



LAKESIDE ELEMENTARY SCHOOL

Lakeside Joint School District

2008-09 School Accountability Report Card | Published During the 2009-10 School Year

GRADES K-5

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Bob Chrisman
Superintendent/Principal

Principal's Message

Lakeside Elementary School and the Lakeside Joint School District, founded in 1881, serves nearly 1,500 mountain residents in a rural area southwest of the town of Los Gatos, CA. The District offers the best of all possible environments. The rural character and beautiful surroundings provide a tranquil setting of forest, lakes, and open space. However, the District is less than 10 minutes away from the thriving community and resources of Los Gatos, approximately 20 miles from San Jose and the "Heart of Silicon Valley" to the north and Santa Cruz to the south. Local residents enjoy activities ranging from performing arts (opera, symphony, theatre) to equestrian adventures and mountain biking. Artists, musicians, farmers, vintners, and Silicon Valley professionals all call the Lakeside community "home." The terrain hosts acres of forest, vineyards, tree farms, and some commercial forest land. Many residents commute to their work place in the greater Silicon Valley area.

Lakeside School, the one school of the District, is a major focus of the community. Community members take pride in Lakeside's history and tradition. Lakeside School celebrated its 125th year in the fall of 2006. Several families have three generations of children who have attended the school.

The broad socioeconomic range in the area is reflected in a richly diverse student population. Parents and community members feel a strong kinship with their school, and provide extraordinarily strong support.

Attention to the Content Standards is stressed at all grade levels, and, in addition, there is a strong emphasis on physical education, arts, and music education. These latter programs are partly funded by the efforts of the Lakeside School Foundation and PTA. Lakeside's teacher-to-student ratio is approximately 1 to 17, with about 6% of its students qualifying for free or reduced price lunch, and approximately 3% for English Language Learners (ELL) services. In May 2000, the State of California Department of Education recognized Lakeside Elementary as a Distinguished School.

Lakeside's Academic Performance Index (API) scores are high. For the most recent reporting year, our API was 937. With its traditions, size, strong academic program, diversity, and caring environment, Lakeside combines the best elements of a public and a private school in its program delivery. The school has a strong extended-family environment, and its students receive much individual support for their learning.

The District's finances are well managed with a general fund budget of approximately \$1,200,000. The interest-based negotiations between the board and staff have helped create a trusting and caring environment between administration and staff.

School Beliefs

The Lakeside School community believes that:

- Lakeside School should be a learning community,
- Each person wants to succeed,
- Each child is a unique individual and needs to develop to his/her fullest potential,
- Each child has his or her own learning style,
- Each child can and wants to learn, and in fact, learns all day every day whether in a formal setting or not,
- Each child's creativity should be encouraged in order to foster that child's self esteem and confidence, and
- Community participation in the life of the school is important. It keeps the school and the community alive.



Mission Statement

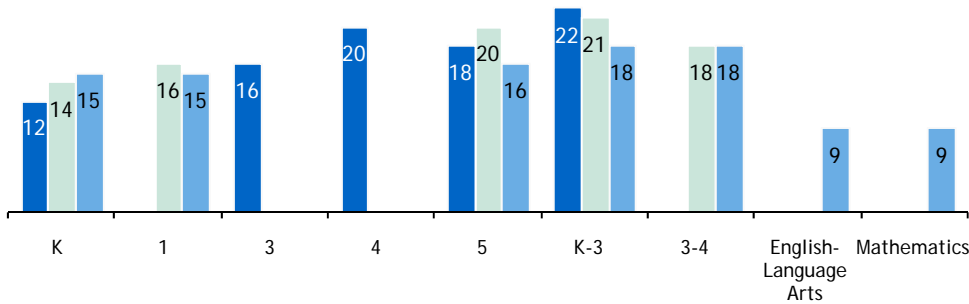
The mission of Lakeside School is to equip all our children with the skills, knowledge, and attitudes necessary to become responsible, successful members of our society by providing a well-trained staff, a comprehensive curriculum, a community involved in the life of the school, and a feasible, responsive funding plan.



