



LAKESIDE UNION SCHOOL DISTRICT

# LAKESIDE SCHOOL

Grades K-8

Mike McGrath, Principal

Sandy Ramay, Vice Principal

14535 Old River Road, Bakersfield, CA 93311-9756

## 2009-10 School Accountability Report Card

Published February 2011

### Lakeside Union School District

14535 Old River Road  
Bakersfield, CA 93311  
(661) 836-6658  
www.lakesideusd.org

*"Building on Excellence"*

#### Board of Trustees

Durwood Sigrest  
Weldon James  
Brenda Turner  
Russell Robertson  
Mario Buoni

#### District Administration

Nick Kouklis  
Superintendent

Kathy Watson  
Business Manager

#### Contents

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

*The statistical information disclosed in this report is obtained from the California Department of Education and the Lakeside Union School District. At the time of publication, this report met all SARC-related state and federal requirements using the most current data available. Data for the instructional materials and school facilities sections were acquired in October 2010.*

### 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 1,300 students and is comprised of one K-5 elementary school and one K-8 elementary school. The district and its schools are located in the fast growing southwest part of Bakersfield, situated in a rich agricultural region. Residential developers are planning new projects within the district's boundaries. Lakeside Union School District's proactive board of trustees is in the process of planning additional schools in anticipation of a dramatic increase in enrollment in the near future.

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

#### District Mission

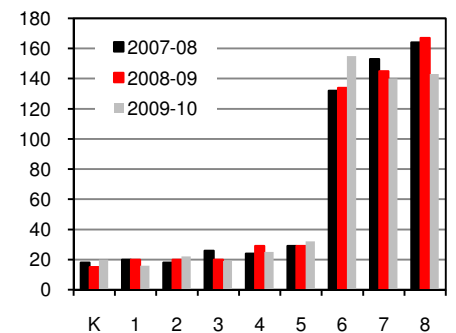
The Lakeside Union School District is committed to a quality educational program, responsive to the needs of its students within a safe nurturing environment. The staff, students, parents, and community assume responsibility for each student's academic and personal success. Recognizing the worth and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

#### Lakeside School Profile

Lakeside School was built in the 1940's and currently services over 572 students in kindergarten through eighth grade; the student body includes 9% receiving special education services, 16% qualifying for English learner support, and 58% receiving free or reduced-price lunch. K-5 instruction is provided in self-contained classrooms; students in sixth, seventh, and eighth grade receive instruction in a departmentalized format.

Percentage of Students by Ethnicity/Grade Level			
2009-10			
Ethnic Group	%	Grade Level	#
African-American	5.6%	Kindergarten	20
Amer. Indian or Alaskan Native	1.2%	Grade 1	16
Caucasian	36.7%	Grade 2	22
Asian	5.9%	Grade 3	19
Filipino	1.4%	Grade 4	25
Hispanic or Latino	47.6%	Grade 5	32
Pacific Islander	0.5%	Grade 6	155
Two or More Races	1.0%	Grade 7	140
		Grade 8	143
		Total Enrollment	572

#### Three-Year Enrollment Trend



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

### School Mission

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

## Parent Involvement

Parents are encouraged to be involved in their child's learning environment by attending school events, serving on a school committee, and volunteering at the school. Staff welcome parents' assistance in the classroom or library, chaperoning field trips, and organizing fundraisers.

Back to School Night, Open House, the Harvest Carnival, Camp Keep, Eighth Grade Graduation, parent conferences, and Bulldog Days provide wonderful experiences for parents to interact with the school community while supporting their child's efforts. As a member of the School Site Council, English Learner Advisory Council, or one of the booster clubs, parents have the opportunity to provide input on school activities, programs, and financial planning. The School Site Council, an elected group of parents and school staff, is a major governing body that provides guidance for and approves the school site plan, school budget, and school safety plan.

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

## Student Achievement

### 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 2009-10 AYP cycle, elementary and middle schools must achieve a 56.8% or higher proficiency rate in English/Language Arts and 58% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 680 or higher or increasing the API growth by one point.

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

### Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2009-10

Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?

