

Lakeside Elementary School

Lakeside Joint School District



2009-10 School Accountability Report Card • Published During the 2010-11 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 963. 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

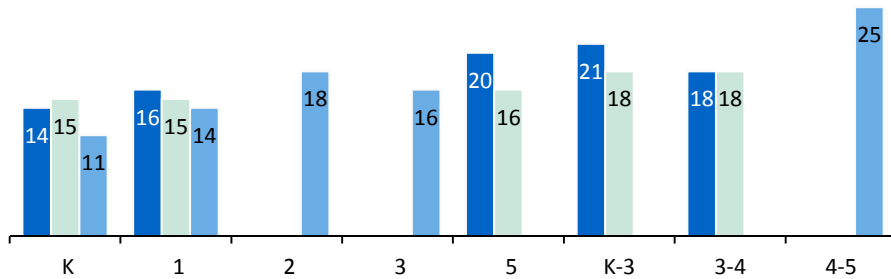
The mission of Lakeside School is to equip all our children with the skills, knowledge, and attitudes necessary to become responsible, successful members of our society by providing a well-trained staff, a comprehensive curriculum, a community involved in the life of the school, and a feasible, responsive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



Class Size

07-08 08-09 09-10

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

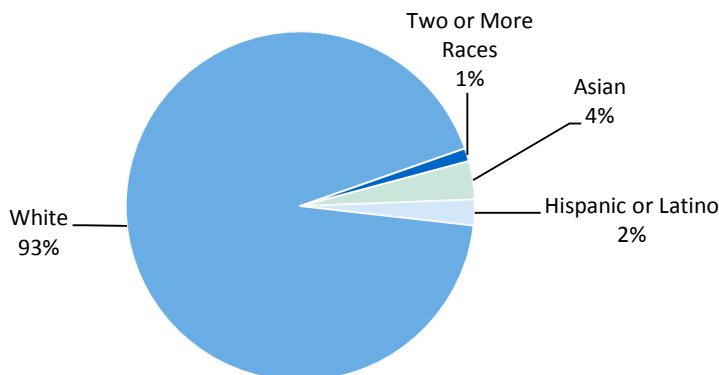


Class Size Distribution — Number of Classrooms By Size

Grade	07-08			08-09			09-10		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1			1			1		
1	1			1			1		
2							1		
3							1		
5	1			1					
K-3		1		1					
3-4	1			1					
4-5								1	

Enrollment and Demographics

The total enrollment at the school was 84 students for the 2009-10 school year.



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 primary 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	◇
Five of Six Standards	◇
Six of Six Standards	◇
◇ Data not available from the state at the time of publication.	



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.

Adoption requirements are currently in suspense due to state budget crisis.

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 July 2010.

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, lockdown/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 2010.



Availability of Textbooks and Instructional Materials

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

Lakeside ES	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	◇
Foreign Language	◇
Health	◇
◇ Not applicable.	



School Facility Items Inspected

The tables show the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Structural:** Structural Condition, Roofs
- **Electrical:** Electrical Systems (interior and exterior)
- **External:** Windows/Doors/Gates/ Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Fair	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Fair	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			10/01/2010
Date of the Most Recent Completion of the Inspection Form			10/01/2010

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item’s repair status, all deficiencies are listed.

Deficiencies and Repairs	
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action
Interior	Ceiling tiles repaired July 2010.
Electrical	Light bulbs and ballast replaced in July 2010.

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.

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School Facilities

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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.

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 square 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.

Continued on page 5



School Facilities

Continued from page 4

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 Folette 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.
- 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 p.m. to 5 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.

The District participates in the State School Deferred Maintenance Program, which provides state-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010-11 school year, the District budgeted \$6,000.00 for the Deferred Maintenance Program. This represents 0.4% of the District’s general fund budget.

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



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		
07-08	08-09	09-10
0.000	0.000	0.000
Lakeside JSD		
07-08	08-09	09-10
0.000	0.000	0.000
Expulsion Rate		
Lakeside ES		
07-08	08-09	09-10
0.000	0.000	0.000
Lakeside JSD		
07-08	08-09	09-10
0.000	0.000	0.000

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 JSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	78%	82%	88%	78%	82%	88%	46%	50%	52%
Mathematics	97%	89%	98%	97%	89%	98%	43%	46%	48%
Science	95%	88%	❖	95%	88%	❖	46%	50%	54%

❖ 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.

