Lakeside School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2022-23 School Contact Information

School Name	Lakeside School
Street	14535 Old River Rd.
City, State, Zip	Bakersfield, CA 93311-9756
Phone Number	661.831.3503
Principal	Kristin Angelo
Email Address	kangelo@lakesideusd.org
School Website	www.lakesideusd.org
County-District-School (CDS) Code	15635526009666

2022-23 District Contact Information

District Name	Lakeside Union School District
Phone Number	661.836.6658
Superintendent	Ty Bryson
Email Address	tbryson@lakesideusd.org
District Website Address	www.lakesideusd.org

2022-23 School Overview

Principal's Message

Dear Parents,

Welcome you to Lakeside School's Annual School Accountability Report Card. Information about our school is presented in the form of compliance with Proposition 98, which identifies the school accountability report card as a required component that every school in California must issue.

Our top two priorities at Lakeside School are safety and academic achievement. Lakeside School's commitment to excellence is characterized by a school community that values education and works together to serve the needs of all the students. We strive to maintain high expectations and a positive safe school climate with frequent home-school communication.

Our Lakeside community is a team of dedicated teachers, support staff, students and parents that are committed to preparing students for the 21st century. We welcome you to join us in our sharing of an outstanding academic climate for all students. We take great pride in our tradition of service to our school community.

...Learning Today, Leading Tomorrow

District Mission
The Lakeside Union School District is committed to a quality educational program, responsive to the needs of its students within a safe nurturing environment. The staff, students, parents, and community assume responsibility for each student's academic and personal success. Recognizing the worth and dignity of each student, the Lakeside Union School District prepares all students to achieve to their fullest potential. Our goal is to produce students who make informed decisions, as they become responsible citizens and productive members of society.

District Vision
To inspire a passion for learning, by empowering all students to acquire, understand and value the knowledge for success in an ever-changing world.

2022-23 School Overview

Lakeside School Profile
Lakeside School was built in the 1941 and currently services over 750 students in preschool through eighth grade; the student body includes approximately 9% receiving special education services, 11% qualifying for English learner support, and 58% receiving free or reduced-price lunch. PS-5 instruction is provided in self-contained classrooms; students in sixth, seventh, and eighth grade receive instruction in a departmentalized format.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	39
Grade 1	27
Grade 2	26
Grade 3	52
Grade 4	39
Grade 5	45
Grade 6	180
Grade 7	154
Grade 8	184
Total Enrollment	746

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.4
Non-Binary	0
American Indian or Alaska Native	0.8
Asian	6.1
Black or African American	4.1
Filipino	1.2
Hispanic or Latino	63.4
Native Hawaiian or Pacific Islander	0.1
Two or More Races	3.8
White	15.2
English Learners	11.3
Foster Youth	0.6
Homeless	0.7
Migrant	0
Socioeconomically Disadvantaged	57.8
Students with Disabilities	8.2

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29	97	52	88.13		
Intern Credential Holders Properly Assigned	1	3	4	6.77		
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	3	5.1		
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0		
Unknown	0	0	0	0		
Total Teaching Positions	30	100	59	100		

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28	93	50	84.75		
Intern Credential Holders Properly Assigned	2	7	2	3.39		
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0		
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0		
Unknown	0	0	0	0		
Total Teaching Positions	30	100	59	100		

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1	2
Misassignments	0	0
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	1	2

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	0

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Instructional materials for grades TK-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's adoption cycle for core content materials. District textbook review and adoption activities occur the year following the state's adoption.

In fall 2021 the Lakeside Union School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted a Resolution which certifies as required by Education Code §60119 (1) that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, and (3) that sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.

Library Resources
The library is open during instructional time so students have access to a wide variety of books for all reading levels. Dictionaries, encyclopedias, maps, and charts are available to support current classroom lessons. Internet-accessible computers are used for title searches, research, and Accelerated Reader testing. Students visit the library a minimum of once a week with their class; middle school students visit the library regularly as a component of their language arts class.

Technology Resources
Lakeside School has chromebooks in all classrooms, all of which were connected to the Internet. Teachers determine the best methods to integrate technology into reading and language arts lessons in accordance with district technology standards. All classrooms have access to media content that is aligned to state standards. All classrooms have access to LCD projectors, document cameras, and Promethian boards (interactive whiteboards) to enhance delivery of class lessons.

