Lakeside Middle School

11000 East Kenney St. • Norwalk, CA 90650 • (562) 868-9422 • Grades 6-8
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Little Lake City School District

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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 2016, 2017, 2018 ,a nd 2019 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 and 2017-18 Redesignation of 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 2018 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. Stakeholder engagement does not mean "students", but also includes parents and guardians. We offer many opportunities for involvement at Lakeside. These include opportunities for all parents such as, Back to School Night, parent-teacher conferences, Coffee with the Principal, Math and Science Night, and Open House. We also offer volunteering opportunities during which parents can volunteer on site in events such as, International Day of Peace, Red Ribbon Week and the Great Kindness Challenge Week. We also offer leadership opportunities for parents who would like to take a role in the development of the School Plan for Student Achievement as a member of the School Site Council. Parents of English Learners can participate as members of the English Learner Advisory Committee (ELAC) and join the School Site Council (SSC).

Results of the Annual Parent Engagement Survey (2017-18) indicate that 86% of our families regard communication with teachers and staff as effective; 84% of families agree that the school offers a variety of opportunities for engagement; 68% of our families reported that they have participated in school events and 69% reported knowledge of the opportunities.   Results of the 2017-18 Parent Satisfaction Survey indicate 100% Participation, which reflects our families' extraordinary commitment to communicating their responses. Parent responses for the following indicate high trust in the school: Effective School Wide discipline policy (98.86%); safe environment for students (100%); cleanliness of school (97.71%); feeling welcomed when visiting the school (99.43%); student academic progress (96%); informed of their child's progress (97.14%); good school to parent communication (98.29%); and general satisfaction with the school (99.43%). Continued efforts will focus on school to home communication, to include: automated and personal phone calls, text messages, emails, Remind text messages, fliers, social media posts, website postings, and public announcements during family events.   Lakeside Middle School supports students and their families, one student at a time, and one generation after another.   Go Mustangs!

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	197
Grade 7	228
Grade 8	176
Total Enrollment	601

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.7
Asian	1.2
Filipino	1.2
Hispanic or Latino	90.8
Native Hawaiian or Pacific Islander	0.2
White	3.2
Two or More Races	0.8
Socioeconomically Disadvantaged	68.4
English Learners	14
Students with Disabilities	8.8
Foster Youth	0.5
Homeless	6.3

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 for Lakeside Middle School	17-18	18-19	19-20
With Full Credential	30	30	28
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	1	1	3

Teacher Credentials for Little Lake City School	17-18	18-19	19-20
With Full Credential	♦	♦	203
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	6

Teacher Misassignments and Vacant Teacher Positions at Lakeside Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Textbooks and Instructional Materials
Year and month in which data were collected: December 2019

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
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

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: 12-19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	All HVAC systems are services and filters changed yearly.
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Gophers, areas being treated monthly. Campus is inspected for Insects/vermin monthly-treated as needed
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Fire Extinguishers are serviced yearly. Kitchen Fire Systems are serviced Bi-Yearly
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Play field will be seeded and fertilized over Spring Break.
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

• **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	59	57	57	56	50	50
Math	34	38	43	43	38	39

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

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

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	18.3	31.0	31.0

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	575	573	99.65	57.27
Male	299	298	99.67	52.36
Female	276	275	99.64	62.55
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	520	518	99.62	57.56
White	19	19	100.00	47.37
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	398	397	99.75	52.53
English Learners	131	131	100.00	42.75
Students with Disabilities	43	43	100.00	25.58
Foster Youth	--	--	--	--
Homeless	34	34	100.00	0.00

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 2018-19 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	575	572	99.48	37.94
Male	299	297	99.33	37.04
Female	276	275	99.64	38.91
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	520	517	99.42	37.14
White	19	19	100.00	42.11
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	398	396	99.50	33.59
English Learners	131	131	100.00	25.19
Students with Disabilities	43	42	97.67	14.29
Foster Youth	--	--	--	--
Homeless	34	34	100.00	0.00

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 school site

Opportunities for Parental Involvement (School Year 2019-20)
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 School 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 with the Principal every month, to review The Middle Years monthly publication which focuses on adolescent development and offers practical advice for families. Families also participate in 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 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 and certificated staff 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 2018-19 school year we trained in our fourth 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.2	1.6	5.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.5	0.7	1.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

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

Title	Ratio
Academic Counselor*	601.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.4

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	25	4	13		24	4	11	1	24	3	14	
Mathematics	25	4	12	1	24	7	8	1	25	4	10	2
Science	26	3	12	1	25	4	11		26	1	14	
Social Science	25	3	14		24	3	13		25	3	13	

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

Lakeside Middle School staff make every effort to develop their skills and expertise systematically throughout the school year and during the summer. The 2018*19school year was full of exciting opportunities for professional development! Teachers at all grade levels and content areas continued to develop 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. In addition, during 2018-19 all teachers participated in three district wide professional development days focused on Math (UCLA training/Math TOSA's) , NGSS (UCLA Project) for science teachers, andThinking Maps (ELA, History). Science and Math teachers attended Thinking Maps training during Saturdays and the summer and began to implement them during the 2018-19school year.   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 and science teachers. Teachers were then able to have the coaches observe their lessons and provide feedback on these lessons. At Lakeside we also engage in Professional Learning Communities called Data Reflection Sessionss (DRS), during which student data is analyzed and strategies are discussed to support all of our students. This takes place 6 times a year with every grade level and every core content area. LCAP 7 funds conferences, teacher release time to plan units of instruction, and teacher release time for DRS. We also have a Student Achievement Leadership that works together to move our school forward in the area of student academic achievement by planning professional development for our teachers during early release Wednesdays and during DRS.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,948	$49,378
Mid-Range Teacher Salary	$75,004	$77,190
Highest Teacher Salary	$96,596	$96,607
Average Principal Salary (ES)	$105,540	$122,074
Average Principal Salary (MS)	$109,356	$126,560
Average Principal Salary (HS)	$0	$126,920
Superintendent Salary	$181,373	$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	11,856	2,975	8,881	75,041
District	N/A	N/A	8,199	$77,084.00
State	N/A	N/A	$7,506.64	$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	8.0	-3.1
School Site/ State	19.6	-2.6

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

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

Types of Services Funded

The Little Lake City School District provides additional services for students using federal funds (Title I, Title III, Title IV) and LCAP funds. Title I funds are primarily used to support all students using a Response to Intervention (RtI) model. At the elementary sites, Interventionists are funded to provide differentiated instruction to meet the needs of all learners within the RtI model in ELA and mathematics during the school day. At the middle schools, Interventionists monitor student academic progress and determine placement for intervention based on student needs. Title I funds are also used to support parent involvement at both the site and district level. Title III is used to provide supplemental services to all English Learners including additional tutoring beyond the school day, and professional development for EL Coordinators. Title IV funds provide students with a well-rounded education and supports using phenomena in NGSS-designed lessons through the creation of NGSS kits. In addition, these funds support safe and healthy students through the implementation of a social emotional learning program, Second Step, which is a proactive approach to building essential social and behavioral skills. LCAP Funds are used to supplement services for English learners, low income students, and homeless/foster students. Some actions and services include additional counselors, professional development for teachers, supplemental materials, parent engagement opportunities, and student motivation activities.

DataQuest

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

Internet Access

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