



Lakeside Middle School

11000 East Kenney St. • Norwalk, CA 90650 • (562) 868-9422 • Grades 6-8

Ana I. Gutierrez, Principal

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<http://lakeside.llcsd.net/>

2016-17 School Accountability Report Card Published During the 2017-18 School Year

Little Lake City School District

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www.llcsd.net

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Hilda Zamora- Clerk
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School Description

Principal's Message

At Lakeside Middle School, our mission is to develop productive and responsible students who can adapt to the challenges of an ever changing world. Lakeside Middle School has been a central part of the Norwalk community for over 60 years. Many students' parents actually attended Lakeside themselves when they were middle school students. The staff at Lakeside shines as experts in the field of education and as caring individuals who put students first. Academic expectations are high at Lakeside, but constant support ensures that students can meet them with confidence. Students are not only prepared to excel at the middle school level, they also receive the tools they need to succeed in high school and beyond. Lakeside embraces core values expressed in our PRIDE acronym; promoting Punctuality, Respect, Integrity, Determination, and Effort. Our focus on academic achievement and personal qualities is expressed in our college going culture. We are a certified, just recently honored with Site of Distinction for our Advancement Via Individual Determination (AVID) program. In addition, Lakeside was honored with the state and nationally recognized award: 2015 National School to Watch. The rigorous criteria for this award were the following: High Academic Achievement, Developmental Responsiveness (to the needs of adolescent children), Social Equity and effective Structural Organization. High student achievement results for all students, including subgroups, also determined our status as a 2015 Gold Ribbon School, a 2015 Title I Achieving School and as a 2015 Honor Roll School for California Business for Education Excellence (CBEE). This school year has indeed validated the relentless pursuit of excellence that is embodied in the culture of Lakeside Middle School. In addition to a focus on academic achievement, we provide opportunities for students to excel in areas of leadership and the performing arts. These opportunities include our award winning AVID programs, ASB, Period One electives (Journalism, chorus, Leadership, and STEM class. Students can also participate in fun clubs such as, the PRIDE Club, Pokemon Club, Gaming Club and in 6th Session Enrichment classes that include, Yoga, Culinary Arts, Coding, and Zumba --to name a few. In addition, students can develop problem solving skills in collaborative groups by participating in a variety of school wide competitions such as, The Catapult Challenge, Building Bridges, Pasta Cars and Marshmallow Towers. There are formal GATE activities that engage students in real world competitions and many other exciting opportunities for enrichment. At Lakeside, we are especially proud of our band, from beginning to intermediate to advanced. Under the guidance and expertise of Mr. Pike, our Band Director, our band performed at the Whittier Area Music Festival and scored "Superior" (score of 1, the highest mark). Our Band and Chorus perform throughout the year, receiving many accolades in the process. Lakeside Middle School is a community that supports students and their families, one student at a time, one generation after another.

Ana I. Gutierrez, 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 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 <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 principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	174
Grade 7	217
Grade 8	212
Total Enrollment	603

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.2
Asian	1
Filipino	2.7
Hispanic or Latino	88.2
Native Hawaiian or Pacific Islander	0.3
White	4.1
Two or More Races	0.8
Socioeconomically Disadvantaged	71.6
English Learners	15.9
Students with Disabilities	9.3
Foster Youth	0.2

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			
Lakeside Middle School	15-16	16-17	17-18
With Full Credential	31	29	30
Without Full Credential	0	2	0
Teaching Outside Subject Area of Competence	3	1	1
Little Lake City School District	15-16	16-17	17-18
With Full Credential	♦	♦	191
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Lakeside Middle School	15-16	16-17	17-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those textbooks covered the California Content Standards.

Textbooks and Instructional Materials Year and month in which data were collected: October 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Prentice Hall English Language Arts 2002 Adopted in 2003-2004 School Year The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Go Math K - 8 Adopted in 2013-2014 School Year The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Prentice Hall Science Adopted in 2006-2007 School Year The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	McDougal Littlell History Social Studies Adopted in 2005-2006 School Year The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	N/A The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 100
Health	N/A The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 100
Visual and Performing Arts	Students receive instruction in the VAPA Standards but we do not use an adopted text. The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 100
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 100

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Lakeside Middle School has 24 regular classrooms, 14 portable classrooms, a multipurpose room, a library, an administration building, a locker room, and a fitness center. The main campus was built in 1953. Additions were constructed in 1997, 2000, 2002, and 2005. In 2008–2009, we updated the wiring to accommodate our rapidly increasing use of technology.

