



LAKESIDE UNION SCHOOL DISTRICT

LAKESIDE SCHOOL

Grades K-8

Mike McGrath, Principal

Craig Bailey, Vice Principal

14535 Old River Road, Bakersfield, CA 93311-9756

2010-11 School Accountability Report Card

Published February 2012

Lakeside Union School District

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Contents

Principal's Message
District & School Profile
Parent Involvement
Student Achievement
School Facilities & Safety
Classroom Environment
Curriculum & Instruction
Professional Staff
District Expenditures
SARC DATA & Internet Access

The statistical information disclosed in this report is obtained from the California Department of Education and the Lakeside Union School District. At the time of publication, this report met all SARC-related state and federal requirements using the most current data available. Data for the instructional materials and school facilities sections were acquired in November 2011.

Principal's Message

Dear Parents,

I would like to 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

Mike McGrath, Principal
Craig Bailey, Vice Principal

District & School Profile

Lakeside Union School District serves 1,291 students and is comprised of one K-5 elementary school and one K-8 elementary school. The district and its schools are located in the fast growing southwest part of Bakersfield, situated in a rich agricultural region. Residential developers are planning new projects within the district's boundaries. Lakeside Union School District's proactive board of trustees is in the process of planning additional schools in anticipation of a dramatic increase in enrollment in the near future.

A progressive leadership team along with a professional, dedicated teaching staff has enabled the district's state test scores to increase over the years. Lakeside Union School District offers the local community an exceptional educational program emphasizing student achievement academically as well as socially. Using research-based, innovative instructional methods and taking advantage of generous parent volunteers, students experience a rigorous standards-based curriculum administered by highly qualified teachers in a safe, nurturing environment.

District Mission

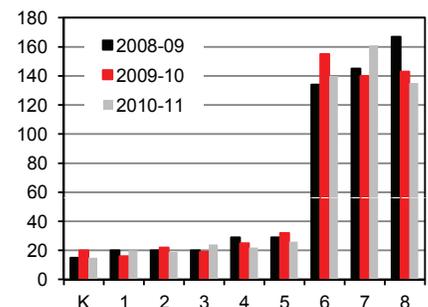
The Lakeside Union School District is committed to a quality educational program, responsive to the needs of its students within a safe nurturing environment. The staff, students, parents, and community assume responsibility for each student's academic and personal success. Recognizing the worth and 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.

Lakeside School Profile

Lakeside School was built in the 1940's and currently services over 562 students in kindergarten through eighth grade; the student body includes 10% receiving special education services, 28.5% qualifying for English learner support, and 58% receiving free or reduced-price lunch. K-5 instruction is provided in self-contained classrooms; students in sixth, seventh, and eighth grade receive instruction in a departmentalized format.

Percentage of Students by Ethnicity/Grade Level 2010-11			
Ethnic Group	%	Grade Level	#
African American	6.2%	Kindergarten	15
American Indian or Alaskan Native	1.1%	Grade 1	20
Asian	6.8%	Grade 2	19
Filipino	1.6%	Grade 3	24
Hawaiian or Pacific Islander	0.2%	Grade 4	22
Hispanic or Latino	47.9%	Grade 5	26
White (not Hispanic)	35.4%	Grade 6	140
Two or More Races	0.9%	Grade 7	161
		Grade 8	135
Total Enrollment			562

Three-Year Enrollment Trend



All staff members are committed to providing a quality educational program, responsive to the needs of its students. Lakeside School earned a 2010 API (Academic Performance Index) score of 726.

School Mission

The mission of Lakeside School is to serve a diverse community that is committed to excellence; and to guarantee all students master the skills and develop the character that provide the foundation for success.

Parent 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, the Harvest Carnival, 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. Monthly parent newsletters, telephone calls, letters, flyers, parent conferences, the school website, the automated telephone message system, and monthly bulletins 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.

Student Achievement

Standardized State Assessments

Students at Lakeside School participate in California's STAR examination each year. The STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment, the California Modified Assessment, and Standards-based Tests in Spanish.

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades K-12 whose home language is not English. The test identifies the student's proficiency level of understanding of the English language, monitors their progress in learning English if placed in the English Learner program, and helps

determine if they have achieved proficiency in the English language.

California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

Academic Performance Index

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students

in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests. Schools that do not meet or exceed their growth targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

The API table in this report highlights Lakeside School's progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores.