Class Size

■ 06-07 ■ 07-08 ■ 08-09

The bar graph displays the three-year data for average class size.

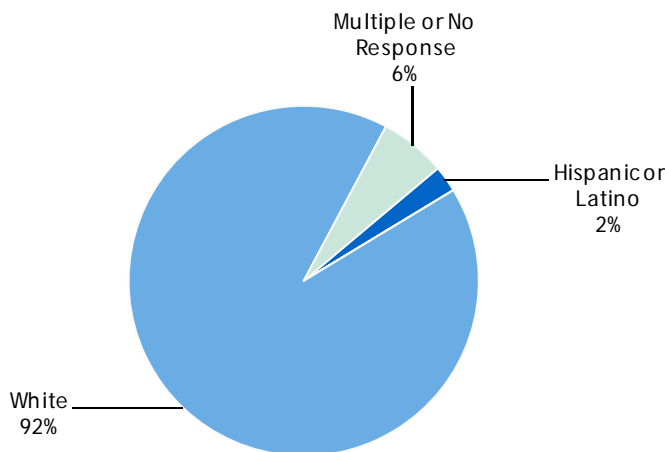


Class Size Distribution – Number of Classrooms By Size

Grade	06-07			07-08			08-09		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1			1			1		
1				1			1		
3	1								
4	1								
5	1			1			1		
K-3		1			1		1		
3-4				1			1		
Subject	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts							1		
Mathematics							1		

Enrollment and Demographics

The total enrollment at the school was 82 students for the 2008-09 school year.



Professional Development

The Lakeside School District embraces ongoing professional development for all employees. Schoolwide professional development activities are scheduled in collaboration with the Educational Leadership Team's focus for the year. For 2006-2007, the Team continued its focus on differentiated teaching and learning as well as reading, writing, math, and science, while addressing individual teacher's fall planning goals. Our recent focus is charter education. Teachers are routinely granted two to three days for additional training consistent with their professional growth goals. The District provides release time for teachers if the classes/courses are not available on evenings or weekend days. Training for teaching staff is conducted by experts in the specific topic areas (such as reading, math, music, etc.). Teachers, in turn, provide training for their classroom assistants and student coaches.

The school principal/superintendent actively participates in professional growth through the Association for California School Administrators, Association and Supervision of Curriculum Development, Small School Districts Association, and California School Board Association's conferences and symposiums.

The Facility Director keeps certifications current in water systems management, hazardous materials handling, and other related responsibilities. Clerical staff participates in training offered by the Santa Clara County Office of Education in the areas of workers' compensation, unemployment insurance, payroll and attendance systems, etc.

For the 2008-09 school year, we dedicated one day for professional development. In 2007-08, there were three days, and in 2006-07, there were three days dedicated for professional development.

Textbooks and Instructional Materials

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin (K-5)	2002
English-Language Arts	Step Up To Writing	2007
Mathematics	Saxon (K-5)	2003
Science	Harcourt Brace (K-5)	2004
History-Social Science	Harcourt Brace (K-5)	2002
Science Kits	Harcourt Brace (6)	2006
Science Kits	Harcourt Brace (5)	2005

Note: This data was most recently collected and verified in September 2009.

School Safety

It is the intent of the Board of Trustees of the Lakeside Joint School District to provide a safe and secure environment for our staff, students, parents, and guests while at school. These procedures comply with the Comprehensive School Safety Plan (CSSP) legislation and the Standardized Emergency Management System (SEMS) developed by the California Office of Emergency Services. District policy, procedures, and rules have been instituted to support a safe environment for all.

I. Safe Ingress/Egress of pupils, parents, and school employees

Lakeside's Safe School Plan addresses protocol and procedures for the entry and exit of students, staff, parents, and visitors to and from the school buildings and grounds.

This includes procedures for latecomers, early release, and emergency pick up of students by adults other than the students' parents or guardians.

