

Lakeview Elementary School

9205 Lakeview Rd. • Lakeside, CA 92040 • 619.390.2652 • Grades K-5

Austin McKeever, Principal

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Lakeside Union Elementary School District

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District Governing Board

Keith Hildreth
Gelia Cook
Twila Godley
Kevin Howe
Bonnie LaChappa

District Administration

Dr. David Lorden
Superintendent
Andy Johnsen
**Assistant Superintendent of
Education**
Erin Garcia
Assistant Superintendent of Business

School Description

The Lakeview Elementary School Community believes that students can reach their highest potential and become lifelong learners through a variety of challenging educational opportunities. Such opportunities include a rigorous standards-based curriculum, differentiated instruction, and visual and performing creative outlets. This year, our school has added ample technology that not only promotes critical thinking and discovery, but also makes learning more accessible to each student. Lakeview educators are committed to learning all that they can about innovative classrooms and teaching practices. This allows our classrooms to become proving grounds for best teaching practices. Lakeview School enjoys strong support from our parent community. Our teachers, parents, and staff believe in supporting every student attending this school with the means necessary to ensure student success. We have also sponsored several "Walk to School Days" and have joined with the I Drive 25 program to enhance student safety. All of these activities are created and sponsored by parents, teachers, and students. And, they include participation from local agencies. These types of activities foster the strong sense of community and parent involvement that we have come to expect at Lakeview Elementary. In addition, as a result of our effort and participation in the Walk America program, Lakeview has been awarded four sidewalk grants that will provide safe passageways for students and parents as they travel by foot to and from school.

Lakeview School offers its students a comprehensive program to meet each child's unique academic, physical and emotional needs. Our strong curricular program is a balance of basic skills instruction, critical-thinking activities, active participatory learning and challenging enrichment opportunities meeting all of the California Content Standards. Our technology is of the highest level, with a minimum of six online computers in every classroom. Every student in grades 2, 3, 4, and 5 has access to an individual iPad, pre-loaded with standards-based learning content. In the remaining grade levels, students have group sets of iPads to use during the academic day. We incorporate SmartBoard technology and curricular enhancements in grades K through 5. Online programs allow us to implement an onsite "blended learning" model for our students. In addition, we offer eight Spanish Immersion classes. These students are taught part of the day in Spanish, and part of the day in English. Students in our immersion program develop life-long advantages by becoming bilingual, bi-literate and culturally competent citizens. We firmly believe in educating the whole student by offering Band, and music to students in grades 2-5. All students receive the benefit of art instruction offered by trained art specialists through the Art Docent Program (grades K-5). District multiple measures are used to assess the academic progress of each student several times yearly and gauge the overall strength of our academic program. District testing includes the Performance Assessment of Writing Skills, our Reading Inventory's, (grades 2 -5), and the district adopted Reading Assessment (grades K-5). Results of these assessments and more are shared with parents and used as ongoing assessments to modify instruction. Teachers meet weekly as Professional Learning Communities to design instruction to meet the needs of students based on four primary questions: 1) What do we want our students to learn? 2) How will we know when they have learned it? 3) How will we respond when they haven't learned it? 4) How will we respond when they already know it? We use the previously mentioned data as well as team designed formative assessment data to answer these questions and inform our instruction. After-school supplementary programs for students include aerobics dance, reading, math, woodworking, music, and science classes on various topics are offered throughout the school year. Leadership opportunities are provided offering students in serving the school community through such means as Concierge, Safety Patrol, and ASB/Leadership, 7 Habits of Highly Successful Students, and Character Counts leadership teams.

Austin McKeever, PRINCIPAL

About the SARC

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at 619.390.2652 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	128
Grade 1	130
Grade 2	130
Grade 3	110
Grade 4	113
Grade 5	95
Total Enrollment	706

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.7
Asian	0.1
Filipino	0.1
Hispanic or Latino	19.5
White	74.6
Two or More Races	3.1
Socioeconomically Disadvantaged	38.8
English Learners	4.2
Students with Disabilities	14.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Lakeview Elementary School	13-14	14-15	15-16
With Full Credential	32	34	36
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Lakeside Union Elementary School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Lakeview Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.9	0.1
High-Poverty Schools	99.8	0.2
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