STAR Results All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	Lakeside School			LUSD			CA		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	46	49	56	49	51	54	50	52	54
Math	37	39	43	44	47	48	46	48	50
Science	44	52	60	38	47	54	50	53	56
History	36	48	56	36	48	56	41	44	48

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

STAR Results Ethnic Subgroups Percentage of Students Scoring at Proficient and Advanced Levels 2010-11									
	Lakeside School								
	American American	African Native	Indian or Alaskan	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)	Two or More Races
English-Language Arts	49	*	59	*	51	*	63	*	
Math	27	*	53	*	38	*	51	*	
Science	*	*	*	55	72	*			
History	64	*	*	47	67	*			

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

STAR Results Other Subgroups Percentage of Students Scoring at Proficient and Advanced Levels 2010-11						
	Lakeside School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	50	62	9	50	30	*
Math	43	44	13	37	19	*
Science	63	57	17	49	*	*
History	59	53	20	45	6	*

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

**Academic Performance Index
Three-Year Performance Comparison**

	Lakeside School								
	Base API Rank:								
	2008		2009		2010				
Statewide Rank	4		2		3				
Similar Schools Rank	5		3		5				
	Lakeside School			Lakeside School		LUSD		State	
	Increase/Decrease in API			# of Students		# of Students		# of Students	
	2008-09	2009-10	2010-11	2010-11		2010-11		2010-11	
All Students	-19	37	22	486	783	966	784	4,673,818	778
Ethnic Subgroups									
African American				332	750	79	729	316,465	696
Asian				32	827	56	827	397,972	898
Hispanic or Latino	-15	49	28	236	756	475	761	2,399,767	729
White (not Hispanic)	-7	12	15	167	815	314	823	1,258,619	845
Other Subgroups									
Economically Disadvantaged	-27	57	32	274	751	542	744	2,722,527	726
English Learners		28	1	129	698	243	723	1,517,160	706
Students with Disabilities				55	567	107	563	521,082	595

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2010-11 AYP cycle, elementary and middle schools must achieve a 67.6% or higher proficiency rate in English/Language Arts and 68.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 710 or higher or increasing the API growth by one point.

The AYP table in this report illustrates the school's progress in meeting state performance criteria. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2010-11		
Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?		
AYP Criteria	Lakeside School	LUSD
Overall Performance	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	No	Yes
Math	No	No
API	Yes	Yes
Graduation Rate	N/A	N/A
AYP Performance Level		
Number of AYP Criteria Met Out of the Total	18/21	19/23
Number of Criteria Possible		

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria.

Title I PI Status 2011-12		
	Lakeside School	LUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2011-12
Year in PI	N/A	Year 1
# Schools Currently In PI		1
% Schools Currently In PI		50%

The statistical information in this table reflects the PI status during the 2011-12 school year.

In 2010-11, Lakeside School did not qualify for Title I funding and is not subject to comply with Title I program participation requirements. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels.

Physical Fitness

In the spring of each year, Lakeside School is required by the state to administer a physical fitness test to all students in fifth and seventh grades. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically

fit or in the "healthy fitness" zone. Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2010-11			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	19%	29%	19%
Seventh	18%	20%	31%

School Facilities & Safety

School Facilities

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.

Campus Description	
Year Built	1942
Acreage	26
Bldg. Square Footage	109961
	Quantity
# of Permanent Classrooms	24
# of Portable Classrooms	5
# of Restrooms (student use)	5 sets
Auditorium	1
Band Room	1
Cafeteria	1
Computer Lab	1
Gym	1
Library	1
Staff Lounge	1
Teacher Work Room	1
Swimming Pool	1

2010-11 Campus Improvements:

- New carpet in library, work area, and office

2011-12 Campus Improvements:

- Roofing projects where needed

Campus Supervision

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 K-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. Lakeside School's most recent inspection took place on August 31, 2011; 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 2010-11 school year, 100% of 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 in October 2011.

Campus Maintenance

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.

A universal work order process is used districtwide. The principal 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. Once a month, the Director of M&O meets with custodians 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.

One full-time day custodian and two part-time day 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.

Deferred Maintenance

Lakeside Union School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components; these typically include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2010-11 school year, Lakeside Union School District allocated a portion of \$42,632.33 of deferred maintenance funds to Lakeside School for building repairs.

