regarding events, activities, and relevant updates. The entire teaching staff utilizes Remind, a free communication tool that helps teachers connect instantly with students and parents. Remind was so well-received by the parent community that PTO (Parent-Teacher Organization) and the local 4-H club began using it to communicate with members.

3. Results of the Model/Pupil Outcomes

Protection of what’s important. With consistent monitoring of data, Lake Staff continues to enhance the practice of LAKE. When reviewing student data, staff agree that students cannot be taught content if emotional needs are not being met. The most recent California Healthy Kids Survey results of 7th graders in 2012-13 indicated that 91% felt a strong school-connectedness, the remaining 9% indicated a moderate level of school connectedness, no student reported a low connection to school. Ninety-six percent (96%) perceived the school as very safe or safe. One hundred percent (100%) of students surveyed responded “agree” (22%) or “strongly agree” (78%) to the statement, “I am happy to be at this school.” When asked if there is a teacher or another adult in school “who believes that I will be a success”, 22% responded “pretty much true”, 78% responded “very much true”.

High expectations. While working to ensure that social-emotional needs are being met, Lake Elementary Staff also makes certain that academic preparation is at the forefront of every conversation, decision, and/or activity at the school. Viewed as a pioneer in the county regarding preparation and readiness for SBAC, staff identified technology strengths and weaknesses, as well as areas where academic support would better prepare all Lake students and sub-groups for the 2014-15 CAASPP. This hard work paid off as Lake Elementary outperformed the state average in all but one grade level in ELA and all but three grade levels in mathematics.



Students in grades 5 and 8 outperformed the state on the CST Science assessment. Ninety-one percent (91%) of Lake’s fifth graders scored “Advanced” or “Proficient”, as compared to 55% students scoring Advanced or Proficient. Similarly in 8th grade, 72% of Lake students scored Advanced or Proficient as compared to 64% of students statewide.

Protection of what’s important. Traditions. The LAKE mindset not only applies to staff and students, but to parents and the community as well. Parent surveys indicate they feel welcome at Lake and are involved in their child’s education. The first parent survey in 2012 had 30 families responding, approximately a 28% response rate. The most recent parent survey in 2015 had 80 out of 112 families responding, 71%, an increase of 153%. In 2015, 98.8% of the parents responded that they feel welcome at school, their children are safe at school, and the academic needs of their students are being met.

The following data show an increase in parents feeling welcomed and comfortable at Lake over the years in various aspects outside the typical school day - speaking with staff, attending parent meetings, school site council meetings, as well as attending board meetings:

Survey Question	2012	2015	% increase
comfortable speaking with teachers/admin about concerns	91.9%	97.5%	6.1%
feel welcome to attend PTO, SSC	83.0%	96.3%	16.0%
feel welcome to attend board meetings	91.7%	98.8%	7.7%

Parent involvement tells a story of engagement. The trend across the last four years indicates over 85% of parents responding to the annual survey attended at least three functions during the school year. Mathematically, that calculation in 2014 and 2015 identifies that more than half (62%) of the Lake families attended three or more school functions during the school year.

The aforementioned assessments, recognition programs, and surveys provide the data that allows for sustainability and enhancement of the culture at Lake Elementary. As a small, rural school located among almond orchards and alfalfa fields, Lake Elementary could have taken the “easy road” entrenched in outdated traditions and close-minded teaching. Fortunately, for 173 students and their families, Lake Elementary took the “high road” and forged forward to define and develop a culture of learning. The review of the data in an environment in which all Twelve Norms of School Culture are present continue to support the LAKE model, a model in which a cycle of learning for staff flows into a cycle of continuous improvement for all students, behaviorally and academically.