II. Day-to-Day Safe and Orderly Environment

Topics covered in the Safe School Plan include: standards of student behavior, school dress code, playground, physical education, school sports programs, serious acts leading to suspension/expulsion, teacher notification of dangerous pupil(s), assessment of school crime, emergency planning, child protective service mandated reporter requirements, harassment prevention, emergency supplies, prevention of illness and communicable diseases, medical emergencies, illness/general health, communicable diseases, student searches, peace officers interviewing students, disaster and safety drills, and parent volunteers.

III. Disaster Procedures

District procedures are consistent with the Incident Commander model of the School Emergency Management System (SEMS). The Safe School Plan contains a section with details on procedures related to the "Specific Disasters" such as fire, earthquake, lock-down/shelter in place, school closure (including evacuation), and bomb threat.

The School Safety Plan was last reviewed, updated, discussed with the school faculty and accepted by the school board in March 2009.

Types of Services Funded

Categorical funds are used for supplemental services in Gifted and Talented Education (GATE Plan available for review in the school office), Special Education (Individual Education Plans for identified students), remedial and intensive instruction in math and reading (Title I and REAP), staff professional development, library services, instructional materials (Lottery), and school site upkeep (Lottery).

Textbooks and Instructional Materials

Lakeside School purchased a quantity of the following State-adopted textbooks to assure that each child has a textbook for his/her use at school and home.

Textbook inventories are taken each school year and replacements purchased to assure continued sufficiency in compliance with State mandates.

Math Steps, an earlier State-adopted math text is still used as a supplemental text when appropriate.

Students have complete access to textbooks according to the level to which they have been assigned. Students are free to take books home as needed for homework and additional study. Books are replaced as needed due to loss and student enrollment fluctuations.

Computers with Internet access are available to the community in the school library.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	✧
Health	0%
✧ Not applicable.	

School Facility Good Repair Status

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition.

School Facility Conditions and Improvements				
Items Inspected	Repair Status			
	Good	Fair	Poor	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
Interior: Interior Surfaces (floors, ceilings, walls, and window casings) <u>Repair Needed and Action Taken or Planned:</u> Interior needs to be painted, will be repainted in 2009.	✓			
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
Electrical: Electrical Systems (interior and exterior) <u>Repair Needed and Action Taken or Planned:</u> Ballasts need to be replaced. Ballasts will be replaced in December 2009.		✓		
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	✓			
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
Structural: Structural Condition, Roofs	✓			
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✓			
Overall Summary of Facility Conditions				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site inspection occurred on September 21, 2009, and the inspection form was most recently completed on September 21, 2009.

School Facilities

The District gives daily attention to the site and facility conditions in order to ensure that Lakeside School is clean, safe, functional, and a healthy place for students and staff. To assist in this effort, in spring 2006, the District conducted an overall assessment using the facility survey instrument developed by the State of California Office of Public School Construction. In February 2006, the District completed its annual Insurance Renewal Questionnaire. This questionnaire contains information about the age and square footage of buildings. The summary stated that Lakeside school buildings and grounds are adequately maintained, with clean, well-maintained walking surfaces and no trip or fall hazards noted. The results of the aforementioned survey and questionnaire are available at the school/district office.

The District's technology infrastructure includes one wiring closet with 10/100 switches and multiple firewalls connecting all classrooms and offices with multiple network outlets. Classrooms are equipped with two to five computers. All Macintosh computers are G-3 or later.

Each classroom teacher has a dedicated I-Book laptop for his or her professional use. The Learning Lab is equipped with two student computers and a teacher's PC platform. The Education Specialist maintains his own personal PC laptop. The District maintains public, as well as school-only, wired and wireless access with appropriate firewall protection.