Classroom Environment

Discipline & Climate for Learning

Lakeside School believes that student conduct must provide the opportunity for learning in a safe, positive, and nurturing environment. Character education, no-bullying lessons, and conflict mediation embedded into campus culture and daily interaction encourages students to make good choices and learn self-discipline techniques.

The No-Bullying Program teaches students about anti-bullying strategies and conflict resolutions skills while creating a safe, secure learning environment. During the second week of school, anti-bullying strategies are introduced and shared with students. Once a month, formal lessons and discussions take place in each classroom.

Lakeside School's student handbook outlines behavioral expectations, school rules, consequences for poor conduct, and discipline policies that the students are to follow. (Students and parents may also access the student handbook on the school's web site.) During the first week of school, classroom orientations and school assemblies reinforce school rules and behavioral expectations. Students are reminded as needed throughout the year in classroom discussions to conduct themselves in a safe, responsible, and respectful manner.

School staff employ a progressive discipline approach which begins in the classroom. Each student is given a Student Discipline Card in which

School Facility Good Repair Status				
Item Inspected	Repair Status			
	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Inspection Date: August 31, 2011				
Systems	✓			Gym: ceiling HVAC supply registers are loose.
Interior Surfaces		✓		Auditorium: uneven and cracked flooring, missing and torn/broken slats. Band Room: dry rot in ceiling.
Cleanliness	✓			
Electrical	✓			Auditorium: lighting insufficient, HVAC insufficient.
Restrooms/Fountains		✓		
Safety	✓			Office: fire panel shows system trouble in lobby/cafeteria area.
Structural	✓			Auditorium: evidence of roof leakage on north walls. Room 112: evidence of water damage in wall system from roofing.
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

teachers record each disciplinary incident. Teachers utilize their classroom management system and give verbal warning prior to proceeding through a rubric of consequences. The behavior improvement process involves the student, teacher, and parent. Students continuing to have difficulty with their behavior are referred to the principal who follows the district's discipline matrix and considers past behavior and severity of infraction when determining disciplinary action. Consequences are administered in a fair, firm, and consistent manner.

• 4.0 Award: students maintaining a 4.0 grade point average throughout the year are presented with the 4.0 Award.

Enrichment Activities

Lakeside School incorporates enrichment exercises into the core curriculum and invites students to participate in extracurricular activities. Students in sixth, seventh, and eighth grades are given the opportunity to enroll in exploratory classes as their elective; course offerings include student leadership, band, science and history activities, and sports/fitness. Recreational and athletic programs are held after school. Team sports include football, basketball, track, and volleyball. All students are invited to join cheerleading, drum line, steel drums band and regular band. Periodically throughout the year, the ASB (Associated Student Body) sponsors fun lunch-time activities and welcomes everyone's participation.

Teaching Load Distribution Departmentalized Instruction

2008-09				
Subject	Average Class Size	Number of Classes		
		1-20	21-32	33+
English	21.1	24	24	0
Math	24	6	14	1
Science	27.8	2	12	2
History	27.8	0	14	2
2010-11				
English	23.5	10	10	4
Math	21.9	7	7	1
Science	29.6	1	6	3
English	29.6	1	8	1

2009-10 Class Size information was not collected or reported by the CDE.

Suspensions and Expulsions

	Lakeside School		
	08-09	09-10	10-11
Suspensions (#)	133	159	200
Suspensions (%)	22.97%	27.80%	35.59%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
LUSD			
Suspensions (#)	165	185	321
Suspensions (%)	12.27%	14.09%	24.86%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

In 2006, an Opportunity Class and In-school Suspension Class were initiated. Opportunity Class is for those students who have identified themselves by exhibiting continued disruptive behavior and have shown little or no response to regular forms of correction. A student is assigned to an in-school suspension classroom if the student is suspended and poses no imminent danger or threat to the campus, pupils, or staff.

Student Recognition

Academic accomplishments, attendance efforts, and good citizenship are celebrated throughout the year.

• Student of the Month Grades 4-8: teachers select one student from their class who has demonstrated outstanding citizenship or academic achievement. Selected students are recognized at Bulldog Assemblies and at district board meetings.

• Student of the Week (K-3): teachers select one student from their class who has demonstrated outstanding citizenship or academic achievement. Students receive in-class recognition by the teachers and a small incentive prize (pencil, free meal certificates for a local restaurant, bull dog necklace, etc.).

