



LAKESIDE UNION SCHOOL DISTRICT

LAKESIDE SCHOOL

Grades K-8
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2005-06 School Accountability Report Card

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Lakeside Union School District

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"Building on Excellence"

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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 October 2006.

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
 Sandy Ramay, Vice Principal

District & School Profile

Lakeside Union School District serves over 1,400 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 approximately 15 miles south of Bakersfield. 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 every year. 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.

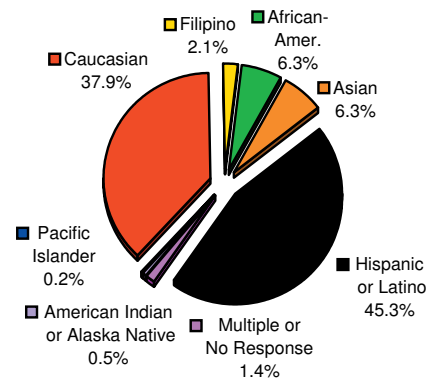
District Mission

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.

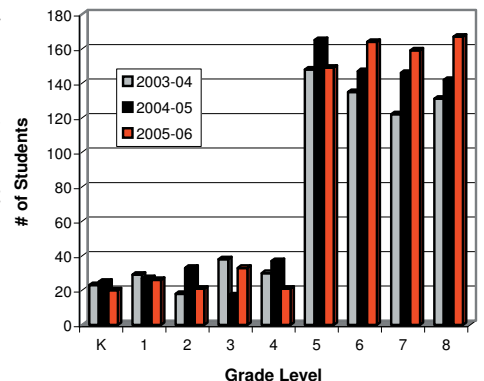
Lakeside School Profile

Lakeside School was built in the 1940's and currently services over 760 students in kindergarten through eighth grade; the student body includes 9% receiving special education services, 12% qualifying for English Language

Percentage of Students by Ethnicity
 2005-06 Enrollment: 760



Three-Year Enrollment Trend



Learner support, and 45% receiving free or reduced-price lunch. K-5 instruction is provided in a self-contained classroom; students in sixth, seventh, and eighth grade receive instruction in a departmentalized format.

All staff members are committed to providing a quality educational program, responsive to the needs of its students within a safe, nurturing environment. Lakeside School earned a 2006 API (Academic Performance Index) score of 696 and met all criteria to achieve 2006 AYP (Adequate Yearly Progress) schoolwide and in all subgroups.

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' assistant in the classroom or library and chaperoning field trips.

Back to School Night, Open House, the Harvest Carnival, 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, Title I Subcommittee, English Language Advisory Council, or 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, provides guidance for and approves the school site plan, school budget, and school site safety plan. The Title I Subcommittee enables parents to play an integral role in shaping the Title I program.

Lakeside School supports parent involvement in all school activities and programs by emphasizing communication between the school and home. Weekly class newsletters, monthly parent newsletters, telephone calls, parent conferences, 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 at (661) 831-3503 for more information about Lakeside School or to volunteer their talents.

Student Achievement

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 2005-06 AYP cycle, elementary and middle schools must achieve a 24.4% or higher proficiency rate in English/Language Arts and 26.5% 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 (grades 2-8) and obtaining an API growth score of 590 or higher or increasing the API growth by one point.

The AYP table in this report illustrates specific student subgroups, referred to as "numerically significant subgroups," that either met or did not meet AYP criteria. 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.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2005-06

Did the school and district meet or exceed 2006 AYP performance criteria in each of the areas listed below?

AYP Indicator	Lakeside	LUSD
Overall School Results	Yes	No
Participation Rate - 2005-06 Target Rate - 95%		
English-Language Arts	Yes	No
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	Yes	Yes
2005-06 Target Rate - 24.4%		
Math	Yes	Yes
2005-06 Target Rate - 26.5%		
API	Yes	Yes
Increase API by one point		

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.

District Benchmark Assessments

Lakeside Union School District uses multiple measures to analyze a student's progress toward achieving grade level proficiency. These include CAT/6 and California Standards results, and performance on district assessments administered each quarter. Teachers develop customized assessments at the end of each quarter to evaluate mastery in language arts and reading. Teachers analyze exam results to modify instructional strategies to meet their students' learning needs. Grade level teams of teachers collaborate across the curriculum to plan future lessons and develop intervention strategies designed to improve student performance.

