

# Lakeview Elementary School

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

Austin McKeever, Principal

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year

### Lakeside Union Elementary School District

12335 Woodside Ave.

Lakeside, CA 92040

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### District Governing Board

Kevin Howe

Bonnie La Chappa

Gelia Cook

Twila Godley

Keith Hildreth

### District Administration

David Lorden

Superintendent

### 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. In addition, our school has joined the "Go Green" movement which includes a partnership with Walk America. We have sponsored a "Go Green" day including several educational activities for students and parents. 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 and 3 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. This 2012-2013 school year, we introduced a second Technology Infused Multiage Classroom, (TMAC). We have a 1-3 multi-age room as well as a 4-5 multi age room. These classrooms are unique that in addition to the 1-1 iPad, the students have access to specialized programs such as Ten Marks, Reading Eggs, and Dream box. These online programs allow us to implement an on site "blended learning" model for our students. In addition, we opened four 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, flutophone, piano, chorus, dramatic and dance programs (grades K-5). 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), the district adopted Reading Assessment (grades K-5), and quarterly Language Arts and Math benchmark assessments. 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. Afterschool 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/Student Council, 7 Habits of Highly Successful Students, and Character Counts leadership teams.

Austin McKeever, PRINCIPAL

### About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at 619.390.2652.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	150
Gr. 1	123
Gr. 2	96
Gr. 3	117
Gr. 4	96
Gr. 5	107
<b>Total</b>	<b>689</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.4
Asian	0.3
Filipino	0.4
Hispanic or Latino	17.7
Native Hawaiian/Pacific Islander	0.0
White	77.8
Two or More Races	2.6
Socioeconomically Disadvantaged	37.2
English Learners	4.2
Students with Disabilities	12.2

### 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	12-13	13-14	14-15
Fully Credentialed	100%	32	34
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Lakeside Union Elementary School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	230
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Lakeview Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	28	30	

\* "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

2013-14 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	100.00	0.00
<b>Districtwide</b>		
All Schools	99.72	0.28
High-Poverty Schools	99.65	0.35
Low-Poverty Schools	100.00	0.00

\* 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 2014-15)**

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: 11/20/13	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>Reading: Wonders, McGraw-Hill adopted in 2013</p> <p>CA Tesoros (Spanish), McMillan/McGraw Hill adopted in 2010</p> <p>Reach 2002, SRA/McGraw-Hill adopted in 2005</p> <p>High Point (EL), Hampton Brown adopted in 2003</p>
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>California HSP Math, Houghton Mifflin adopted in 2009</p>
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>Discovery Works (K-3), Houghton Mifflin adopted in 2003</p> <p>Science California 2007 (4-5), Houghton Mifflin adopted in 2009</p> <p>Full Option Science System, Delta Education</p> <p>Science and Technology for Children, Carolina Biological</p>
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>History Social Science for California, Scott Foresman adopted in 2006</p>

### School Facility Conditions and Planned Improvements (Most Recent Year)

Lakeview Elementary School is fifty-three 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, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[X]	[ ]	[ ]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	56	81	69	65	67	67	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	59	65	68	57	60	57	54	56	55
Math	65	68	76	51	53	54	49	50	50
HSS				43	49	48	48	49	49

\* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	6	6	8
Similar Schools	3	2	7

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.0	17.0	51.0

\* 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.

2013-14 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	67
All Student at the School	69
Male	76
Female	63
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	42
Native Hawaiian/Pacific Islander	
White	75
Two or More Races	
Socioeconomically Disadvantaged	59
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-8	20	28
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-5	17	27
Two or More Races			
Socioeconomically Disadvantaged	-16	11	61
English Learners			
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## 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, a biweekly newsletter, sent both hard copy and posted on the school's web site, 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 October, 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, the annual Fall Carnival, and Go Green Day, 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 Gifted and Talented Education Committee, 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 2012-2013 school year, Health and Wellness committee, Schools of the Future, Playground Safety Committee, School Facilities, GATE, 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 School developed a new Safe School Plan during the 2012-2013 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 2014-2015 school year in November, 2014. 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. 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 are currently under construction.

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 nametag from our IDENT-A-KID registration system. Nametags, which are easily visible, are printed and a record of our visitors is kept secure.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	1.1	1.3	1.1
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	3.6	3.5	2.6
Expulsions Rate	0.0	0.1	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 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		3
Percent of Schools Currently in Program Improvement		75.0

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0.25
Library Media Services Staff (Paraprofessional)	
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.

Average Class Size and Class Size Distribution												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	22.5	17	19	2	4	2	2	4	6	0		
Gr. 1	21	12	15	5	5	4	0	3	4	0		
Gr. 2	22.4	22	16	3	1	3	2	4	3	0		
Gr. 3	21.8	18	17	5	2	3	0	3	4	0		
Gr. 4	25.5	21	19	1	3	3	3	2	2	0		
Gr. 5	28	26	21	1	1	2	4	3	3	0		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,593	\$41,535
Mid-Range Teacher Salary	\$64,864	\$64,101
Highest Teacher Salary	\$97,193	\$82,044
Average Principal Salary (ES)	\$106,362	\$104,336
Average Principal Salary (MS)	\$116,738	\$107,911
Average Principal Salary (HS)	\$0	\$102,488
Superintendent Salary	\$172,000	\$155,309
Percent of District Budget		
Teacher Salaries	41	41
Administrative Salaries	6	6

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4,724	215	4,509	71,068
District	♦	♦	5,776	\$67,643
State	♦	♦	\$4,690	\$67,289
Percent Difference: School Site/District			-21.9	5.1
Percent Difference: School Site/ State			-3.9	5.6

### **Types of Services Funded at Lakeview Elementary School**

Lakeview elementary school operates from several different financial categories. The largest group of monies at our school is our School site 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, and technologies that are servicing the general population of students in a regular classroom setting.

Special funding is also provided for specific groups of students from the state. 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. For example, we calculate the school's variance from the district average using this formula:

### **Professional Development provided for Teachers at Lakeview Elementary School**

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time we set aside for the past three years for their continuing education and professional development.