• Honor Roll & Principal's List: students meeting established grade point average criteria are recognized quarterly.

• Positive Referrals: students who are "caught being good" are given a positive referral form and are eligible for incentive prize drawings held on Bulldog Days.

• Bull Dog Assemblies: awards assemblies are held monthly for grades K-5 and quarterly for grades 6-8 to present Honor Roll, perfect attendance, Principal's List, athletic, and citizenship awards.

• Perfect Attendance: students with no absences for the school year are recognized at the end of the school year with a special award.

Class Size

Lakeside School participates in the state's Class Size Reduction Program (CSR) for grades K-3. This program provides funding to hire additional teachers to assist schools in reducing K-3 class sizes to 20 students or less. During the 2010-11 school year, 100% of K-3 classes at Lakeside School participated in the CSR Program.

Participating in the Class Size Reduction Program

Grade	2008-09	2009-10	2010-11
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

Lakeside School maintained an overall average class size of 21.5 students for the 2010-11 school year. The average class size statewide for 2010-11 was 23.4 students (per classroom).

The Class Size Distribution and Teaching Load Distribution tables in this report illustrate the distribution of class sizes by grade level (grades K-5) and subject area (grades 6-8), the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classrooms

2008-09				
Grade	Average Class Size	Number of Classes		
		1-20	21-32	33+
K	14.0	1		
1	20.0	1		
2	20.0	1		
3	20.0	1		
4	29.0		1	
5	29.0		1	
2010-11				
K	15.0	1		
1	20.0	1		
2	19.0	1		
3	24.0		1	
4	22.0	1		
5	26.0		1	
6	22.9	5	5	

2009-10 Class Size information was not collected or reported by the CDE.

Instructional Time

During the 2010-11 school year, Lakeside School offered 180 days of instruction comprised of 165 regular days and 15 minimum days. Some minimum days were held the day before a school holiday; the remaining minimum days were used for parent conferences.

All instructional minutes offered at Lakeside School during the 2010-11 school year exceeded state requirements specified in the California Education Code Section. The table below is a comparison of actual minutes offered to the state's instructional time requirements.

Instructional Minutes 2010-11		
Grade Level	Actual Minutes Offered	State Requirement
K	60,600	35,000
1-3	51,240	50,400
4-5	54,840	52,500
6-8	60,240	52,500

Curriculum & Instruction

Staff Development

All training and curriculum development at Lakeside Union School District revolves around the California Content 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 bi-weekly data team meetings.

Staff Development Days Three-Year Trend

2008-09	2009-10	2010-11
0	0	3

During the 2010-11 school year, Lakeside School staff participated in three days of staff development training sponsored by the district office; a portion of training focused on site-based training needs.

Site-based Training Topics

- Data Analysis
- Student Engagement
- Professional Learning Communities/Data Teams

District Training Topics

- OnPoint Innovative Learning Environments

Lakeside School supports the efforts of all teachers, new and veteran, to gain the experience, knowledge and skills to be effective leaders in the classroom through district- and county-sponsored programs. All teachers new to Lakeside School are required to attend a three-day training session before the school term starts; teachers are introduced to the district's policies and procedures, curriculum, and operations. Lakeside Union School District and the Kern County Office of Education jointly support new and veteran teachers in developing their teaching skills. Beginning Teacher Support and Assessment (BTSA), a state-sponsored program, is designed for first- and second-year credentialed teachers and provides skills assistance over a two-year period. The Peer Assistance and Review program is designed to improve the education of students and increase the classroom performance of teachers, targeting both new and veteran teachers.

Lakeside School invites its long-term substitute teachers working in the school to participate in staff development activities sponsored by the school or district. The principal may request instructional assistants to attend job- or curriculum-related sessions sponsored by the district, county, or professional associations.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Kern County Office of Education and continuing education opportunities offered through local colleges and universities. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

School Leadership

Leadership is a responsibility shared among the principal, vice principal, Principal's Advisory Committee, school staff, and parents. The principal and vice principal work closely as a team, sharing many of the responsibilities associated with an effective school. Principal Mike McGrath is responsible for the day-to-day operations of the school, overall instructional program, extracurricular activities, testing, and supervision/evaluation of school staff. Vice Principal Craig Bailey provides oversight and management of the conflict resolution program, school safety, student activities and recognition, attendance, and discipline.