**Textbooks and Instructional Materials
Year and month in which data were collected: 12/01/15**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading: Wonders, McGraw-Hill; adopted in 2013 Maravillas, McGraw-Hill; adopted in 2015 Reach 2002, SRA/McGraw-Hill; adopted in 2005 High Point (EL), Hampton Brown; adopted in 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Everyday Math, McGraw-Hill; Adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Discovery Works (K-3), Houghton Mifflin; adopted in 2003 Science California 2007 (4-5), Houghton Mifflin; adopted in 2009 Full Option Science System, Delta Education Science and Technology for Children, Carolina Biological The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History Social Science for California, Scott Foresman; adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Lakeview Elementary School is fifty-four years old. Some of our classrooms have been updated and maintained to provide a cheerful, and safe learning environment. The Lakeside Union School District team works diligently to ensure that all sites are well-maintained and undergo maintenance on a regular basis. An online system of work orders is implemented to assist in maintenance requests. Sites are painted and carpeted on a regular basis. Rest rooms and fire alarms systems have been maintained and updated as necessary. Upgraded waterless urinals have been installed in the boy's rest room to provide sanitation and energy efficiency. Heating and cooling systems are regularly evaluated to ensure energy efficient use. The passing of Proposition V by the Lakeside Community allowed our site to house a new Multi-purpose room and office spaces. State of the art office spaces, including a health office, and food service area, provide an energy efficient, attractive and healthy environment for our students. In the summer of 2012, two very old classrooms were torn down and replaced with updated modular classrooms. The Kindergarten playground was rearranged and improved for safety and efficiency. New play equipment was added on both the lower and upper playgrounds that meet safety requirements supported by the JPA. Our school site is cleaned daily and any graffiti removed immediately by custodial staff. Each and every student takes pride in the appearance of their school and incentives are provided for campus beautification.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: January, 2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
	X				

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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	50	46	44
Math	47	32	33

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	81	69	65	69	71	68	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	26.30	23.20	20.00

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	68
All Student at the School	65
Male	72
Female	57
Black or African American	--
American Indian or Alaska Native	--
Filipino	--
Hispanic or Latino	33
White	71
Two or More Races	--
Socioeconomically Disadvantaged	23
English Learners	--
Students with Disabilities	60
Foster Youth	--

* Scores are not shown 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	112	109	97.3	30	35	24	11
	4	113	106	93.8	22	22	34	22
	5	97	95	97.9	21	19	34	26
Male	3		64	57.1	31	38	20	11
	4		57	50.4	19	23	32	26
	5		54	55.7	19	26	37	19
Female	3		45	40.2	29	31	29	11
	4		49	43.4	24	20	37	16
	5		41	42.3	24	10	29	37
Black or African American	3		1	0.9	--	--	--	--
	5		3	3.1	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	3		2	1.8	--	--	--	--
	4		1	0.9	--	--	--	--
	5		1	1.0	--	--	--	--
Asian	4		1	0.9	--	--	--	--
Filipino	5		1	1.0	--	--	--	--
Hispanic or Latino	3		24	21.4	50	25	13	13
	4		15	13.3	33	20	13	27
	5		16	16.5	44	31	13	13
White	3		79	70.5	25	37	28	10
	4		87	77.0	18	22	39	21
	5		71	73.2	15	18	38	28
Two or More Races	3		3	2.7	--	--	--	--
	4		2	1.8	--	--	--	--
	5		3	3.1	--	--	--	--
Socioeconomically Disadvantaged	3		47	42.0	38	30	23	9
	4		39	34.5	33	23	26	15
	5		34	35.1	29	24	24	24
English Learners	3		5	4.5	--	--	--	--
	4		6	5.3	--	--	--	--
	5		3	3.1	--	--	--	--
Students with Disabilities	3		19	17.0	79	11	5	5
	4		16	14.2	63	19	13	6
	5		14	14.4	79	7	14	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	112	109	97.3	33	24	38	6
	4	113	106	93.8	19	40	31	10
	5	97	95	97.9	21	20	24	35
Male	3		64	57.1	34	17	41	8
	4		57	50.4	18	35	33	14
	5		54	55.7	19	24	20	37
Female	3		45	40.2	31	33	33	2
	4		49	43.4	20	45	29	6
	5		41	42.3	24	15	29	32
Black or African American	3		1	0.9	--	--	--	--
	5		3	3.1	--	--	--	--
American Indian or Alaska Native	3		2	1.8	--	--	--	--
	4		1	0.9	--	--	--	--
	5		1	1.0	--	--	--	--
Asian	4		1	0.9	--	--	--	--
Filipino	5		1	1.0	--	--	--	--
Hispanic or Latino	3		24	21.4	46	21	21	13
	4		15	13.3	33	40	7	20
	5		16	16.5	56	13	6	25
White	3		79	70.5	29	24	43	4
	4		87	77.0	15	40	36	9
	5		71	73.2	11	23	28	38
Two or More Races	3		3	2.7	--	--	--	--
	4		2	1.8	--	--	--	--
	5		3	3.1	--	--	--	--
Socioeconomically Disadvantaged	3		47	42.0	45	19	32	4
	4		39	34.5	26	44	23	8
	5		34	35.1	26	26	18	29
English Learners	3		5	4.5	--	--	--	--
	4		6	5.3	--	--	--	--
	5		3	3.1	--	--	--	--
Students with Disabilities	3		19	17.0	84	0	11	5
	4		16	14.2	50	31	13	6
	5		14	14.4	71	14	7	7