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language. Results are used to place students in a language development program geared to their present language level and individual learning needs.

Standardized State Assessments

All students participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student

CAT/6 Test Results All Students

Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Lakeside			LUSD			California		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
Reading	41	50	44	44	52	46	43	41	42
Math	51	52	55	55	53	50	51	52	53

Only third and seventh grade students participated in the 2004-05 and 2005-06 administration of the CAT/6 exam.

CAT/6 Test Results Numerically Significant Ethnic Subgroups

Percentage of Students Scoring At or Above Average (50th Percentile Rank) 2005-06

	Lakeside						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Reading	*	*	64	*	31	*	54
Math	*	*	71	*	43	*	63

**Less than 10 students were tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.*

CAT/6 Test Results Other Numerically Significant Subgroups

Percentage of Students Scoring At or Above Average (50th Percentile Rank) 2005-06

	Lakeside					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
Reading	44	45	7	37	20	
Math	58	51	15	45	33	

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 the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2) in 2003-04 and 2004-05, the Aprenda 3 in 2005-06, and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to

students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

CAT/6

The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. For those categories that are blank in the adjacent tables, no students met subgroup criteria. Additional detail including grade level results can be obtained from the CDE's website <http://star.cde.ca.gov/>.

California Standards Tests (CST)

The 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.

The CST 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/>.

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.

Upon completion of the 2005-06 fitness exam, 25.8% of fifth grade students and 12.4% of seventh grade students tested scored in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pfi/>.

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 (CAT-6 and CST). 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.

California Education Code requires schools to disclose their qualification for the Governor's Performance Award and Immediate Intervention Underperforming Schools Program. These programs are no longer funded by the California Department Education due to state budget cutbacks, therefore results are not reported.

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Lakeside			LUSD			California		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
English-Language Arts	38	44	40	37	43	43	36	40	42
Math	26	38	32	32	43	38	34	38	40
Science	23	30	24	23	30	24	25	27	35
History	23	30	26	23	30	26	29	32	33

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

California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2005-06							
	Lakeside						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	39	*	63	57	29	*	48
Math	18	*	52	50	25	*	37
Science	12	*	47	*	17		28
History	27		*	*	20		28

**Less than 10 students were tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.*

California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2005-06						
	Lakeside					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	33	46	3	29	7	
Math	32	31	6	27	11	
Science	25	23	0	16	0	
History	26	26	0	17	0	



Academic Performance Index (API) Three-Year Performance Comparison				
	2006 API Score	API Rank		
		03-04	04-05	05-06
Statewide Rank		6	5	5
Similar Schools Rank		5	2	4
		Increase/Decrease in API		
Results	2006 API Score	03-04	04-05	05-06
Schoolwide - All Students	696	-20	13	-32
Ethnic Subgroups				
Hispanic or Latino	646	-18	22	-35
Caucasian	732	-11	1	-33
Other Subgroups				
Economically Disadvantaged	642	-20	8	-24

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.

In 2005-06, Lakeside School qualified to receive Title I Targeted Assistance funds. 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. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	Lakeside	LUSD
PI Status	Not in PI	Not in PI
First Year of PI Implementation	N/A	N/A
Year in PI	N/A	N/A
Year Exited PI	N/A	N/A
No. of Schools Currently in PI		0
Percent of Schools Currently Identified for PI		0.0%

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 update to date and provide adequate

Campus Description	
Year Built	1942
Acreage	26 ac.
Square Footage	109,961 sq. ft.
	Qty.
# of Permanent Classrooms	24
# of Portable Classrooms	5
# of Restrooms (student use)	5 Sets
County Special Education	1
Auditorium	1
Band Room	1
Cafeteria	1
Computer Lab	1
Gymnasium	1
Library	1
Staff Lounge	1
Teacher Workroom	1
Swimming Pool	1

space for students and staff. In 2004, all classrooms were fully renovated. Completed campus improvement projects during the 2005-06 school year included:

- Installation of new flooring in the gym
- Replacement of gym cooling systems
- Installation of new fencing around school perimeter
- Installation of additional surveillance cameras
- Replacement of sidewalk and concrete curbing
- Installation of technology infrastructure
- Upgraded telephone system

Campus Supervision

As students arrive on campus each morning, instructional aides and teachers provide supervision on the play yard, in the hallways, and in the cafeteria. During K-5 recess, teachers 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 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 are assigned hand-held radios to quickly facilitate emergency as well as routine communications. Teachers monitoring playground activities also carry a first-aid kit 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, and 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 November 6, 2006; the School Site Inspection table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas.