At the beginning of the 2011-12 school year, Mr. Mike McGrath began his ninth term as principal of Lakeside School. He has been in the educational field for 17 years and serving the Lakeside Union School District for the past 16 years. Professional certifications and awards include:

- Bachelor's degree in geography
- Master's degree in education
- Clear Multiple Subject Teaching Credential
- Clear Administrative Services Credential
- LUSD Teacher of the Year - 2001

Lakeside School's Principal's Advisory Committee is comprised of the principal, vice principal, and participating Professional Learning Community grade level teacher representatives. Team members meet once a month to 1) collect information regarding alternative approaches to a problem or situation through shared decision-making and 2) establish goals to provide a plan for school improvement and refinement of the school programs and practices. Committee members are actively involved in addressing student achievement issues and ongoing evaluation of instructional programs. Grade level representatives

serve as a liaison between school administration and grade level teams.

The School Site Council (SSC) is comprised of the principal, teachers, classified staff, and parents. The SSC meets regularly and takes an advisory role in evaluating school programs and progress in meeting school goals. Team members serve as liaison between the school and community and are responsible for approving the annual budget, school site plan, and school safety plan.

Grade level and department teams meet once a month and focus on student achievement; data teams meet twice a month. Teachers take a collaborative approach to reviewing student performance on state and district benchmark assessments. Data analysis findings are used to modify instructional programs, determine concepts and subject matter that may need to be re-taught in the classroom, and develop intervention strategies to improve academic proficiency for all students and specific student groups.

Instructional Materials

All textbooks used in the core curriculum are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-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 six-year adoption cycle for core content materials. District textbook review and adoption activities occur the year following the state's adoption.

On September 13, 2011, 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 Resolution No. 09132011 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 between 8:00 a.m. and 3:15 p.m. and is staffed by a library clerk. 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. Six 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

During the 2010-11 school year, Lakeside School had a total of 70 computers; all of which were connected to the Internet. Lakeside School has one computer lab featuring 32 workstations. Students visit the computer lab weekly as a class for 45 minutes. Whole class instruction supports the core curriculum in the form of multimedia projects, writing assignments, research, student reports/projects, basic keyboarding and assessments. Teachers determine the best methods to integrate technology into reading and language arts lessons in accordance with district technology standards. All classrooms are equipped with televisions and video players; media content 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.

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2003	Yes	Houghton Mifflin: A Legacy of Literacy	0%	K-5
2003	Yes	Prentice Hall; Timeless Voices, Timeless Themes	0%	6-8
2004	Yes	Hampton Brown; High Point for ELs	0%	4-8
Math				
2008	Yes	Harcourt School Publishers; California HSP Math	0%	K-5
2008	Yes	Glencoe/McGraw-Hill; California Mathematics & Algebra 1: Concepts, Skills, and Problem Solving	0%	6-8
Science				
2007	Yes	Harcourt; California Science	0%	K-5
2007	Yes	McDougal-Littell; California Middle School Science Series	0%	6-8
Social Science				
2006	Yes	Harcourt; Reflections: California	0%	K-5
2006	Yes	Holt, Rinehart, & Winston World History, Ancient Civilizations Medieval to Early Modern Times United States History, Independence to 1914	0%	6-8

The textbooks and instructional materials used by the school are selected from the State Board of Education's most recent adoption.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Lakeside School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies. For all students, teachers meet with parents on a regular basis to discuss academic performance and review student assessment results to determine or modify instructional strategies that maximize the students opportunities to achieve grade level proficiency in all subject areas.

English Learners

For students whose primary language is not English and who have limited English proficiency, Lakeside School offers programs to help English learners and migrant students acquire English as quickly as possible and prepare them to meet the state's academic content standards. Students are placed in a class with a teacher who has been certified to teach English learners. Using CELDT results, students are assigned to one of five learning levels; EL level 1 is assigned to students who are at the very early stages of learning the English language, and level 5 is for students who are at the advanced level. Based upon their CELDT level, students are placed in a program that provides instruction to meet both their reading proficiency level and their level of understanding the English Language:

During language arts instruction periods, students are grouped based upon reading and language fluency; English learners receive a least 30 minutes of ELD instruction as a component of the standard language arts curriculum for kindergarten through fifth grade. Bilingual instructional aides provide additional in-class support. Lakeside School's ELD Coordinator supports the classroom teacher with instructional assistance, lesson planning, and training. K-5 teachers follow the Moving Into English curriculum to deliver ELD lessons.