During the 2011-2012 school year we added new tables to our student eating area and new doors for selected classrooms. During the 2012-2013 school year we completed upgrades of doors for all classrooms. Our technology infrastructure was greatly enhanced with a bandwidth expansion from 5 megabytes per second to 500 megabytes per second. This expansion has improved operation of all computers on campus. Our locker rooms were modernized 2013-2014.

Our custodians clean each classroom every other day and the restrooms every day. District maintenance picks up litter, removes graffiti, and maintains landscaping on a regular weekly schedule.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12-29-17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			New security system is installed.
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Gophers, areas being treated monthly
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			.Playfield was fertilized and mulch in planters restored. Trees that were safety hazards were removed.
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	58	56	55	54	48	48
Math	31	31	36	39	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	213	212	99.5	76.9
Male	100	100	100.0	82.0
Female	113	112	99.1	72.3
Hispanic or Latino	186	185	99.5	75.1
White	11	11	100.0	81.8
Socioeconomically Disadvantaged	161	160	99.4	73.8
English Learners	19	19	100.0	21.1
Students with Disabilities	14	14	100.0	57.1

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	75	77	67	63	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	17.1	21.3	39.4

* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	604	596	98.68	55.7
Male	316	312	98.73	47.12
Female	288	284	98.61	65.14
Black or African American	16	16	100	37.5
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	15	15	100	73.33
Hispanic or Latino	535	527	98.5	55.79
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	23	100	52.17
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	442	437	98.87	50.8
English Learners	151	148	98.01	40.54
Students with Disabilities	56	55	98.21	7.27
Foster Youth	--	--	--	--

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.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	604	600	99.34	30.83
Male	316	314	99.37	32.48
Female	288	286	99.31	29.02
Black or African American	16	16	100	31.25
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	15	15	100	26.67
Hispanic or Latino	535	531	99.25	31.07
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	23	100	17.39
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	442	441	99.77	27.66
English Learners	151	151	100	25.83
Students with Disabilities	56	55	98.21	0
Foster Youth	--	--	--	--

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parent involvement is a critical component to our students' achievement at Lakeside Middle School. Parents have different opportunities to get involved. As leaders, parents are invited to join our School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Teacher Organization (PTO). The SSC develops, approves, monitors, and evaluates our Single Plan for Pupil Achievement and Safety Plan. The SSC also reviews the LCAP budget and approves it for Board of Education approval. Our ELAC advises the SSC and monitors the English Learner program and attendance. Parents are also invited to Coffee and Donuts with the Principal every fall, as a friendly welcome to the new school year. Families also participate in Family Literacy Night, AVID Parent Nights, Family Math and Science Night, Back to School Night in the Fall, Open House in the Spring, Parent/Teacher Conferences and several history and science competitions held throughout the year. Our families also enjoy student performances such as band, chorus, sports, AVID, parent activities, and Battle of the Books. As a means of communication, families receive frequent phone calls regarding events, the monthly Parent Post and website postings. Please visit our website for a listing of parent events each month.

For information on how parents can get involved at Lakeside Middle School, please contact Principal, Ana I. Gutierrez at (562) 868-9422.

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.

School Safety Plan

Lakeside Middle School maintains safety as the number one priority for all students and staff. We monitor students in and out of the classroom and anytime that they are on campus. Our Assistant Principal, teachers, and campus supervisors monitor the grounds for 15 minutes before classes begin, during nutrition and lunch, and for 15 minutes after dismissal. The Assistant Principal maintains regular communication with law enforcement and community service providers to ensure the safety of our students within the community.

We revise our School Safety Plan annually. It includes procedures for emergencies, locations of exit routes, and inventories of emergency supplies and is available in the school office. We share the plan with all staff during a staff meeting and receive approval of it from our School Site Council. We practice fire and earthquake drills three times a year and train staff on emergency preparedness annually.

We maintain a closed campus for safety reasons. The gates are opened from 7:30-8:00 a.m. for entry to the school. Administrators supervise during this time. The gates are locked at 8:00 a.m. and all entry is through the front office. All visitors sign in and obtain a visitors pass to identify that they have authorization to be on campus. Only employees of Lakeside Middle School have access without this procedure. Consistent adherence to this procedure ensures the safety of our students.