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School Facilities

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Age of School Buildings

Lakeside Elementary School has six classrooms, a science room, an art/music room, a library, a commons room, a staff/conference room, a school/district administration office, and a community center/multi-purpose building. The main campus was established in 1910. A wood-frame addition was added in 1958. A modular classroom building was added in 1965, and the building that now exists as the district/school office and classrooms was built in 1967. Additional modular classrooms were added in 1984 and 1996. The Lakeside Community Center and multipurpose building was constructed in 2003. This new multipurpose building (community center) is 4,660 sq. feet and is reserved for exclusive use of the school during the school day. The community center contains a small snack kitchen and two gender-designated bathrooms. The ladies'/girls' bathroom has four toilets and two sinks. The mens'/boys' bathroom has three toilets, one urinal, and two sinks. The community center is also a designated Red Cross Disaster Shelter. The District field has a track and field appropriate in size for elementary students, which was renovated in 2004. Of the 10 classrooms, five are "homerooms" with dedicated classroom teachers. The other five serve as:

- Lakeside Library with over 7,000 books, two student computers with Internet access, and staff-dedicated computer with Folett Web-based check-out software.
- Music and Art Room where students and teachers meet for twice-weekly small group sessions for Orff Music instruction. Please log on to www.lakesidelosgatos.org and select "Music and Performing Arts" for an extensive overview and sample lessons of the Orff Music program.

Continued on page 5

School Facilities

Continued from page 4

- Science Room with small group lab tables for hands-on science exploration. The K-5 science kits, and a variety of supplemental math, science, and social science resource materials are stored here for easy access by classroom teachers. The school's microscopes and digital cameras are secured here when not in use.
- Learning Center where individual and small groups of students meet with the Education Specialist for supplemental support in areas designated by Individual Education Plans or Student Study/Success Team action plans. Lakeside's Wednesday afternoon "Learning Lab" meets from 3:00 to 5:00 P.M. in the Center with one-on-one and small group tutoring for students specifically referred by classroom teachers for this additional help. The Learning Center is under the operation of Lakeside's Education Specialist, who schedules his time during the school day both in the Center and/or working in the homerooms in a team-teaching role, or as Resource Specialist.
- One classroom is currently serving as the Facilities Manager's office and shop. The Facilities Manager is the all-around maintenance and operations person, and is the District's technology support, certified Lakeside Water System and Well Operator, plumber, grounds keeper, and general handyman. This classroom also houses a bank of older Mac computers, all upgraded to OS10.
- In addition, the District has several storage structures. These are dedicated to the kiln and its operation, supplemental teaching materials, currently unused furniture, garden tools, etc. These structures are located away from the main classrooms but within easy access of personnel.

Maintenance and Repair

All staff members are encouraged to report problems as they develop, and the District uses a work order process. A clipboard hangs in every classroom for parents to enter repairs they feel need attention. Teachers follow up by completing a work order form and submitting it to the principal. The forms are accessible in a special drawer in the staff room. Following the principal's signature on the form, information entered is posted for the facilities manager to pick up. The specific job to be done is entered into a spreadsheet titled "Facilities Upkeep Report." This report becomes public record as it is published for the school board to review each month. The work order remains on the public report until completed to the satisfaction of the administration.

A full-time facilities director is employed and addresses emergency repairs as they are needed. Other orders are followed through efficiently either with in-house labor, volunteer labor, or contracted labor. History proves that action necessary to keep the school in good repair and working order is taken in a timely manner.

All interested parties are welcome to add items to the list in an effort to encourage vigilance in keeping the living conditions at Lakeside School healthy and safe, and the site in good repair.

Cleaning Process and Schedule

The superintendent/principal and the facilities director have developed cleaning standards for the school, which are available for public inspection in the school office. The school contracts with a cleaning service and one custodian spends two to three hours per day cleaning the site after school hours. Additional hours are spent on annual spring and summer and cleaning when students are on break. The cleaning schedule is adjusted periodically as needed to implement the standards, and ensure a clean and safe school. A designated space is reserved on the staff room announcement board for comments to the cleaning staff as needed.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension Rate		
Lakeside ES		
06-07	07-08	08-09
0.001	0.000	0.000
Lakeside Joint SD		
06-07	07-08	08-09
0.001	0.000	0.000
Expulsion Rate		
Lakeside ES		
06-07	07-08	08-09
0.000	0.000	0.000
Lakeside Joint SD		
06-07	07-08	08-09
0.000	0.000	0.000



National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
Average Scale Score				
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level				
	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State Participation Rate				
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate				
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%



Parental Involvement

Parents can get involved in many programs at our school, including the School Site Council (SSC). The SSC sets long-range educational goals for the school, conducts the parent survey, and assists the Lakeside staff and Board of Trustees in implementing these goals. The SSC is comprised of equal representation by the school and by parent/community members.