AYP Indicator	Lakeside School		LUSD
	Yes	No	
Overall School Results	No	No	
Participation Rate			
English-Language Arts	Yes	Yes	
Math	Yes	Yes	
Percent Proficient			
English-Language Arts	No	No	
Math	No	No	
API	Yes	Yes	
Graduation Rate*	N/A	N/A	

\*Graduation Rate applies to grades 9-12 only.

### California English Language Development Test

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

### Standardized State Assessments

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

### California Standards Tests (CST)

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

### Physical Fitness

In the spring of each year, Lakeside School is required by the state to administer a physical fitness test to all students in fifth and seventh grades. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness" zone. Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10			
Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	21.1%	24.6%	27.5%
Seventh	19.3%	25.7%	26.4%

### Academic Performance Index

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

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

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

### 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 2009-10, Lakeside School did not qualify for Title I funding and is not subject to comply

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

### Title I Program Improvement (PI) Status

	Lakeside School	LUSD
PI Status	Not in PI	Not In PI
First Year of PI Implementation		
Year in PI		
Year Exited PI	N/A	N/A
No. of Schools Currently in PI		0
Percent of Schools Currently Identified for PI		0.0%

STAR Results All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Lakeside School			LUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	47	46	51	47	49	52	46	50	52
Math	38	37	40	43	44	48	43	46	48
Science	48	43	52	41	38	47	46	50	54
History	38	36	48	38	36	48	36	41	44

Only fifth grade students take the science portion of the exam; eighth grade students take the science and history portions of the exam.

STAR Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2009-10								
Lakeside School								
	African-American	Amer. Indian or Alaskan Native	Asian	Hispanic or Filipino	Pacific Islander	Caucasian	Two or More Races	
English-Language Arts	41	*	56	*	40	*	59	*
Math	10	*	62	*	35	*	46	*
Science	*	*	*	*	45		58	
History	*	*	*	*	43		55	

\*When 10 students or less are 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.

STAR Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2009-10						
Lakeside School						
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	45	53	10	39	12	38
Math	41	37	21	32	15	31
Science	64	38	10	44	*	
History	55	39	12	40	*	

Academic Performance Index (API) Three-Year Performance Comparison						
	API Rank					
	2007	2008	2009			
Statewide Rank	3	4	2			
Similar Schools Rank	2	5	3			
	School Increase/Decrease in API			School Growth	District Growth	State Growth
Results	2007-08	2008-09	2009-10	2010	2010	2010
Schoolwide - All Students	35	-19	37	761	773	767
Ethnic Subgroups						
Hispanic or Latino	36	-15	49	728	746	715
Caucasian	40	-7	12	800	807	838
Other Subgroups						
Economically Disadvantaged	43	-27	57	719	732	712
English Learners			28	696	712	691

## School Facilities & Safety

### School Facilities

Lakeside School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original facilities were built in 1942; ongoing maintenance and improvements ensure campus facilities remain up to date and provide adequate space for students and staff.

#### 2009-10 Campus Improvements:

- Refurbishment of swimming pool
- Implementation of SMART Board technology
- Refurbishment of girls/boys locker rooms
- Plumbing - Cafeteria/Boiler Room

#### 2010-11 Campus Improvements:

- New carpet in classrooms/work area

Campus Description	
Year Built	1942
Acreage	26 ac
Square Footage	109,961 sf
	<b>Qty.</b>
# of Permanent Classrooms	24
# of Portable Classrooms	5
# of Restrooms (student use)	5 sets
Auditorium	1
Band Room	1
Cafeteria	1
Computer lab	1
Gymnasium	1
Library	1
Staff Lounge	1
Teacher Work Room	1
Swimming Pool	1

### Campus Supervision

As students arrive on campus each morning, instructional aides, administrators, and teachers provide supervision on the play yard, in the hallways, and in the cafeteria. During K-5 recess, teachers, administrators, and instructional aides are stationed on the playground to monitor student activities. The principal, vice principal, and instructional aides share supervision of students in the cafeteria and on the playground during the lunch period. When students are dismissed at the end of the day, instructional aides, administrators, and teachers are strategically placed in exit areas and bus loading zones to ensure students leave campus in a safe and orderly manner.

The principal and vice principal are immediately available through cell phones. The custodians, school office, and individuals supervising

students carry either cell phones or hand-held radios to quickly facilitate emergency as well as routine communications. Teachers monitoring playground activities also have a first-aid kit available to quickly and easily address minor injuries.