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 August 2006.

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

School Site Inspection		
Most Recent Inspection: November 6, 2006		
Inspection Area	In Good Repair?	Comments or Description of Deficiency
Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (Interior & Exterior)	No	Rooms 103, 106, 107, 113, 121 and Nurse's room - cracked windows
Interior Surfaces (Walls, Floors, & Ceilings)	No	Kindergarten - cracked paint and stained ceiling Band Room - paint is peeling and damaged wall and stained ceiling Home Ec. - damaged wall and carpet stains Library - paint is peeling and ceiling tiles missing Pool Office - paint is peeling on ceiling
Hazardous Materials (Interior & Exterior)	No	Exterior lead base paint on school peeling. In the process of abatement
Structural Damage	No	Gymnasium - roof has evidence of dry rot. In the process of abatement. Library Wing - fascia has dry rot.
Fire Safety	Yes	
Electrical (Interior & Exterior)	Yes	
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside & Outside)	Yes	
Restrooms	No	Upper and Lower Boys Restrooms - missing faucet handles; new handles on order
Sewer	Yes	
Playgrounds/School Grounds	Yes	
Other	N/A	

100% of restrooms were fully operational during the 2005-06 school year.

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 telephone 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 daily 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 and one part-time groundskeeper are 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 2005-06 school year, Lakeside Union School District allocated \$16,405 of deferred maintenance funds to Lakeside School. Funds were used to replace concrete sidewalks and curbing.

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 and no-bullying lessons

embedded into campus culture and daily interaction encourages students to make good choices and learn self-discipline techniques.

Character Counts: The Character Counts program fosters compassion in the learning environment and encourages positive behavior. Students are introduced to the "Six Pillars of Character" - trustworthiness, respect, responsibility, fairness, caring, and citizenship through daily lessons and interaction.

No-Bullying Program: This program teaches students about anti-bullying strategies and conflict resolutions skills while creating a safe, secure learning environment. 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. 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 teachers record each disciplinary incident. Teachers utilize their classroom management system and given 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.

Suspensions & Expulsions				
	Lakeside			
	03-04	04-05	05-06	
Suspensions (#)	113	170	87	
Suspensions (%)	16.77%	23.00%	11.45%	
Expulsions (#)	0	0	0	
Expulsions (%)	0.00%	0.00%	0.00%	
	LUSD			
	03-04	04-05	05-06	
Suspensions (#)	154	207	120	
Suspensions (%)	11.87%	15.20%	8.47%	
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.

Student Recognition

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

- Student of the Month: 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.

- 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.

- CST Awards: students who score in the proficient or advanced levels on the CST exam receive a special certificate of achievement and are recognized at Bulldog Assemblies.

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, and photography. Recreational and athletic programs are held after school. Team sports include football, basketball, and volleyball. All students are invited to join cheerleading, drum line, and drama. The ASB (Associated Student Body) sponsors fun lunch-time activities and welcomes everyone's participation.

Instructional Time

During the 2005-06 school year, Lakeside School offered 180 days of instruction comprised of 166 regular days and 14 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 2005-06 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		
2005-06		
Grade Level	Actual Minutes Offered	State Requirement
K	49,740	36,000
1-3	51,720	50,400
4-6	55,320	54,000
7-8	58,896	54,000

Class Size

Lakeside School maintained an overall average class size of 28 students for the 2005-06 school year. The average class size statewide for 2005-06 was 27.26 students (per classroom).

