<div style="border:1px solid #000; text-align:center;">

Lakeside Elementary School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

</div>

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Lakeside Elementary School
Street	14535 Old River Rd.
City, State, Zip	Bakersfield, CA 93311-9756
Phone Number	661.831.3503
Principal	Mike McGrath
E-mail Address	mmcgrath@lakesideusd.org
Web Site	http://lakeside.lakesideusd.org/pages/Lakeside_School
Grades Served	K-8
CDS Code	15635526009666

District Contact Information	
District Name	Lakeside Union School District
Phone Number	661.836.6658
Superintendent	Ty Bryson
E-mail Address	tbryson@lakesideusd.org
Web Site	www.lakesideusd.org

Principal's Message

Dear Parents,

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

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

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

...Learning Today, Leading Tomorrow

District Mission

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

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 approximately 10% receiving special education services, 16% qualifying for English learner support, and 66% 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.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	22
Grade 1	25
Grade 2	26
Grade 3	22
Grade 4	29
Grade 5	29
Grade 6	146
Grade 7	127
Grade 8	136
Total Enrollment	562

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	5.5
American Indian or Alaska Native	0.7
Asian	3.4
Filipino	1.4
Hispanic or Latino	52.5
Native Hawaiian or Pacific Islander	0.4
White	34.2
Two or More Races	1.4
Socioeconomically Disadvantaged	63.2
English Learners	9.3
Students with Disabilities	9.8

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	33	33	33	73
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

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 adoption cycle for core content materials. District textbook review and adoption activities occur the year following the state's adoption.

On October 13, 2015 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 between 8:00 a.m. and 3:15 p.m. 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
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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin: A Legacy of Literacy Adopted 2003 Prentice Hall; Timeless Voices, Timeless Themes Adopted 2003 Hampton Brown; High Point for El's Adopted 2004	No	0%
Mathematics	McGraw Hill, My Math Premium Systems McGraw Hill, California Middle School Math Adopted 2014	Yes	0%
Science	Harcourt; California Science Adopted 2007 McDougal-Littell; California Middle School Science Series Adopted	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Harcourt; Reflections: California Adopted 2006 Holt, Rinehart & Winston World History, Ancient Civilizations Medieval to Early Modern Times United States History. Independence to 1914 Adopted 2006	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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 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. 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, 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.

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 district-wide. 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. 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.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: April 1, 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: April 1, 2015				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	33	35	44
Mathematics	17	21	33

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

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	23	22	95.7	73	23	5	0
	4	32	31	96.9	58	13	16	13
	5	30	30	100.0	53	27	17	3
	6	152	147	96.7	35	31	25	8
	7	133	133	100.0	26	37	32	5
	8	143	141	98.6	23	38	31	6
Male	3		11	47.8	82	18	0	0
	4		14	43.8	57	14	21	7
	5		10	33.3	--	--	--	--
	6		71	46.7	42	32	23	3
	7		74	55.6	23	47	24	4
	8		71	49.7	32	39	24	4
Female	3		11	47.8	64	27	9	0
	4		17	53.1	59	12	12	18
	5		20	66.7	55	25	20	0
	6		76	50.0	28	30	28	13
	7		59	44.4	31	24	41	5
	8		70	49.0	14	37	39	9
Black or African American	4		1	3.1	--	--	--	--
	6		9	5.9	--	--	--	--
	7		6	4.5	--	--	--	--
	8		16	11.2	31	31	19	19
American Indian or Alaska Native	5		1	3.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		2	1.3	--	--	--	--
	8		1	0.7	--	--	--	--
Asian	3		1	4.3	--	--	--	--
	4		0	0.0	--	--	--	--
	5		1	3.3	--	--	--	--
	6		7	4.6	--	--	--	--
	7		4	3.0	--	--	--	--
	8		6	4.2	--	--	--	--
Filipino	6		2	1.3	--	--	--	--
	7		1	0.8	--	--	--	--
	8		2	1.4	--	--	--	--
Hispanic or Latino	3		10	43.5	--	--	--	--
	4		16	50.0	63	13	6	19
	5		9	30.0	--	--	--	--
	6		80	52.6	38	31	26	5
	7		80	60.2	31	36	26	5
	8		79	55.2	29	38	29	3
Native Hawaiian or Pacific Islander	5		1	3.3	--	--	--	--
	6		1	0.7	--	--	--	--
White	3		11	47.8	55	45	0	0
	4		14	43.8	50	14	29	7
	5		17	56.7	35	29	29	6
	6		43	28.3	33	30	26	9
	7		41	30.8	17	41	37	5
	8		34	23.8	6	47	38	9
Two or More Races	5		1	3.3	--	--	--	--
	6		2	1.3	--	--	--	--
	7		1	0.8	--	--	--	--
	8		3	2.1	--	--	--	--
Socioeconomically Disadvantaged	3		13	56.5	77	23	0	0
	4		16	50.0	63	6	13	19
	5		18	60.0	61	28	11	0
	6		96	63.2	40	33	21	6
	7		82	61.7	28	34	32	5
	8		98	68.5	31	42	23	4
English Learners	3		4	17.4	--	--	--	--
	4		6	18.8	--	--	--	--
	5		2	6.7	--	--	--	--