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

One of Lakeview School’s greatest assets is community and parent involvement. The many parent and community volunteers who regularly read and help in classrooms and with school-wide activities demonstrate this strength. Ongoing home/school communication, including phone system callouts for important information, school newsletters, and a periodic PTA newsletter, empowers parents and teachers to stay informed and involved as partners in ensuring each student’s success. In addition, our electronic marquee guarantees visible current information daily.

Each teacher shares their instructional program, classroom policies and procedures with parents at an evening presentation each September. Additionally, parent/teacher conferences are held for every student each , December and March. Open House, Family Lunch Day, Field Day, Science Nights, The Father Daughter Dance, Founders Day Dinner, Mother/Son Day, Bicycle Rodeo, Book Fairs, Art Docent Programs, classroom performances, and the annual Fall Carnival, provide numerous opportunities for parent involvement. Every grade level presents at least one special culminating instructional activity each year that encourages parent attendance.

Parents also play a significant role in the life of the school community through their involvement in ongoing committee work including the Lakeview School Site Council, the District Advisory Council, the District English Learners Advisory Council, the Run for the Arts Committee, School Safety Committee, PTA, and the Festival of the Arts Committee. Lakeview parents are actively involved in our ongoing Art Docent Program that places trained parent volunteers in classrooms teaching specifically planned art lessons. Parents are trained on various technology-based programs such as Accelerated Reader, Read Naturally, and Reading Eggs for the purpose of providing meaningful assistance while volunteering in the classroom. Parents, teachers and administrators from all district schools were represented on several special committees during the 2014-2015 school year, Health and Wellness committee, Schools of the Future, Playground Safety Committee, School Facilities, Science, and Social Studies committees. The Lakeview PTA has received recognition for outstanding service to children from local, state and national organizations. Our PTA is responsible for organizing our parent task force. Each year, the Lakeview PTA identifies needs and opportunities for the school, sets goals that inform and involve parents that inspire and encourage students, and raise funds to assist financially in the achievement of these goals.

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

The main purpose of California's schools is to educate children and provide them with the opportunity to participate fully in society as adults. However, for education to be successful, we must provide safe and secure community and school environments in which children can learn and teachers can teach. Lakeview Elementary School developed a new Safe School Plan during the 2014-2015 school year. This plan was reviewed and updated by the School Safety Committee with representatives from the staff, parents, community, local law enforcement, and emergency service agencies. The plan is based on the recommended safe school model, consisting of four interacting components encompassing the whole school environment, the effects of these four components on the school environment, and ways in which the components interrelate with other school improvement efforts. These four components are personal characteristics of students and staff, the school's physical environment, the school's social environment, and the school's culture.