Year and month in which the data were collected	October 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Adopted 2016 Prentice Hall; Timeless Voices, Timeless Themes Adopted 2003 Hampton Brown; High Point for El's Adopted 2004	Yes	0%
Mathematics	McGraw Hill, My Math Premium Systems McGraw Hill, California Middle School Math Adopted 2014	Yes	0%
Science	SAVVAS Learning Company; Elevate Science (K-5) Adopted 2021 McGraw Hill; Inspire Science (6-8) Adopted 2021	Yes	0%
History-Social Science	Studies Weekly: CA Studies Weekly (K-5) Adopted 2018 Discovery Education (6-8) Adopted 2018	Yes	0%

Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Lakeside School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original facilities were built in 1942; ongoing maintenance and improvements ensure campus facilities remain up to date and provide adequate space for students and staff.

As students arrive on campus each morning, instructional aides, administrators, and teachers provide supervision on the play yard, in the hallways, and in the cafeteria. During TK-5 recess, teachers, administrators, and instructional aides are stationed on the playground to monitor student activities. The principal, vice principal, and instructional aides share supervision of students in the cafeteria and on the playground during the lunch period. When students are dismissed at the end of the day, instructional aides, administrators, and teachers are strategically placed in exit areas and bus loading zones to ensure students leave campus in a safe and orderly manner.

The principal and vice principal are immediately available through cell phones. The custodians, school office, and individuals supervising students carry either cell phones or hand-held radios to quickly facilitate emergency as well as routine communications. Teachers monitoring playground activities also have a first-aid kit available to quickly and easily address minor injuries.

Lakeside School is a closed campus; when instruction starts there is a single entry onto the campus. Visitors are required to check in at the front office upon arrival, wear an identification tag while on campus, and then return to the school office upon departure.

Staff members are trained to activate lock down procedures in the event of an emergency. Fire, earthquake, or disaster drills are held monthly. Local law enforcement quickly responds to concerns as they arise.

School Inspections
Schools are required by state law to conduct a formal inspection annually of designated areas and systems and then prepare a report on the current condition of facilities. The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the current school year, restrooms were fully operational and available for student use at all times.

School Site Safety Plan
The Comprehensive School Site Safety Plan was originally developed for Lakeside School in collaboration with local agencies and district administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. Lakeside School's most recent school safety plan was reviewed, updated, and shared with school staff.

The district administers a scheduled maintenance program to ensure that all classrooms and facilities are well-maintained and in good repair. The district's maintenance department manages larger projects that may require third party contractors. School custodians are qualified and equipped to handle minor routine repairs and maintenance projects.

The M&O Director reviews and approves all work orders before they are prepared by office staff and submitted to M&O for resolution. The district's maintenance department prioritizes incoming requests based upon the nature of the project. Safety issues are always given the highest priority and resolved immediately by either the site custodian or M&O staff. The principal or custodial staff contact M&O via cell phone or hand-held radio for urgent situations.

Lakeside School is proud of its high standards regarding campus maintenance and general housekeeping practices. Custodial staff are supervised by and collaborate with the district's Director of M&O to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Custodians follow a detailed set of cleaning standards, schedules, and policies for maintaining a clean and safe environment for learning. Upon hire, custodians participate in a formal training session that covers state mandated health and safety topics. The Director of M&O meets with custodians monthly to address safety issues, district policies, and school activities schedules.

The principal communicates frequently with custodians regarding school facilities and safety issues, custodial responsibilities, and housekeeping needs. Every morning before school begins, the day custodian secures the school gates and inspects school facilities for safety hazards and maintenance issues that require attention before staff and students arrive on campus. Any graffiti or signs of vandalism are removed immediately. All staff members share the responsibility to check restrooms frequently as a proactive measure in keeping facilities stocked, safe, and sanitary.