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		13	8.6	92	8	0	0
	7		1	0.8	--	--	--	--
	8		4	2.8	--	--	--	--
Students with Disabilities	3		4	17.4	--	--	--	--
	4		4	12.5	--	--	--	--
	5		5	16.7	--	--	--	--
	6		23	15.1	78	17	4	0
	7		11	8.3	82	18	0	0
	8		7	4.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	23	22	95.7	68	27	0	5
	4	32	31	96.9	45	32	23	0
	5	30	30	100.0	67	13	20	0
	6	152	147	96.7	50	33	15	3
	7	133	132	99.2	41	40	14	5
	8	143	141	98.6	52	32	9	7
Male	3		11	47.8	73	27	0	0
	4		14	43.8	36	43	21	0
	5		10	33.3	--	--	--	--
	6		71	46.7	55	25	17	3
	7		73	54.9	38	45	12	4
	8		71	49.7	59	28	6	7
Female	3		11	47.8	64	27	0	9
	4		17	53.1	53	24	24	0
	5		20	66.7	70	15	15	0
	6		76	50.0	45	39	13	3

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	7		59	44.4	44	34	17	5
	8		70	49.0	44	36	13	7
Black or African American	4		1	3.1	--	--	--	--
	6		9	5.9	--	--	--	--
	7		6	4.5	--	--	--	--
	8		16	11.2	69	6	13	13
American Indian or Alaska Native	5		1	3.3	--	--	--	--
	6		2	1.3	--	--	--	--
	8		1	0.7	--	--	--	--
Asian	3		1	4.3	--	--	--	--
	4		0	0.0	--	--	--	--
	5		1	3.3	--	--	--	--
	6		7	4.6	--	--	--	--
	7		4	3.0	--	--	--	--
	8		6	4.2	--	--	--	--
Filipino	6		2	1.3	--	--	--	--
	7		1	0.8	--	--	--	--
	8		2	1.4	--	--	--	--
Hispanic or Latino	3		10	43.5	--	--	--	--
	4		16	50.0	44	38	19	0
	5		9	30.0	--	--	--	--
	6		81	53.3	56	31	12	1
	7		79	59.4	49	37	13	1
	8		79	55.2	57	28	10	5
Native Hawaiian or Pacific Islander	5		1	3.3	--	--	--	--
	6		1	0.7	--	--	--	--
White	3		11	47.8	55	45	0	0
	4		14	43.8	50	21	29	0
	5		17	56.7	47	18	35	0
	6		42	27.6	38	38	21	2
	7		41	30.8	27	46	17	10
	8		34	23.8	38	47	9	6
Two or More Races	5		1	3.3	--	--	--	--
	6		2	1.3	--	--	--	--
	7		1	0.8	--	--	--	--
	8		3	2.1	--	--	--	--
Socioeconomically Disadvantaged	3		13	56.5	69	31	0	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		16	50.0	50	25	25	0
	5		18	60.0	78	17	6	0
	6		97	63.8	57	31	9	3
	7		81	60.9	40	44	12	4
	8		98	68.5	62	30	4	4
English Learners	3		4	17.4	--	--	--	--
	4		6	18.8	--	--	--	--
	5		2	6.7	--	--	--	--
	6		13	8.6	92	8	0	0
	7		1	0.8	--	--	--	--
	8		4	2.8	--	--	--	--
Students with Disabilities	3		4	17.4	--	--	--	--
	4		4	12.5	--	--	--	--
	5		5	16.7	--	--	--	--
	6		23	15.1	83	17	0	0
	7		11	8.3	91	9	0	0
	8		7	4.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	70	56	67	59	49	54	59	60	56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	54
All Students at the School	67
Male	65
Female	69
Black or African American	62
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	69
Native Hawaiian or Pacific Islander	--
White	72
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	59
Foster Youth	--

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	13.30	16.70	
7	16.00	24.40	24.40

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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

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

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	11.02	8.50	6.76	8.01	6.23	4.42	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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 is reviewed, updated, and shared with the School Site Council and staff annually in the fall.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	No	No	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21		1		23		1		22		1	
1	24		1		23		1		25		1	
2	19	1			24		1		26		1	
3	28		1		26		1		22		1	
4	25		1		33			1	29		1	
5	32		1		34			1	29		1	
6	21	2	5		23	7	27	4	24	5	26	4

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21	14	10	4	20	19	2	8	17	17	14	
Mathematics	21	7	6	1	20	7	5	2	19	7	6	1
Science	29		8	2	29	2	4	4	26	2	7	1
Social Science	29	3	2	5	29	1	6	3	26	1	9	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.50	N/A
Social Worker	0	N/A
Nurse	.50	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8023	1402	6642	60257
District	N/A	N/A	6642	$65,421
Percent Difference: School Site and District	N/A	N/A	0.0	-7.9
State	N/A	N/A	$5,348	$69,086
Percent Difference: School Site and State	N/A	N/A	24.2	-12.8

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

Types of Services Funded (Fiscal Year 2014-15)

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 II, III
• Transportation

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,015	$42,723
Mid-Range Teacher Salary	$61,041	$65,936
Highest Teacher Salary	$73,469	$84,545
Average Principal Salary (Elementary)	$100,653	$106,864
Average Principal Salary (Middle)	$119,754	$110,494
Average Principal Salary (High)		$103,499
Superintendent Salary	$128,483	$159,133
Percent of Budget for Teacher Salaries	41%	40%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

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.

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.