The plan also includes various Lakeside Union School District and Lakeview Elementary School policies and procedures relating to campus and community safety issues such as child abuse, disaster routines, dress code, school rules, sexual harassment and weapons on campus. The updated plan was reviewed and adopted by the Lakeview School Site Council for the 2015-2016 school year in December, 2015. Teachers share important parts of this plan with students as appropriate. Fire and various disaster drills are held monthly. The complete plan is on file in the school office and is reviewed with staff and our School Site Council annually. Quarterly Community Safety Meetings are held with representatives from the sites, PTA, Sheriff's Department, Highway Patrol, Fire Department, and San Diego County to discuss safety issues for each of the sites. The School Safety Committee also applied for a Safe Routes To School grant, which was granted in October 2010, another grant which was granted in October of 2011, and a third grant which was awarded in July of 2012. We now have sidewalks around the outside perimeter of our school, as well as a sidewalk across the street from our school to further separate parents and students from moving vehicles.

Campus security and student safety is always a priority at Lakeview Elementary. We employ six playground supervisors for our lunchtime recess, one additional duty during morning recess, and have included trainings and meetings for our playground supervisors monthly to ensure that they have the appropriate training and support they need to be confident with their duties. Walkie-talkies have been purchased so that playground supervisors and teachers are in constant communication with each other and the school office. We employ a playground coordinator to maintain small equipment, and provide safe and fun activities for our students that teach cooperation skills and promote a healthy lifestyle. All visitors to our campus must register at the front desk by requesting a name tag from our IDENT-A-KID registration system. Name tags, which are easily visible, are printed and a record of our visitors is kept secure.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	1.29	1.11	1.89
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.47	2.57	1.69
Expulsions Rate	0.08	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	2	
Percent of Schools Currently in Program Improvement	50.0	

Average Class Size and Class Size Distribution (Elementary)

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	21	22	21	2	1	1	6	7	6			
1	25	23	24				3	4	4			
2	25	20	24		1		4	3	4			
3	24	24	24				3	4	6			
4	31	30	27				3	3	3			
5	34	26	30		1		3	4	4	1		
Other		24	11			2		1				

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.25
Psychologist	1
Social Worker	0
Nurse	0.4
Speech/Language/Hearing Specialist	1
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

FY 2013-14 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,683	\$42,723
Mid-Range Teacher Salary	\$66,486	\$65,936
Highest Teacher Salary	\$99,623	\$84,545
Average Principal Salary (ES)	\$109,021	\$106,864
Average Principal Salary (MS)	\$119,657	\$110,494
Average Principal Salary (HS)		\$103,499
Superintendent Salary	\$176,300	\$159,133
Percent of District Budget		
Teacher Salaries	42%	40%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Professional Development provided for Teachers

Lakeview believes in making decisions for staff development based on multiple forms of student achievement data. A variety of assessments including CST, SBAC, district benchmarks, adopted curricular assessments, and site-based formative assessments have lead Lakeview to pursue professional development in several areas. Lakeview teachers participated in an in-service series focused on the recently adopted common core aligned Language Arts curriculum, and common core mathematics in-service and coaching. All grade-level teachers are also scheduled to attend common core aligned writing training. Lakeview benefits from regular coaching from technology integration specialists who are employed by the district. Teachers have also attended tech-focused conferences such as the CUE. Many teachers also augment the teaching of Science through their participation in the development of the Next Generation Science Standards and the IDEAS grant. Immersion teachers have attended multiple conferences which focused on language acquisition. Staff members from Mainstream, SDC, and RSP classes attended trainings which focused on inclusion and meeting the needs of all students.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4,651	154	4,497	71,834
District	♦	♦	6,486	\$67,835
State	♦	♦	\$5,348	\$69,086
Percent Difference: School Site/District			-30.7	5.9
Percent Difference: School Site/ State			-15.9	4.0

* Cells with ♦ do not require data.

Types of Services Funded

Lakeview elementary school operates from several different financial categories. The largest group of monies at our school is our LCFF funds. These are funds provided to schools by the state. These monies are used with input from the School Site Council for supplies, equipment, programs, technologies, and professional development that are servicing the general population of students in a regular classroom setting.

Special funding from the state is also provided for specific groups of students. These monies are referred to as categorical funds and are designated to address a specific group of students with programs and instruction in addition to the instruction they receive during the classroom routine. Students learning English or who may represent a lower socio-economic demographic may work with specialized curriculum, or receive additional learning time with materials and services provided by these funds.

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA).

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.