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

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2010 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	88%	98%	❖
All Students at the School	88%	98%	❖
Male	89%	10%	❖
Female	88%	96%	❖
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖
White	87%	98%	❖
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	❖	❖	❖
English Learners	❖	❖	❖
Students with Disabilities	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖

❖ 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.

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/starpkt5inrpts.pdf.



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 (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.

API Ranks

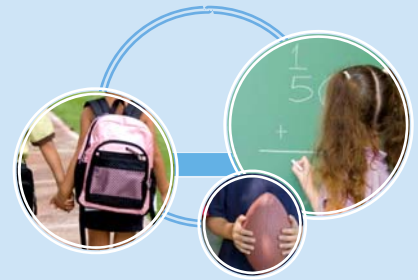
API Ranks — Three Year Comparison			
	2007	2008	2009
Statewide API Rank	10*	10*	10*
Similar Schools API Rank	*	*	*

* 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.

API Growth by Student Group

API Growth by Student Group — Three Year Comparison			
Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	7	-2	28
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	■	■	■
Native Hawaiian or Pacific Islander	■	■	■
White	2	■	■
Two or More Races	■	■	■
Socioeconomically Disadvantaged	■	■	■
English Learners	■	■	■
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.



API 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 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.

API Growth by Student Group

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



API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Lakeside ES	Lakeside JSD	California
All Students	963	963	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	■	890
Filipino	■	■	851
Hispanic or Latino	■	■	715
Native Hawaiian or Pacific Islander	■	■	753
White	960	960	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	■	■	712
English Learners	■	■	692
Students with Disabilities	■	■	580

■ Data are reported only for numerically significant groups.

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.

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 2010-11 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 JSD
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%

◇ Not applicable.

API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.



“Parents and community members feel a strong kinship with their school, and provide extraordinarily strong support.”



Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Lakeside ES		Lakeside JSD	
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.

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.

Academic Counselors and School Support Staff

Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Counselor (Social Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.2
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

✧ Not applicable.

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:

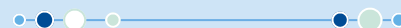
1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit www.cde.ca.gov/ta/ac/ay/.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).



Teacher Qualifications

Teacher Credential Information				
	Lakeside JSD	Lakeside ES		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	5	6	6	5
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		
	08-09	09-10	10-11
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 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

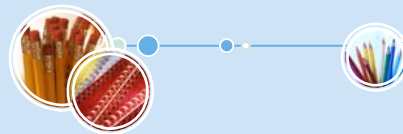
No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Lakeside ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	✧	✧
Low-Poverty Schools in District	100.0%	0.0%

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.

✧ Not applicable.

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/>.



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 2007-08 school year, we dedicated three days for professional development. In 2008-09, there was one day, and in 2009-10, there were no days dedicated for professional development.

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.

District Salary Data		
Category	Lakeside JSD	Similar Sized District
Beginning Teacher Salary	\$44,047	\$38,905
Mid-Range Teacher Salary	\$69,580	\$56,504
Highest Teacher Salary	\$83,372	\$71,750
Average Principal Salary (Elementary School)	✱	\$92,053
Superintendent Salary	\$80,500	\$111,055
Teacher Salaries — Percent of Budget	37.4%	37.9%
Administrative Salaries — Percent of Budget	9.5%	6.8%

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

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	\$14,818
Expenditures Per Pupil From Restricted Sources	\$10,419
Expenditures Per Pupil From Unrestricted Sources	\$4,399
Annual Average Teacher Salary	\$55,000

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	Annual Average Teacher Salary
Lakeside ES	\$4,399	\$55,000
Lakeside JSD	\$4,399	\$55,000
California	\$5,681	\$57,352
School and District — Percent Difference	◆	◆
School and California — Percent Difference	-29.1%	-4.3%

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

Financial Data

The financial data displayed in the SARC is from the 2008-09 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.



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).

School Accountability Report Card

Data in this report are 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.

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