Little Lake City School District and Lakeside Middle School consider the safety of students, staff, and the community our first priority. Each month, we conduct emergency drills to ensure that all of our students and staff know exactly what to do in case of an emergency. Fire drills, duck and cover drills, and emergency lock down drills are rehearsed to ensure the safety of the Lakeside community. Twice each year, district-wide disaster drills are conducted that include emergency scenarios such as, toxic gasses, intruder on campus and earthquakes. School and district administration are confident that our students and staff will know how to respond in emergency situations. Our parent survey reflected that 100% of parents feel that Lakeside provides a safe environment for students. Our entire staff has also participated in "No Bully" training and provides ongoing support for all students involved with bullying circumstances. This constant vigilance over all safety issues ensures that students and staff can concentrate on instruction. During the 2016-2017 school year we trained in our second year of Positive Behavioral Interventions and Supports (PBIS) for implementation. With this preventive, positive and proactive approach, we not only establish a safe atmosphere but a welcoming, friendly environment for our students and their families..

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.9	1.5	2.2
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.5	0.5
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	6	
Percent of Schools Currently in Program Improvement	66.7	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.4
Psychologist	0.4
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	0.5
Resource Specialist	
Other	1.0
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 (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	25	26	25	5	4	4	12	12	13	1	1	
Mathematics	26	24	25	3	6	4	13	11	12	1	1	1
Science	28	27	26	2	3	3	13	12	12	1	1	1
Social Science	26	26	25	3	4	3	13	12	14	1	1	

* 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.

Professional Development provided for Teachers

Lakeside Middle School staff make every effort to develop their skills and expertise systematically through time. The 2016-17 school year was full of exciting opportunities for professional development! Our AVID site team attended the Summer Institute in San Diego, teachers at all grade levels and content areas developed their understanding of the new California State Standards by developing units of instruction, assessments and rubrics collaboratively. History teachers attended LACOE training on the the new History frameworks. A team of teachers also continued to train in Positive Behavior intervention Support (PBIS) in order to implement it at a high level of fidelity at Lakeside. Our Science teachers attended the National Science Teacher's Association conference in Anaheim to familiarize themselves with the new Next Generation Science Standards. In addition, during 2016-2017 all teachers participated in three district wide professional development days focused on Math (Math Solutions, math teachers) , Lesson Design (Math), and academic language acquisition (ELA, History, and Science). PE teachers worked together to design lessons to help prepare students for the Physical Fitness Test, while our Band Director worked with his counterparts at Lake Center to coordinate performances. Student free days were also designated to work in content area teams to develop instructional units, create assessments, and visit programs at other sites. To provide ongoing professional development for all teachers, coaches were hired to work with math teachers. Teachers were then able to have the coaches observe their lessons and provide feedback on these lessons. Our third major focus during 2012-2013 was the Common Core standards. We partnered with our district's Educational Services Department to provide two days of professional development on the common core standards. Teachers were able to analyze the standards, learn about the assessments, and consider implications for current and future practices. Our community takes pride in our educators who serve as role models as lifelong learners. At Lakeside, teachers also participated in peer observations based on the Kate Kinsella observation criteria for engagement. Teachers observed each other deliver instruction and observed student levels of engagement. These observations were discussed and next steps were taken to ensure that engagement continued to improve. In addition, all ELA, HSS and Math teachers participated in three days of training on Disciplinary Literacy which includes reading, writing, thinking and doing content area by content area. Science teacher participated in three days of training on the Next Generation Science Standards provided by UCLA Science Project staff.. Overall, the staff at Lakeside embraces opportunities to learn and grow professionally and serve as outstanding role models to there students.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,948	\$47,034
Mid-Range Teacher Salary	\$75,004	\$73,126
Highest Teacher Salary	\$96,596	\$91,838
Average Principal Salary (ES)	\$104,496	\$116,119
Average Principal Salary (MS)	\$108,276	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$196,198	\$178,388
Percent of District Budget		
Teacher Salaries	37%	37%
Administrative Salaries	5%	6%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10,907	2,614	8,293	76,533
District	♦	♦	7,740	\$76,172
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			7.1	0.5
Percent Difference: School Site/ State			26.1	3.2

* Cells with ♦ do not require data.

Types of Services Funded

Little Lake provides additional services for students using federal funds such as Title I and Title III and LCAP funds. All schools hire additional interventionists to provide differentiated instruction in English Language Arts (ELA) and Math for a portion of the day. Title I funds are used to provide additional support for students by hiring additional interventionist to provide differentiated instruction in ELA and mathematics. title III is used to support Long Term English Learners via AVID Excel Program. LCAP Funds are used to supplement services for English Learners, SED students, Homeless and Foster students.

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 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.