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 2005-06 school year, 100% of K-3 classes at Lakeside School participated in the CSR Program.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program			
Grade	2003-04	2004-05	2005-06
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

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 Classes				
2003-04				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	17.0	1		
1	18.0	1		
2	18.0	1		
3	19.0	2		
4	30.0		1	
5	29.6		5	
Combo K-3	17.0	1		
2004-05				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	17.0	1		
1	16.0	1		
2	18.0	1		
3	17.0	1		
4	25.0		1	
5	29.5		6	
Combo K-3	17.0	2		
2005-06				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.0	1		
1	17.0	1		
2	15.0	1		
3	16.5	2		
4	21.0		1	
5	29.8		5	
Combo K-3	15.0	1		

Combo classes are any combination of K-3 grades.

Teaching Load Distribution Departmentalized Instruction				
2003-04				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	24.2	9	18	4
Math	25.7	3	10	2
Science	27.7	1	11	2
Social Science	27.7		13	1
2004-05				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	24.9	9	26	
Math	25.5	3	13	1
Science	29.0		14	1
Social Science	29.0		15	
2005-06				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	26.2	8	27	5
Math	27.2	3	7	8
Science	30.6	1	5	10
Social Science	30.6	1	8	7

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, and school goals. During the 2005-06 school year, Lakeside School held three staff development days covering:

- Thinking Maps
- Student Safety and Social Behavior
- Harry Wong's Classroom Procedures
- Accelerated Reader
- First Aid

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 district-sponsored training sessions.

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 elementary 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 Sandy Ramay provides oversight and management of the conflict resolution program, school safety, student activities and recognition, attendance, and discipline.

At the beginning of the 2006-07 school year, Mr. Mike McGrath began his fourth term as principal of Lakeside School. He has been in the educational field for 12 years and serving the Lakeside Union School District for the past 11 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 five elected 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 once a month 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. 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, 2005, the Lakeside Union School District's Board of Trustees held a public hearing to certify the extent to which textbooks

District Adopted Textbooks		
Year Adopted	Publisher	Grades
Math		
2001	McGraw Hill; <i>Mathematics</i>	K-1
2001	Saxon; <i>Math</i>	2-6
2001	Glencoe; <i>Pre-algebra & Algebra</i>	7-8
Language Arts		
2002	Houghton Mifflin <i>A Legacy of Literature</i>	K-5
2002	Prentice Hall; <i>Timeless Voices, Timeless Themes</i>	6-8
Science		
2000	Harcourt; <i>Science 2000</i>	K-5
2000	Holt, Rinehart, & Winston <i>6-Earth, 7-Life, 8-Physical</i>	6-8
Social Science		
2007	Harcourt; <i>Social Studies</i>	K-5
2007	Holt, Rinehart, & Winston <i>Social Studies</i>	6-8

and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 09132005A 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 to complete required homework assignments, and (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, consistent with the cycles and content of the curriculum frameworks.

Library Resources

The library is staffed by a part-time librarian and offers a wide variety of books for reading levels, dictionaries, encyclopedias, maps, and charts. Internet-accessible computers are available for title searches, research, and Accelerated Reader testing. Students visit the library 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 2005-06 school year, Lakeside School had a total of 61 computers which equates to one computer for every twelve students. All K-5 classrooms have mini-labs for reading and language arts skill building activities. 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, 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 recorders; media content is aligned to state standards.

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:

- All K-5 English learners receive ELD instruction (English Language Development) from their

classroom teacher on a daily basis; instructional aides are in the classroom to provide additional assistance and support during ELD lessons.

- Students in EL levels 1 and 2 receive 80 minutes of intensive ELD instruction as a component of their regular language arts lessons.

- EL level 3 students are grouped by reading proficiency and grade level during their language arts time to receive 40 minutes of ELD.

- EL students in sixth, seventh, and eighth grades are group by language proficiency and reading levels during language arts time to receive intensive instruction at their current learning levels.

State-approved English Language Development (ELD) materials are used in the classroom and for individualized intervention. As students increase fluency in the English language, Lakeside School re-evaluates proficiency levels and adjusts instructional needs accordingly to ensure continued improvement.