School Facility Conditions and Planned Improvements

Custodians are assigned to Lakeside School for routine maintenance, daily custodial duties, and special events. The day custodians' routine includes general maintenance duties; preparing facilities for mealtime activities; cleaning the cafeteria after meals are served; cleaning restrooms and classrooms; and fulfilling basic custodial needs for students and staff. Two full-time evening custodians are responsible for cleaning classrooms and restrooms. One full-time groundskeeper is responsible for maintaining landscaping and irrigation systems. The Director of M&O follows-up regularly to ensure custodians are following the district's cleaning standards and to survey campus facilities to identify deficiencies that should be corrected to maintain high safety and cleanliness standards.

Year and month of the most recent FIT report	November 23, 2020

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

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	38.9	N/A	37.1	N/A	
Mathematics (grades 3-8 and 11)	N/A	15.9	N/A	17.6	N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	607	587	96.7	3.3	38.9
Female	306	294	96.1	3.9	45.4
Male	301	293	97.3	2.7	32.4
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100	0	52.45
Black or African American	34	30	88.2	11.8	33.3
Filipino	15	15	100	0	60.0
Hispanic or Latino	395	387	98.0	2.0	37.3
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	37	94.9	5.1	27.0
White	100	95	95.0	5.0	45.3
English Learners	49	48	98.0	2.0	2.13
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	310	300	96.8	3.2	35.0
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	58	55	94.8	5.2	9.3

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	607	584	96.2	3.8	15.9
Female	306	292	95.4	4.6	14.7
Male	301	292	97.0	3.0	17.1
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100	0	69.1
Black or African American	34	30	88.2	11.8	16.7
Filipino	15	15	100	0	40.0
Hispanic or Latino	395	386	97.7	2.3	15.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	36	92.3	7.7	5.6
White	100	94	94.0	6.0	16.0
English Learners	50	48	96.0	4.0	0.0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	310	299	96.5	3.5	12.4
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	58	54	93.1	6.9	3.7

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	21.2	22.9	22.9	22.7		

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	227	218	96.0	4.0	22.9
Female	118	111	94.1	5.9	12.1
Male	109	107	98.2	1.8	28.0
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	155	152	98.1	1.9	23.0
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100	0	14.3
White	31	27	87.1	12.9	37.0
English Learners	13	13	100	0	0.0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	123	118	95.9	4.1	17.0
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	16	100	0	6.3

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95.3%	96.5%	95.9%	95.9%	96.5%
Grade 7	92.7%	88.5%	90.9%	90.3%	93.9%
Grade 9	n/a	n/a	n/a	n/a	n/a

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents are encouraged to be involved in their child's learning environment by attending school events, serving on a school committee, and volunteering at the school. Staff welcome parents' assistance in the classroom or library, chaperoning field trips, and organizing fund-raisers.

Back to School Night, Open House, Camp Keep, Eighth Grade Graduation, parent conferences, and Bulldog Days provide wonderful experiences for parents to interact with the school community while supporting their child's efforts. As a member of the School Site Council, English Learner Advisory Council, or one of the booster clubs, parents have the opportunity to provide input on school activities, programs, and financial planning. The School Site Council, an elected group of parents and school staff, is a major governing body that provides guidance for and approves the school site plan, school budget, and school safety plan.

Lakeside School supports parent involvement in all school activities and programs by emphasizing communication (in both English and Spanish) between the school and home. Teacher newsletters, telephone calls, letters, flyers, parent conferences, the school website, and the automated telephone message system are used to keep parents up to date on school information and student progress. The school's web site is a valuable resource for general information about the school and its programs, schedules, staff, and educational resources. School staff encourage parents to present ideas and suggestions at meetings on an individual basis or by written communication. Parents may contact their child's teacher or school office staff at (661) 831-3503 for more information about Lakeside School or to volunteer their talents.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	718	708	328	`46.3
Female	362	356	160	44.9
Male	356	352	168	47.7
American Indian or Alaska Native	--	--	--	--
Asian	27	26	7	26.9
Black or African American	36	36	21	58.3
Filipino	17	17	6	35.3
Hispanic or Latino	461	459	206	44.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	34	33	19	57.6
White	120	118	58	49.2
English Learners	87	86	29	33.7
Foster Youth	--	--	--	--
Homeless	11	11	6	54.5
Socioeconomically Disadvantaged	396	394	189	48.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	76	76	39	51.3

C. Engagement	State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.2	2.5	
Expulsions	0	0	

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.3	4.3	0.1	3.2		
Expulsions	0	0	0	0		