EL students in sixth, seventh, and eighth grades are placed in an ELD class (90-minute block comprised of 45 minutes of ELD and 45 minutes of English/Language Arts instruction) specially designed to deliver language arts instruction at their current language proficiency and reading levels as determined by CELDT results. Teachers use the High Point curriculum for both language arts and language development lessons. In core classes, teachers use SDAIE strategies (specially-designed academic instruction in English) to help deliver course content and concepts in a manner that also enables English learners to increase their language skills. As students (K-8) increase fluency in the English language, Lakeside School re-evaluates proficiency levels and adjusts instructional needs accordingly to ensure continued improvement.

Special Education

Instruction for students with special needs is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). All students have access to a comprehensive curriculum and are mainstreamed into the general education classroom. IEP teams meet annually to 1) establish goals and objectives, 2) define academic instruction, 3) evaluate the effectiveness of the student's plan, and 4) make adjustments as necessary.

The special education program is led by the Director of Special Education who oversees the Learning Center and instruction for K-8 students. Two full-

time and one part-time Learning Center teachers provide full-period support for students in grade 6-8 based upon individual IEPs. A team of five special education aides provide support in the general education classroom and in the learning center. When necessary, full-day shadowing is provided by special education aides in accordance with individual IEPs and circumstances. One speech and language specialist is on staff one day a week to provide individualized services for identified students.

Lakeside Union School District is part of the Kern County Special Education Local Plan Area (SELPA), which serves 48 school districts in Kern County. The SELPA affords participating school districts and other county programs to pool resources and expertise in the field of special education. The SELPA's goal is to deliver high quality special education programs and services to students with disabilities in the most effective, efficient, and cost effective manner practicable.

Intervention Programs

Lakeside School offers many programs to support students not meeting grade level proficiency standards. Intervention and remediation programs are provided during school hours and after school. The principal and classroom teachers meet monthly to evaluate student progress and to identify students performing above and below grade level proficiency standards. Teachers consider performance on state assessments, end-of-unit tests, classroom behavior, and Student Study Team recommendations when forming intervention strategies. Teachers recommend student re-leveling in middle school grades upon individual test scores. Identified students are then placed in a supplemental program that fits their academic needs and learning levels. Intervention strategies include:

Soar to Success: 18-week language arts intervention program for students in grades 4-5 who are performing at the far below basic, below basic, and basic levels on the CST and recommended by their teachers. Selected students receive 50 minutes of instruction four days a week after school with a certificated teacher. Instruction focuses on building skills required to meet state proficiency standards.

Soar to Success - Grades 6-8: extended day class for students in sixth, seventh, and eighth

grades who are performing at the far below basic, below basic, and basic levels on the CST and recommended by their teachers. Selected students receive 40 minutes of instruction in an eighth period class with a certificated teacher. Instruction focuses on building skills required to meet state proficiency standards. The Math Steps class is offered in 36-week sessions and Soar to Success extends over an 18-week period.

Tutorial - two days a week, students performing at the Below Basic and Far Below Basic levels receive targeted tutoring from classroom teachers.

Zero Period - students in grades 6-8 experiencing difficulties completing homework assignments may attend zero period class held in the mornings before regular classes begin. Certificated teachers provide needed support and assistance.

Homework Club - Grades 6-8: Certificated staff are on campus after school four days a week to provide 70 minutes of homework support.

Teacher Tutoring - teachers are available upon request before school, after school, during lunch, and during their prep period for individualized support. Parents and students may contact the teacher to make arrangements for tutoring.

Professional Staff

Teacher Assignment

For the 2010-11 school year, Lakeside School had 27 fully credentialed teachers. In many instances, teachers supplement their regular credential with a special education credential or a credential to teach English Language Learners.

