

Lakeside School 2025-2026

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Lakeside School 2025-2026
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
Grade Span	P-8
County-District-School (CDS) Code	15635526009666

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Principal’s Message

Dear Parents,

Welcome 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.

2024-25 School Description and Mission Statement

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.

Lakeside School Profile

Lakeside School was built in 1941 and currently services over 880 students in transitional kindergarten through eighth grade; the student body includes approximately 13% receiving special education services, 15% qualifying for English learner support, and 63% receiving free or reduced-price lunch. TK-6 instruction is provided in self-contained classrooms; students in seventh and eighth grade receive instruction in a departmentalized format.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	78
Grade 1	38
Grade 2	52
Grade 3	52
Grade 4	68
Grade 5	66
Grade 6	170
Grade 7	185
Grade 8	155
Total Enrollment	864

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
Non-Binary	0
American Indian or Alaska Native	0.6
Asian	6.8
Black or African American	4.9
Filipino	1.2
Hispanic or Latino	68.3
Native Hawaiian or Pacific Islander	0.1
Two or More Races	2.2
White	11.2
English Learners	14.8
Foster Youth	0.3
Homeless	0.6
Socioeconomically Disadvantaged	62.6
Students with Disabilities	11.8

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)	24.30	90.14	52.30	88.71	228366.10	83.12
Intern Credential Holders Properly Assigned	1.60	6.15	3.60	6.20	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.71	3.00	5.09	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	26.90	100.00	58.90	100.00	274759.10	100.00

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)	25.60	89.32	55.60	91.65	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	1.37	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.60	9.25	3.80	6.30	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	1.39	0.40	0.66	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	28.70	100.00	60.70	100.00	279044.80	100.00

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.

2022-23 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)	23.30	81.44	47.30	78.00	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.30	18.56	13.30	22.00	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	14303.80	5.15
Total Teaching Positions	28.70	100.00	60.70	100.00	277698	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	2022-23
Permits and Waivers	0.40	0.30	3.4
Misassignments	0.60	2.30	1.8
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	2.60	5.3

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.40	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.40	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.60	9.7	10.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.60	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>.

2024-25 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

December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (TK-5) Adopted 2016 McGraw Hill; Study Sync (6-8) Adopted 2023	Yes	0%
Mathematics	McGraw Hill, My Math Premium Systems (TK-5) McGraw Hill, California Middle School Math (6-8)	Yes	0%

	Adopted 2014		
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%

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

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 and hand-held radios. 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 scheduled a 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

May 30, 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC professionals are on call and remediate any problem that arises.
Interior: Interior Surfaces			X	M&O department has replaced dirty/broken ceiling tiles and has developed a plan to address interior surfaces that need attention.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		M&O department has updated cleaning schedules to address areas of need on campus.
Electrical	X			All electrical is in good working order.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Leaking sinks and toilets have been repaired and/or replaced. No issues at this time.
Safety: Fire Safety, Hazardous Materials	X			All safety concerns are addressed immediately.
Structural: Structural Damage, Roofs	X			No structural issues at this time.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		The school grounds, windows, doors, gates, and fences are in working order. All safety concerns are addressed immediately.

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	39	39	36	35	46	47
Mathematics (grades 3-8 and 11)	13	14	17	16	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	699	685	98.00	2.00	39.27
Female	351	341	97.15	2.85	44.87
Male	348	344	98.85	1.15	33.72
American Indian or Alaska Native	0	0	0	0	0
Asian	47	46	97.87	2.13	47.83
Black or African American	32	32	100.00	0.00	21.88
Filipino	--	--	--	--	--
Hispanic or Latino	496	485	97.78	2.22	38.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	42	42	100.00	0.00	33.33
White	74	72	97.30	2.70	45.83
English Learners	84	79	94.05	5.95	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	447	440	98.43	1.57	38.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	80	76	95.00	5.00	2.63

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	699	684	97.85	2.15	13.60
Female	351	341	97.15	2.85	12.90
Male	348	343	98.56	1.44	14.29
American Indian or Alaska Native	0	0	0	0	0
Asian	47	46	97.87	2.13	26.09
Black or African American	32	32	100.00	0.00	3.13
Filipino	--	--	--	--	--
Hispanic or Latino	496	484	97.58	2.42	11.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	42	42	100.00	0.00	4.76
White	74	72	97.30	2.70	25.00
English Learners	84	80	95.24	4.76	1.25
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	447	439	98.21	1.79	10.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	80	75	93.75	6.25	1.33

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	19.03	24.19	19.10	21.56	30.29	30.73

2023-24 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	218	215	98.62	1.38	24.19
Female	101	99	98.02	1.98	26.26
Male	117	116	99.15	0.85	22.41
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	53.85
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	152	150	98.68	1.32	21.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	29	28	96.55	3.45	32.14
English Learners	17	17	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	138	136	98.55	1.45	20.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	4.35

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.

2023-24 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. The administration of the PFT requires only participation results 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	100	100	100	100	100
Grade 7	100	100	100	100	100

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.

2024-25 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 fundraisers.

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 the booster club, 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 Parent Square 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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	985	948	280	29.5
Female	481	462	146	31.6
Male	504	486	134	27.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	71	63	10	15.9
Black or African American	46	45	17	37.8
Filipino	11	11	1	9.1
Hispanic or Latino	663	644	184	28.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	23	23	13	56.5
White	103	103	29	28.2
English Learners	166	154	56	36.4
Foster Youth	13	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	658	629	191	30.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	131	130	57	43.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
4.32	9.47	8.63	3.19	5.24	6.15	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.63	0.00
Female	8.32	0.00
Male	8.93	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	19.57	0.00
Filipino	0.00	0.00
Hispanic or Latino	9.65	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.70	0.00
White	4.85	0.00
English Learners	10.24	0.00
Foster Youth	30.77	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	9.57	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.69	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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,

2024-25 School Safety Plan

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.

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.

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	27		1	
1	29		7	
2	54			1
3	28		1	
4	32		1	
5	38			1
6	23	14	23	5

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	22	1	1	
1	28		7	
2	52			1
3	27		2	
4	20	1	1	
5	23	1	1	
6	29	7	7	20

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	19	1	2	
1	19	14		
2	39		1	1
3	26		2	
4	34			2
5	32		1	
6	30	5	9	22
Other	10	7		

2023-24 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	0

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	0.5

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$6,712.80	\$2,848.96	\$3,863.85	\$59,961.00
District	N/A	N/A	\$6,778.68	\$73,561
Percent Difference - School Site and District	N/A	N/A	-54.8	-20.4
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-94.4	-44.3

Fiscal Year 2023-24 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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$52,336	\$57,839
Mid-Range Teacher Salary	\$76,035	\$90,040
Highest Teacher Salary	\$99,767	\$118,647
Average Principal Salary (Elementary)	\$128,124	\$144,639
Average Principal Salary (Middle)	\$129,124	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$197,343	\$229,986
Percent of Budget for Teacher Salaries	25%	31%
Percent of Budget for Administrative Salaries	4%	6%

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6