

School Accountability Report Card Reported for School Year 2003-2004

Published During 2004-2005

School Information		District Information	
School Name	Lakeside	District Name	Lakeside Union School
Principal	Mike McGrath	Superintendent	Nick Kouklis
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City, State, Zip	Bakersfield, CA 93311-9756	City, State, Zip	Bakersfield, CA 93311-9756
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District Profile

The Lakeside Union School District was formed in the spring of 1941 through the merging of three Kern County school districts, Paloma, Ordena, and Old River. In keeping with the latest and best theories on modern education the district was financially able to build, equip, and furnish Lakeside School.

The district is presently comprised of two schools, Donald E. Suburu, which opened April 13, 1998, and serves grades K-4 while Lakeside School continues to serve some K-4 students and all of the 5-8 students. Lakeside School is located in a rural agricultural setting fifteen miles from central Bakersfield. Suburu School is in a suburban area located in the Castle and Cooke development of Silvercreek. The District covers approximately 166 square miles and has tremendous potential for growth.

School Description and Mission Statement

Lakeside School was established as a community and cultural center, as well as a school. Consequently, there is a full sized gymnasium, a swimming pool and an auditorium with a capacity of 475 persons.

An active booster club supports Lakeside School. They host and financially sponsor many important school activities. Parents, along with staff members, help shape new curriculum offerings, such as participating on curriculum advisory committees.

The Lakeside Union School District and Lakeside School are committed to a quality education 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, 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.

California Student Information Service

Lakeside Union School District is participating with the California School Information Services (CSIS) Program in the electronic transfer of student data for state reporting to the California Department of Education and to districts and/or public post secondary institutions to which the student is transferring or applying for admission. All data maintained by the CSIS Program is in compliance with federal and state privacy and confidentiality requirements.

The benefits of participation to the student and parent are that student records can be transferred much more promptly, and that information about student assessment and academic placement will be available at the time of transfer. Schools and districts will benefit from the streamlining and reduction of required state reporting.

Opportunities for Parental Involvement

Contact Person Name	<i>Mike McGrath, Principal</i>	Phone Number	661-831-3503
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Staff members at Lakeside School believe that a successful education experience for each student results from parents, students, and staff working together.

The Parent Involvement Policy will be promoted to facilitate the accomplishment of the following goals set forth:

1. To engage parents positively in their children's education.
2. To provide parents with strategies and techniques that may utilize to improve their children's academic success and assist their learning at home.
3. To build effective communication between the home and school.

Lakeside School supports parental involvement in all school activities and programs by emphasizing communication between the school and home. Special programs, letters, bulletins, parent handbooks, telephone calls, parent/teacher conferences, the School Accountability Report Card (SARC,) and meetings form the basis of communication between the school and parents. Parents are encouraged to present ideas and suggestions at meetings, on an individual basis, or by written communication. Parents are also encouraged to visit and volunteer in classrooms, attend assemblies and programs, participate in field trips, and work as volunteers for various activities and committees.

The Lakeside Booster Club, Title I sub-committee, and the School Site Council (SSC) offer opportunities for parents to be actively involved at Lakeside School. The Lakeside Booster Club, a volunteer group of parents and teachers, raises funds and works to provide special materials, equipment, and services for the students and staff. The SSC, an elected group of parents and school staff, gives guidance in the budgeting, operation, and evaluation of specially funded or categorical programs at Lakeside School. The Title I sub-committee provides a vehicle for parents to give input and active involvement regarding the Title I program.

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	23	Grade 9	0
Grade 1	29	Grade 10	0
Grade 2	18	Grade 11	0
Grade 3	38	Grade 12	0
Grade 4	30	Ungraded Secondary	0
Grade 5	148		
Grade 6	135		
Grade 7	122		
Grade 8	131		
Ungraded Elementary	0	Total Enrollment	674

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	58	8.6	Hispanic or Latino	254	37.7
American Indian or Alaska Native	5	0.7	Pacific Islander	1	0.1
Asian	34	5.0	White (Not Hispanic)	299	44.4
Filipino	19	2.8	Multiple or No Response	4	0.6

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	September 2004	Date Last Discussed with Staff	October 2004
<p>To insure student safety: The school perimeters are securely fenced and visitors are required to check in to the school office. Many of our staff has been trained in CPR and basic first aid. In addition to regularly held bus, fire, and earthquake drills, procedures for student emergencies are regularly reviewed with the staff. A child to adult supervision ratio of no more than 90:1 is maintained when students are on the playgrounds.</p> <p>The custodial staff endeavors to clean the facilities at least once each school day at a time of least disruption to the students. As much as possible, the use of toxic materials is avoided, but when utilized, they are applied by trained personnel. Notification of the use of herbicides and pesticides are posted 72 hours prior to application. Cleaning solvents and other toxic materials are kept in securely locked facilities.</p>			

