

Lakeside Joint Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Lakeside Joint Elementary School
Street	19621 Black Road
City, State, Zip	Los Gatos, CA 95033
Phone Number	(408) 354-2372
Principal	Shama Marshall
Email Address	smarshall@lakesidelosgatos.org
Website	www.lakesidelosgatos.org
County-District-School (CDS) Code	43-69492-6047351

Entity	Contact Information
District Name	Lakeside Joint Elementary School District
Phone Number	(408) 354-2372
Superintendent	Sean Joyce, PhD
Email Address	sjoyce@lakesidelosgatos.org
Website	www.lakesidelosgatos.org

School Description and Mission Statement (School Year 2019-20)

Lakeside'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." Local residents enjoy activities ranging from performing arts (opera, symphony, theater) 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 workplace in the greater Silicon Valley area.

This single school district is a major center-point of the community. Parents and community members take pride in Lakeside's history and tradition. 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. They all feel a strong kinship with this school and provide extraordinarily strong support.

Attention to the Common Core Standards is stressed at all grade levels along with Project Based Learning strategies. In addition, there is a solid emphasis on physical education, music education, and science education. These programs are graciously funded by the Lakeside School Foundation. Lakeside's teacher-to-student ratio is approximately 1 to in the 2016-2017 school year with about 1% of its students qualifying for free or reduced price lunch and approximately 4% for English Language Learners (ELL) services. In May 2000, the State of California Department of Education recognized Lakeside Elementary as a Distinguished School. In Spring of 2016 Lakeside's students scored 77% proficient in English Language Arts and 79% proficient on mathematics on the state assessment.

With its traditions, size, strong academic program, diversity, and caring environment, Lakeside combines the best elements to provide a well-rounded public school education. The school has a strong extended-family environment, and its students receive much individual support for their learning.

Our vision is that Lakeside students will achieve at their highest potential to be prepared for their future.

Our mission is to create independent learners with a rich and challenging curriculum, distinguished by instructional variety, innovation, and collaboration while fostering social-emotional strength.

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.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	15
Grade 1	10
Grade 2	13
Grade 3	11
Grade 4	16
Grade 5	6
Total Enrollment	71

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Asian	4.2
Filipino	2.8
Hispanic or Latino	15.5
White	60.6
Two or More Races	12.7
Socioeconomically Disadvantaged	5.6
English Learners	7
Students with Disabilities	15.5
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	6	5		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 *Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 09/2016

Lakeside School purchased a number 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.

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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2003: Houghton Mifflin (K-5); 2014 Wilson Foundations	Yes	0%
Mathematics	2015: Pearson (K-5)	Yes	0%
Science	2004: Harcourt Brace (K-5)	Yes	0%
History-Social Science	2002: Harcourt Brace (K-5)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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 2015, 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.

Lead was detected during a routine water test in August 2015. We continue to monitor the water quality on a monthly basis, overseen by the California State Water Resources Control Board. Letters are sent to every family and staff member regarding results of annual testing. For more information, contact the California State Water Resources Control Board at (510) 620-3474 or the Santa Clara County Health Department of Environmental Health at (408) 918-3400 who can provide you with information about the health effects of lead.

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 share laptops and iPads that are available to all classrooms on a checkout basis. Each classroom teacher and the Educational Specialist has a dedicated laptop for her professional use. 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 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 multi-purpose building was constructed in 2003. This new multi-purpose 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 men/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 and the track was refurbished in July 2013. A new air conditioning system was added in Summer 2016.

Of the 9 classrooms, five are “homerooms” with dedicated classroom teachers. The other four serve as:

- Music/Science Room where students and teachers meet for twice-weekly small group sessions of music instruction and small group lab tables for hands-on science and math exploration
- One classroom is currently serving as the Resource Classroom.
- The facilities management is undertaken by the Superintendent/Principal.
- 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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 9/2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC replacement plans are in process. Two small HVACs were replaced in November 2015. The large 20 Ton unit will be replaced in June 2016.
Interior: Interior Surfaces	Good	Interior surfaces need paint.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Sewer repair is ongoing and repairs are made as needed.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Roof repair is ongoing and repairs are made as needed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	92	82	92	82	50	50
Mathematics (grades 3-8 and 11)	86	83	86	83	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	30	28	93.33	6.67	82.14
Male	14	14	100.00	0.00	78.57

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	16	14	87.50	12.50	85.71
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	16	15	93.75	6.25	86.67
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	30	29	96.67	3.33	82.76
Male	14	14	100.00	0.00	100.00
Female	16	15	93.75	6.25	66.67
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	16	15	93.75	6.25	86.67
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Opportunities for parent involvement are available through various organizations offered at school. They range from providing assistance in the classroom to being chairperson of a parent run organization.

Current opportunities for parent participation include:

- Lakeside Town Hall Meetings
- Lakeside Foundation
- Lakeside School Board
- Classroom Conversations: Grade level meetings between parents and classroom teacher and superintendent
- Art in Action
- Project Cornerstone
- PBIS Committee

For more information on how to become involved, contact the office at (408) 354-2372.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.2	7.6	2.6	2.2	7.6	2.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 student's 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 is reviewed and updated on an annual basis.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	6	2			9	1			15	1		
1	14	1			11	1			10	1		
2	9	2			14	1			7	2		
3	8	1			17	1			11	1		
4	16	1			7	1			16	1		
5	18	1			16	1			6	1		
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$18,734.40	\$5,407.74	\$13,326.66	\$79,396.20
District	N/A	N/A	\$13,326.66	
Percent Difference - School Site and District	N/A	N/A	0.0	-12.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	78.4	-12.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Categorical funds are used for supplemental services in 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).

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$45,252
Mid-Range Teacher Salary	\$	\$65,210
Highest Teacher Salary	\$	\$84,472
Average Principal Salary (Elementary)	\$	\$107,614
Average Principal Salary (Middle)	\$	\$112,242
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$	\$124,686
Percent of Budget for Teacher Salaries	26%	31%
Percent of Budget for Administrative Salaries	8%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

The Lakeside School District embraces ongoing professional development for all employees.

School-wide professional development activities are scheduled throughout the year. The staff continues its focus on differentiated teaching as well as reading, writing, math, and science, while addressing individual teacher's planning goals. This year MTSS was implemented school wide. As part of the MTSS process administration created a PBIS committee that collaborated with staff, students, and the community to build a systematic school wide expectations plan.

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, or the Resource Teacher provides training as needed for those who interact with Special Education students. This School year teachers participated in math professional development and began implementing Number Talks with a 1:1 coach. In addition, teachers participated in technology professional development with a 1:1 coach.

Administration also participates in professional development from the Santa Clara County Office of Education, Association of California School Administrators, Small School Districts Association, and California School Board Association's conferences and symposiums.

The finance specialist participates in training offered by the Santa Clara County Office of Education in the areas of finance, workers compensation, unemployment insurance, payroll and attendance systems.