Lakeside School is a closed campus; when instruction starts there is a single entry onto the campus. Visitors are required to check in at the front office upon arrival, wear an identification tag while on campus, and then return to the school office upon departure.

Staff members are trained to activate lock down procedures in the event of an emergency. Fire, earthquake, or disaster drills are held monthly. Local law enforcement quickly responds to concerns as they arise.

### School Inspections

Schools are required by state law to conduct a formal inspection annually of designated areas and systems and then prepare a report on the current condition of facilities. Lakeside School's most recent inspection took place on September 2, 2009; the School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2009-10 school year, 100% of restrooms were fully operational and available for student use at all times.

### School Site Safety Plan

The Comprehensive School Site Safety Plan was originally developed for Lakeside School in collaboration with local agencies and district administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. Lakeside School's most recent school safety plan was reviewed, updated, and shared with school staff in August 2010.

### Campus Maintenance

The district administers a scheduled maintenance program to ensure that all classrooms and facilities are well-maintained and in good repair. The district's maintenance department manages larger projects that may require third party contractors. School custodians are qualified and equipped to handle minor routine repairs and maintenance projects.

A universal work order process is used districtwide. The principal reviews and approves all work orders before they are prepared by office staff and submitted to M&O for resolution. The district's maintenance department prioritizes incoming requests based upon the nature of the project. Safety issues are always given the highest priority and resolved immediately by either the site custodian or M&O staff. The principal or custodial staff contact M&O via cell phone or hand-held radio for urgent situations.

Lakeside School is proud of its high standards regarding campus maintenance and general housekeeping practices. Custodial staff are supervised by and collaborate with the district's Director of M&O to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Custodians follow a detailed set of cleaning standards, schedules, and policies for maintaining a clean and safe environment for learning. Upon hire, custodians participate in a formal training session that covers state mandated health and safety topics. Once a month, the Director of M&O meets with custodians to address safety issues, district policies, and school activities schedules.

The principal communicates frequently with custodians regarding school facilities and safety issues, custodial responsibilities, and housekeeping needs. Every morning before school begins, the day custodian secures the school gates and inspects school facilities for safety hazards and maintenance issues that require attention before staff and students arrive on campus. Any graffiti or signs of vandalism are removed immediately. All staff members share the responsibility to check restrooms frequently as a proactive measure in keeping facilities stocked, safe, and sanitary.

One full-time day custodian and two part-time day custodians are assigned to Lakeside School for routine maintenance, daily custodial duties, and special events. The day custodians' routine includes general maintenance duties; preparing facilities for mealtime activities; cleaning the cafeteria after meals are served; cleaning restrooms and classrooms; and fulfilling basic custodial needs for students and staff. Two full-time evening custodians are responsible for cleaning classrooms and restrooms. One full-time groundskeepers 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 2009-10 school year, Lakeside Union School District allocated a portion of \$4,819.43 of deferred maintenance funds to Lakeside School for school improvement projects and repairs.

## Classroom Environment

### Discipline & Climate for Learning

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

The No-Bullying Program teaches students about anti-bullying strategies and conflict resolutions skills while creating a safe, secure learning environment. Once a month, formal lessons and discussions take place in each classroom.

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

School staff employ a progressive discipline approach which begins in the classroom. Each student is given a Student Discipline Card in which teachers record each disciplinary incident. Teachers utilize their classroom management system and give verbal warning prior to proceeding through a rubric of consequences. The behavior improvement process involves the student, teacher, and parent. Students continuing to have difficulty with their behavior are referred to the principal who follows the district's discipline matrix and considers past behavior and severity of infraction when