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below which identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price

	Teacher Credentials and Assignments							
	Lakeside School				LUSD			
	08-09	09-10	10-11	11-12	08-09	09-10	10-11	11-12
Total Teachers	30	30	27		68	68	67	
Teachers with Full Credential	30	30	27		68	68	67	
Teachers without Full Credential	0	0	0		0	0	0	
Teachers Teaching Outside Subject Area	6	0	6		6	0	6	
Teacher Misassignments for English Learners	0	0	0	0	0	0	0	0
Total Teacher Misassignments	0	0	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	0	0	0	0

NCLB Compliance Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB- Compliant Teachers	Not Taught by NCLB- Compliant Teachers
2010-11		
Lakeside School	100.0%	0.0%
District Totals		
All Schools	100.0%	0.0%
High-Poverty Schools	100.0%	0.0%
Low-Poverty Schools	0.0%	0.0%

Teacher Education Levels 2010-11		
	Lakeside School	LUSD
Doctorate	0.0%	0.0%
Master's Degree Plus 30 or More Semester Hours	0.0%	0.0%
Master's Degree	21.1%	15.0%
Bachelor's Degree Plus 30 or More Semester Hours	81.6%	85.0%
Bachelor's Degree	0.0%	0.0%
Less Than a Bachelor's Degree	0.0%	0.0%

meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Counseling & Support Services Staff

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

Counselors and Support Personnel (Nonteaching Professional Staff) 2010-11		
	No. of Staff	FTE
Academic Counselor	0	
Psychologist/Dir. of Special Educ.	1	0.5
Health Aide	1	0.5
Speech & Language Specialist	1	0.2

FTE = Full-Time Equivalent

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.

Teacher Evaluations

Lakeside Union School District believes that effective teacher evaluations are essential to the achievement of the educational goals of the district. Evaluation procedures and criteria are defined in the district's Staff/Teacher Manual. Evaluation criteria are based on the California Standards of the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Probationary teachers are evaluated annually; tenured teachers are evaluated every other year. The evaluation process includes classroom observations, written observation reports, and follow-up conferences to discuss the observation and to recommend improvements. Evaluations are performed by the principal and vice principal, both administrators have obtained the appropriate credentials and training to perform evaluations. A teacher whose evaluation does not meet specific evaluation criteria, as outlined in the staff/teacher manual, develops a written plan for improvement in collaboration with the principal.

Substitute Teachers

The district rarely experiences difficulty finding qualified substitute teachers. Substitutes are used in the event of a teacher illness, injury, or bereavement. When a substitute teacher is not available for an absent teacher of a K-5 classroom, the principal or vice principal will fill the role of the absent teacher, or on rare occasions, classrooms are split and students are placed in another classroom with a qualified teacher. If a substitute is not available to cover sixth, seventh, and eighth grade classes, teachers share the responsibility and cover the absent teacher's classes during

their prep periods. Teachers applying for a substitute position must possess a bachelor's degree and have passed the CBEST exam. The district has access to 140 substitutes through the Kern County Office of Education substitute consortium; the substitute pool is comprised primarily of aspiring teachers and some retirees.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

Expenditures Per Student

For the 2009-10 school year, Lakeside Union School District spent an average of \$7,454 of total general funds to educate each student (based on 2009-10 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

(The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2009-10		
	LUSD	State Average of Districts in Same Category
Beginning Teacher Salary	40,206	41,183
Mid-Range Teacher Salary	58,412	63,647
Highest Teacher Salary	70,994	80,955
Average Principal Salaries:		
Elementary School	92,361	102,400
Middle School	92,361	106,158
Superintendent Salary	126,824	151,742
Percentage of Budget For:		
Teacher Salaries	38	41
Administrative Salaries	5	6

Current Expense of Education Per Pupil 2009-10					
Dollars Spent Per Student					
	Lakeside School	LUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Expenditures Per Pupil					
Total Restricted and Unrestricted	6,458	5,969	108.2%	N/A	N/A
Restricted (Supplemental)	1,334	842	158.5%	N/A	N/A
Unrestricted (Basic)	5,124	5,128	99.9%	5,455	93.9%
Average Teacher Salary	57,535	57,535	100.0%	65,524	87.8%

In addition to general fund state funding, Lakeside Union School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- ARRA: State Fiscal Stabilization Fund
- Class Size Reduction
- Economic Impact Aid
- English Language Acquisition Program, Teacher Training & Student Assistance
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I, II, III, V
- Transportation

SARC Data & Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Lakeside School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Lakeside's SARC and access the internet at any of the county's public libraries. The closest library to Lakeside School is the Southwest Branch of the Kern County Library located at 8301 Ming Avenue, Bakersfield.

Telephone: (661) 664-7716
Hours: M-Tu 12-9; W-Th 10-9; Fr-Sat 10-6
Number of Computers Available: 20
Printers Available: Yes