School Programs and Practices that Promote a Positive Learning Environment

The instructional program at Lakeside School offers self-contained classrooms for grades kindergarten through fifth grades. Grades six through eight are departmentalized. Students are provided a fully equipped computer lab, hands-on science and math curricula, a fine arts program, and a literature based reading program with a phonics component. The course of studies includes the basic core curriculum, physical education and enrichment classes such as computer technology, arts, instrumental music, home economics and study skills. Programs also are offered to students with special needs, such as special

education, and limited English proficient (LEP) students.

We have athletic programs for boys and girls in grades five through eight. Our coaching staff is composed of Lakeside Alumni, parents, teachers, and community members. In addition to teachers, we have one and a half-time RSP teachers, a part-time health technician, a part-time speech pathologist, a part-time district psychologist, one full-time and seven part-time instructional aides to serve the students. We have thirteen CLAD teachers and six teachers are currently working on receiving their CLAD credential.

Pupils have the opportunity to participate in after-school activities. Staff provides opportunities and additional activities to pupils in the areas of spelling and geography bees, Young Author's Fair, participation in various contests and community events, Kern Environmental Education Program (Camp K.E.E.P.) and Oral Language Festival.

School Facilities

Lakeside School provides a safe and clean learning environment. A scheduled maintenance program is administered by the District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning. The exterior grounds are well lit and the perimeter of the school facility is fenced for student protection and safety. A team of custodians ensures classrooms and campus grounds are kept clean and safe. The restrooms are cleaned and sanitized at least once a day and are regularly checked throughout the day for supplies and operating condition.

As outlined in our Safe Schools Plan, the safety committee has addressed concerns for the safe coming and going of our students. Staff receives inservice in emergency protocol and CPR. Identifying tags are issued to substitute teachers, volunteers, and other visitors as they register in our office. The gates on the perimeter of the school playground are locked during school hours and staff members are trained to activate lock down procedures in the event of an emergency. Our positive partnership with local law enforcement is evident in their quick response time when concerns arise.

Designated staff members carefully supervise students on the playground and in the cafeteria. Grounds and playground equipment are inspected regularly for potential hazards. The District provides on-going training in CPR/First Aid as part of its staff development program. Fire and/or disaster drills occur monthly and a complete school site disaster plan has been prepared and is in place and available for public review. Scheduled supervision of K – 5 students begins officially at 8:00 A.M. when the school opens and supervision ends at 2:22 P.M. when students are to board the buses. For grades 6 – 8 supervision begins at 8:45 A.M. and ends at 3:30 P.M. at which time all students should be on a bus headed home.

In the 2003/2004 school year, an extensive remodeling project was conducted for the classrooms and restrooms in the main corridor. In addition to the classrooms a new school office was created.

Suspensions and Expulsions

	School			District		
	2002 (559)	2003 (602)	2004 (674)	2002 (1090)	2003 (1197)	2004 (1297)
Number of Suspensions	109	113	170	141	154	207
Rate of Suspensions	19	19	25	13	13	15
Number of Expulsions	0	0	0	0	0	0
Rate of Expulsions	0	0	0	0	0	0

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	33	39	38	35	40	37	32	35	36
Mathematics	26	32	26	30	36	32	31	35	34
Science			23			23	30	27	25
History-Social Science		22	23		22	23	28	28	29

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	27		43	79	25		49
Mathematics	14		41	42	16		36
Science					18		30
History-Social Science	18				15		32

CST - Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities	
				Yes	No	Yes	No
English-Language Arts	33	43	0	24	46	4	41
Mathematics	26	26	5	21	29	2	28
Science	21	25	0	18	26		23
History-Social Science	24	22		12	27		24

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	48	41	---	49	44	---	43	43
Mathematics	---	55	51	---	56	55	---	50	51

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	29		37	68	28		53
Mathematics	39		69	68	42		59

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities	
				Yes	No	Yes	No
Reading	38	44	5	28	49	10	43
Mathematics	51	51	15	42	57	10	55

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	33.3	40.3	27.7	33.3	40.3	27.7	24.8	26.7	22.9
7	44.4	54.8	32.3	44.4	54.8	32.3	29.1	31.3	27.0