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.3	0
Female	1.8	0
Male	2.5	0
American Indian or Alaska Native	--	--
Asian	0.0	0
Black or African American	12.9	0
Filipino	9.7	0
Hispanic or Latino	48.4	0
Native Hawaiian or Pacific Islander	--	--
Two or More Races	9.7	0
White	12.9	0
English Learners	--	--
Foster Youth	--	--
Homeless	--	--
Socioeconomically Disadvantaged	--	--
Students Receiving Migrant Education Services	--	--
Students with Disabilities	--	--

2022-23 School Safety Plan

The Comprehensive School Site Safety Plan was originally developed for Lakeside School in collaboration with local agencies and district administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, response to a pandemic, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. Lakeside School's most recent school safety plan is reviewed, updated, and shared with the School Site Council and staff annually in the fall. Students and staff participate in monthly safety drills, and the Great California Shake-out earthquake drill in the fall of each year.

The School Plan for a Safe Reopening was developed in response to the COVID-19 pandemic. Per CDE, this guidance was created through the statewide reopening schools task force that fostered a collaborative process for our educators and stakeholders to lend their important voices. Also informed by the technical assistance and advice of many health and safety organizations including the Centers for Disease Control, California Department of Public Health, California Division of Occupational Safety and Health, the intent of this document is to be a guide for the local discussion on safely reopening schools.

D. Other SARC Information

Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	29	0	1	0
1	22	0	1	0
2	25	0	1	0
3	28	0	1	0
4	33	0	0	1
5	26	0	1	0
6	26.8	3	21	9

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	1	0
1	26	0	1	0
2	24	0	1	0
3	26	0	1	0
4	33	0	0	1
5	33	0	0	1
6	25.2	5	30	0

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26	0	1	0
1	27	0	1	0
2	25	0	1	0
3	26	0	1	0
4	33	0	0	1
5	38	0	0	1
6	25.7	1	30	6

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	682:0.6

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.0
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0
Other	1.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8023	1402	6642	60257
District	N/A	N/A	6642	
Percent Difference - School Site and District	N/A	N/A	0.0	0.5
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-23.9	-31.1

2021-22 Types of Services Funded

In addition to state Local Control Funding Formula, Lakeside Union School District receives the following state and federal categorical funding for special programs.
- English Language Acquisition Program, Teacher Training & Student Assistance
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I, II, III
- Transportation

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries	29%	
Percent of Budget for Administrative Salaries	5%	

Professional Development

Lakeside School makes every effort to meet the academic, emotional, and physical needs of our students. Counseling support may be provided by school administrators and teachers.

Our Local Control Agency Plan (LCAP), developed by stakeholders, includes three primary goals:
1. All students will demonstrate growth towards meeting or exceeding standards in ELA, Math, Science, HSS, and ELD, as demonstrated through state assessments, local formative assessments and course grades.
2. The district will provide an engaging and nurturing environment where students will demonstrate a positive growth in attendance rates, decrease in student suspension and expulsion and increase in parental involvement.
3. The district will continue to hire the most qualified teachers and train them in the latest instructional strategies, maintain clean, safe, functional facilities that are in good repair, and provide sufficient standards aligned to instructional materials in core academics for all students with a focus on Students with Disabilities, English Learners, low-income, and foster youth. This goal will increase the quality of instruction and have a positive impact on student growth.

Programs currently being implemented at are: IlluminateEd, Imagine Learning, and Guided Reading. Teachers and administrators have received and continue to receive professional development during the school day and after school through in-services and workshops, on the currently implemented programs.

Lakeside School acquires highly qualified nonteaching support staff as needed through the Kern County SELPA for: health services, speech and language therapy, occupational therapy, adapted and physical therapy, psychological services, deaf and hard of hearing services, and vision, orientation, and mobility services.

All training and curriculum development at Lakeside Union School District revolves around the California Common Core State Standards and Frameworks. All training activities are focused on curriculum and driven by teacher and student needs. Staff development activities are selected through a collaborative effort of teaching staff and based upon assessment results, staff survey results, feedback from both teaching and administrative staff, school goals and through weekly Professional Learning Communities Meetings.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	7	5	6