Special Education

The special education program is staffed by two special education teachers and three special education aides who provide full-day support in two self-contained special day classes sponsored by the Kern County Office of Education. Three resource specialists and three resource specialist aides provide individual and small group instruction in the general education environment. Resource specialist staff provide full- or partial-period instruction in the learning center. Based on individual learning needs in each subject area; students may participate in whole-class, small group, or one-on-one lessons on a daily basis or for designated times during the week. Instruction 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.

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. Identified students are then placed in a supplemental program that fits their academic needs and learning levels. Intervention strategies include:

Math Steps: 36-week math intervention program for students in grades 2-5 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 math skills required to meet state proficiency standards.

Soar to Success: 18-week language arts intervention program for students in grades 2-5 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.

Math Steps & 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.

Professional Staff

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 & Support Personnel (Nonteaching Professional Staff) 2005-06

	No. of Staff	FTE
Counselor	0	0.0
Psychologists	1	0.5
Health Aide	1	0.5
Speech & Language Specialist	1	1.0

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
- Vision, orientation, and mobility services

Substitute Teachers

The district sometimes 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 assistant 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 over 100 substitutes through the Kern County Office of Education substitute consortium; the substitute pool is comprised primarily of aspiring teachers and some retirees.

Teacher Assignment

For the 2005-06 school year, Lakeside School had 32 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.

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 who has met state guidelines and requirements and has received training in clinical supervision. 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.

Teacher Credentials & Assignments						
	Lakeside			LUSD		
	03-04	04-05	05-06	03-04	04-05	05-06
Total Teachers	32	35	33	63	67	70
Teachers with Full Credential	32	35	32	62	67	69
Teachers without Full Credential	0	0	1	1	0	1
Teachers in Alternative Routes to Certification	0	0	0	0	0	0
Pre-Internship	0	0	0	0	0	0
Teachers with Emergency Permits	0	0	6	1	0	6
Teachers with Waivers	0	0	0	0	0	0
Teachers Teaching Outside Subject Area	3	3	5	3	3	5
Teacher Misassignments - Total	0	0	7	3	0	0
Other Misassignments of Certificated Staff	0	0	0	3	3	0
Teacher Misassignments for English Learners	0	0	7	0	0	7
Teacher Vacancies	0	0	0	0	0	0

Percentage of Core Classes:		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2005-06	
Lakeside	59.8	40.2
District Totals		
All Schools	67.0	33.0
High-Poverty Sch.	0.0	0.0
Low-Poverty Sch.	0.0	0.0

Teacher Education Levels 2005-06		
	Lakeside %	LUSD %
Doctorate	0.0	0.0
Master's Degree plus 30 or more semester hours	0.0	0.0
Master's Degree	3.0	2.9
Bachelor's Degree plus 30 or more semester hours	48.6	57.1
Bachelor's Degree	48.5	40.0
Less than a Bachelor's Degree	0.0	0.0

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 2004-05 school year, Lakeside Union School District spent an average of \$6,119 of total general funds to educate each student (based on 2004-05 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.)

In addition to general fund state funding, Lakeside Union School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received approximately \$1,979 per student in federal, state, and local aid for the following categorical, special education, and support programs:

- Resource Specialist Program
- Economic Impact Aid
- Class Size Reduction
- Special Education
- Instructional Materials
- School Improvement Program
- State Lottery
- Title I & VI

Salary Comparison 2004-05		
	LUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,269	\$37,797
Mid-Range Teacher Salary	\$52,693	\$57,601
Highest Teacher Salary	\$62,177	\$71,233
Average Principal Salaries:		
Elementary School	\$75,856	\$88,676
Superintendent Salary	\$94,509	\$127,179
Percentage of General Fund Expenditures For:		
Teacher Salaries	37.8%	42.1%
Administrative Salaries	3.5%	5.8%

Current Expense of Education per Pupil 2004-05					
Expenditures Per Pupil	Dollars Spent per Student				
	Lakeside	LUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,083	\$2,582	196.9%	N/A	N/A
Restricted (Supplemental)	\$366	\$333	110.1%	N/A	N/A
Unrestricted (Basic)	\$4,716	\$2,582	182.7%	\$4,743	99.4%
Average Teacher Salary	\$48,598	\$48,538	100.1%	\$56,471	86.1%