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested	99	99	100	Percent Tested	99	100	99
API Base Score	710	692	736	API Growth Score	709	730	716
Growth Target	5	5	3	Actual Growth	-1	38	-20
Statewide Rank	6	5	6				
Similar Schools Rank	2	3	5				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	629	600	674	API Growth Score	612	671	656
Growth Target	4	4	2	Actual Growth	-17	71	-18
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	764	738	777	API Growth Score	754	771	766
Growth Target	4	4	2	Actual Growth	-10	33	-11

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score	624	637	677	API Growth Score	642	673	657
Growth Target	4	4	2	Actual Growth	18	36	-20

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Programs

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement		---
Year in Program Improvement		---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Identified for Program Improvement	---	0.0

Adequate Yearly Progress (AYP)

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 assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	Yes	Yes
Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	Yes	Yes
African American	---	n/a	n/a	---	n/a	n/a
American Indian or Alaska Native	---	n/a	n/a	---	n/a	n/a
Asian	---	n/a	n/a	---	n/a	n/a
Filipino	---	n/a	n/a	---	n/a	n/a
Hispanic or Latino	---	Yes	Yes	---	Yes	Yes
Pacific Islander	---	n/a	n/a	---	n/a	n/a
White (not Hispanic)	---	Yes	Yes	---	Yes	Yes
Socioeconomically Disadvantaged	---	Yes	Yes	---	Yes	Yes
English Learners	---	n/a	n/a	---	Yes	n/a
Students with Disabilities	---	n/a	n/a	---	n/a	n/a

IV. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2002				2003				2004			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.0	1			16.5	2			17.0	1		
1	15.0	2			18.0	1			18.0	1		
2	18.0	1			18.5	2			18.0	1		
3	18.0	1			16.0	1			19.0	2		
4	28.0		1		23.0		1		30.0		1	
5	30.0		4		25.2		5		29.6		5	
6												
K-3									17.0	1		
3-4												
4-8												
Other												

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2002				2003				2004			
	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	27.3	2	22		24.8	8	14	6	24.2	9	18	4
Mathematics	27.3	1	11		21.8	7	7	2	25.7	3	10	2
Science	27.3	1	11		29.0	2	8	2	27.7	1	11	2
Social Science	27.2	1	11		29.0	1	8	3	27.7		13	1

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2002	2003	2004
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	100

V. Teacher and Staff Information

Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	83.8	---
All Schools in District	---	76.5
High-Poverty Schools in District	---	0.0
Low-Poverty Schools in District	---	0.0

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1". If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003	2004
Total Teachers	26	28	32
Teachers with Full Credential	24	26	32
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)	3	3	3
Teachers in Alternative Routes to Certification (district and university internship)	0	0	0
Pre-Internship	1	1	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	1	1	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	3	1	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
Misassignments of Teachers of English Learners	---	---	3
Total Teacher Misassignments	---	---	3

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	0.0	0.0
Master's Degree plus 30 or more semester hours	0.0	1.6
Master's Degree	3.1	3.2
Bachelor's Degree plus 30 or more semester hours	56.3	57.1
Bachelor's Degree	40.6	38.1
Less than Bachelor's Degree	0.0	0.0

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions	---	---	0

Teacher Evaluations

Just as students receive feedback regarding their performance, staff members are evaluated on a regular basis. Teachers are evaluated on standards for the teaching profession as a base; responsibilities relative to expected student progress; the instructional techniques and strategies used; employee's adherence to curricular objectives; individual performance objectives; the establishment and maintenance of a suitable learning environment; the job description of the position; and the non-instructional responsibilities. Tenured teachers are evaluated every other year. Probationary teachers are evaluated yearly. The evaluation process includes classroom observations, written observation reports, and follow-up conferences to discuss the observation and to recommend improvements. After completing the observations, a formal evaluation form and, if needed, written plan for improvement, are completed. The district's process for certifying principals as competent to evaluate teachers necessitates each principal meet state guidelines and requirements, and has training in clinical supervision.

Substitute Teachers

Qualified substitute teachers are obtained from an approved list distributed by the Kern County Superintendent of Schools Office. Substitute teachers are used when teachers are absent for such reasons as illness, special programs, conference attendance, committee work, personal necessity leaves, long-term leaves, and etc.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	0
Librarian (Library Aide)	.75
Psychologist	.5
Social Worker	0
Nurse (Health Aide)	.5
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	0
Other	0

VI. Curriculum and Instruction

School Instruction and Leadership

Curriculum is planned to provide our students with the best academic instruction and meeting the goals set by the State's Standards. As the instructional leader of the school, the principal, through observations, sees that each teacher's lesson plans reflect the State's Standards and promote positive learning environment within the classroom.