The SSC has specific responsibility for the Single Plan for Student Achievement, which is mandated by the State Department of Education. The SSC collects data through a parent/student survey, data received from the District testing program, and interviews with staff members and parents.

For more information on how to become involved, contact Anne Plane, SSC Chairperson, at (408) 354-2372.

NAEP Testing Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tg/nr/.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Lakeside ES			Lakeside Joint SD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	81%	78%	82%	81%	78%	82%	43%	46%	50%
Mathematics	97%	97%	89%	97%	97%	89%	40%	43%	46%
Science	89%	95%	88%	89%	95%	88%	38%	46%	50%



Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2009 Results		
	English-Language Arts	Mathematics	Science
Male	83%	91%	❖
Female	80%	85%	❖
Economically Disadvantaged	❖	❖	❖
English Learners	❖	❖	❖
Students with Disabilities	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖
African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	❖	❖	❖
Pacific Islander	❖	❖	❖
White	82%	90%	88%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (ie. The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (ie. The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf.

Academic Performance Index Ranks

API Ranks – Three Year Comparison

	2006	2007	2008
Statewide API Rank	10 *	10 *	10 *
Similar Schools API Rank	*	*	*

* This API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth

API Growth by Student Group – Three Year Comparison

Group	Actual API Change			2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	12	7	-2	935*
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	8	2	■	■
Socioeconomically Disadvantaged	■	■	■	■
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

* This API is calculated for a small school, defined as having between 11 and 99 valid STAR Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

■ Data are reported only for numerically significant groups.



Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools" API rank reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percent of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Lakeside ES		Lakeside Joint SD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Lakeside ES	Lakeside Joint SD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement	0	
Percent of Schools Identified for Program Improvement	0.0%	

✧ Not applicable.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	5.9%
Five of Six Standards	17.6%
Six of Six Standards	76.5%



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Lakeside Joint SD	Lakeside ES		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	6	6	6	6
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Lakeside ES		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tg.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Lakeside ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	100.0%	0.0%

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◆ Information not available.



Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	◆
◆ Not applicable.	

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

School Support Staff	
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (paraprofessional)	0.1
Psychologist	0.2
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	0.2
Other	0.0

District Financial Data

District Salary Data		
Category	Lakeside Joint SD	Similar Sized District
Beginning Teacher Salary	✱	\$38,481
Mid-Range Teacher Salary	✱	\$55,789
Highest Teacher Salary	✱	\$70,849
Average Principal Salary	✱	\$88,862
Superintendent Salary	✱	\$110,994
Teacher Salaries – Percent of Budget	34.8%	37.2%
Administrative Salaries – Percent of Budget	9.0%	6.6%

✱ Single-site districts are not required to display this data. (*Education Code* Section 41409.3).

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Lakeside ES
Total Expenditures Per Pupil	\$14,403
Expenditures Per Pupil From Restricted Sources	\$4,276
Expenditures Per Pupil From Unrestricted Sources	\$10,127
Average Teacher Salary	\$68,907

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Lakeside ES	\$10,127	\$68,907
Lakeside Joint SD	\$10,127	\$68,907
California	\$5,512	\$56,284
School and District – Percent Difference	◆	◆
School and California – Percent Difference	+45.6%	+18.3%

◆ Because Lakeside Joint SD is a single-site district, the percent difference does not apply.

Financial Data Note: The financial data displayed in the SARC is from the 2007-08 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.



SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of December 2009.