Professional Development

The Lakeside Union School District provides staff development activities that relate to the education process. In addition to classroom time, teaching staff members participate in staff development days. The district focus for staff development is curriculum based. The school site staff development activities cover special needs students, portfolio assessment, and classroom techniques and ideas. In addition to the staff development activities, opportunities for professional improvement and growth are available through colleges and workshops held throughout the county and state. New teachers and teachers new to the district are mentored by the PAR/BTSA support providers at each school.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

Lakeside Union School District chooses textbooks and other instructional materials that have been adopted by the State Board of Education. These adoptions are conducted on a seven-year cycle. Purchases are made in the year following each adoption. Therefore, all of the basic textbooks are less than seven years old. Since 1993-94, a district wide advisory committee has assisted with state adoptions.

Sufficient textbooks and other instructional materials are purchased to fully support the school's programs. In addition to textbooks there are, hands-on materials, reference books, dictionaries, maps, charts, computers, calculators, audio-visual equipment, and other resource materials available each Lakeside Union School District school. Each year new books are purchased for the library. The goal is to insure that all students have access to the instructional materials that are needed to enhance their education. Parents are encouraged to come and look at any of the textbooks and instructional materials.

Core Curriculum	Adopted	Grade	Publisher	Series
Reading/Language Arts	2002	K -4	Houghton Mifflin	A Legacy of Literacy
		6 -8	Prentice Hall	Timeless Voices, Timeless Themes
Mathematics	2001	K & 1	McGraw Hill	Mathematics
		2 - 6	Saxon	Math
		7 & 8	Glencoe	Pre-Algebra & Algebra
Science	2000	K – 5	Harcourt	Science 2000
		6 – 8	Holt, Rinehart, & Winston	6-Earth, 7-Life, 8-Physical
History/Social Science	1999	K – 8	Houghton Mifflin	Social Studies

Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	45,360	36,000
1	52,380	50,400
2	52,380	50,400
3	52,380	50,400
4	56,700	54,000
5	56,700	54,000
6	56,880	54,000
7	56,880	54,000
8	56,880	54,000

Total Number of Minimum Days

Minimum days as scheduled: the first and last days of school, Back-to-School Night, Open House, once a quarter for rubric scoring of the schools required, student writing assessment, and the last school Friday before winter and spring vacations. On dense fog days, school may be delayed for up to two hours.

VII. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,864	\$35,949
Mid-Range Teacher Salary	\$50,651	\$55,680
Highest Teacher Salary	\$59,768	\$69,175
Average Principal Salary (Elementary)	\$74,710	\$85,767
Average Principal Salary (Middle)	0	\$88,426
Average Principal Salary (High)	0	
Superintendent Salary	\$86,067	\$118,606
Percent of Budget for Teacher Salaries	38.6	42.5
Percent of Budget for Administrative Salaries	3.4	5.9

Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$6,442,346	\$5,572	\$6,542	\$6,822

Types of Services Funded

Some of the additional programs provided during the 2003-2004 school year are as follows:

RSP (Resource Specialist Program): A state funded special education service for students with diagnosed disabilities. Qualified, participating students are assigned a percentage of the school day in this program.

SDC (Special Day Class): A state funded special education service for students with diagnosed disabilities who need a more individualized approach for the majority of the school day. Lakeside Union School District contract with the Kern County Superintendent of Schools to provide this service.

Title I: A federally funded program that provides additional instructional services to all students according to a School Program Plan which is approved by the School Site Council and the Board of Trustees.

EIA/ELL (Economic Impact Aid/English Language Learners): A state funded program for students of limited English proficiency to develop English fluency, provide equal opportunity for academic achievement, and promote positive self-concept and cross-cultural understanding.

SIP (School Improvement Program): A state funded program designed to improve education for all students.

Title VI: A federally funded program that provided library books, reference materials, and equipment.

California Healthy Kids Survey (CHKS)

The Lakeside Union School District administered the CHKS in Fall 2003. CHKS is a comprehensive youth health-risk resilience data collection service sponsored by the California Department of Education (CDE.) The purpose of the survey is to measure behaviors. The district conducted the CHKS in order to assess and reduce student violence, substance abuse, and other health-risk behaviors, and to monitor progress toward promoting youth well-being and school success. The survey provides information to guide development of programs targeting specific risk behaviors, as well as the fostering of youth assets and resilience that protect against these behaviors. The CHKS targets students in grades 5, 7, 9, and 11. Each student's participation was completely voluntary and anonymous, and required the written consent of a parent or guardian.

Key Findings

- District performance indicators are very similar to statewide results
- A high percentage of students feel that frequent use of alcohol, tobacco, and other drugs is harmful.
- A high percentage of students take part in healthy behaviors, such as eating breakfast and participating in vigorous activities.
- District survey results are a reflection of the community it serves.