School Facility Good Repair Status									
Item Inspected	Repair Status								
Inspection Date: September 1, 2010	<table border="1"> <tr> <td>Good</td> <td>Fair</td> <td>Poor</td> <td>Repair Needed and Action Taken or Planned</td> </tr> <tr> <td>✓</td> <td></td> <td></td> <td></td> </tr> </table>	Good	Fair	Poor	Repair Needed and Action Taken or Planned	✓			
Good	Fair	Poor	Repair Needed and Action Taken or Planned						
✓									
Systems: gas leaks, Mech/HVAC, sewer	✓								
Interior Surfaces	✓ Auditorium: Missing and torn/broken seats. Band Room: Plaster and paint peeling. CR 904: Three ceiling tiles stained.								
Cleanliness: overall cleanliness, pest vermin infestation	✓ Band Room: Store tables and props away from students.								
Electrical	✓ Auditorium: Light insufficient. Girls Showers: need covers on electric ceiling boxes. Gym: Boys restroom light not working.								
Restrooms/Fountains	✓ Pool Area: Boys restroom missing sink handle on hot water. Grounds: Outside drinking fountains are not being used due to possible contaminated water (bottle water is being used). CR 106, CR 103, CR 116: Drinking fountains not being used due to possible contaminated water - bottled water being offered.								
Safety: fire safety, hazardous materials	✓ CR 116: Fire exit in hallway right across from door.								
Structural: structural damage, roofs	✓ Auditorium: Uneven and cracked flooring.								
External: playground school grounds, windows, doors, gates, fences	✓								
Overall Summary of School Facility Good Repair Status									
Overall Summary	<table border="1"> <tr> <td>Exemplary</td> <td>Good</td> <td>Fair</td> <td>Poor</td> </tr> <tr> <td></td> <td>✓</td> <td></td> <td></td> </tr> </table>	Exemplary	Good	Fair	Poor		✓		
Exemplary	Good	Fair	Poor						
	✓								

#### Percentage Description Rating:

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

determining disciplinary action. Consequences are administered in a fair, firm, and consistent manner.

Suspensions & Expulsions			
Lakeside School			
	07-08	08-09	09-10
Suspensions (#)	76	133	159
Suspensions (%)	11.88%	22.77%	27.80%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%

LUSD			
	07-08	08-09	09-10
Suspensions (#)	195	155	185
Suspensions (%)	14.39%	11.52%	14.09%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%

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

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

### Student Recognition

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

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

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

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

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

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

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

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

### Enrichment Activities

Lakeside School incorporates enrichment exercises into the core curriculum and invites students to participate in extracurricular

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

### Class Size

Lakeside School participates in the state's Class Size Reduction Program (CSR) for grades K-3. This program provides funding to hire additional teachers to assist schools in reducing K-3 class sizes to 20 students or less. During the 2009-10 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	2007-08	2008-09	2009-10
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

Lakeside School maintained an overall average class size of 24.2 students for the 2009-10 school year. The average class size statewide for 2009-10 was 25.4 students (per classroom).

Class Size Distribution Self-Contained Classes				
2007-08				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	18.0	1		
1	20.0	1		
2	18.0	1		
3	13.0	2		
4	24.0		1	
5	29.0		1	

2008-09				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	14.0	1		
1	20.0	1		
2	20.0	1		
3	20.0	1		
4	29.0		1	
5	29.0		1	

2009-10				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K				
1				
2				
3				
4				
5				

*2009-10 Data not available at the time of publication of this report.*

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.

Teaching Load Distribution Departmentalized Instruction				
2007-08				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	19.2	35	21	
Math	23.4	11	10	1
Science	24.9	4	13	1
Social Science	24.9	3	15	

2008-09				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	21.1	25	24	
Math	24.0	6	14	1
Science	27.8	2	12	2
Social Science	27.8		14	2

2009-10				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English				
Math				
Science				
Social Science				

*2009-10 Data not available at the time of publication of this report.*

### Instructional Time

During the 2009-10 school year, Lakeside School offered 180 days of instruction comprised of 170 regular days and 10 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 2009-10 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		
2009-10		
Grade Level	Actual Minutes Offered	State Requirement
K	60,240	36,000
1-3	50,880	50,400
4-5	54,480	54,000
6-8	59,880	54,000

## Curriculum & Instruction

### Staff Development

All training and curriculum development at Lakeside Union School District revolves around the California Content Standards and Frameworks. All training activities are focused on curriculum and driven by teacher and student needs. Staff development activities are selected through a collaborative effort of teaching staff and based upon assessment results, staff survey results, feedback from both teaching and administrative staff, school goals and through bi-weekly data team meetings. During the 2009-10 school year, Lakeside School staff development training on minimum days covering the following subjects:

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

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

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

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

### School Leadership

Leadership is a responsibility shared among the principal, vice principal, Principal's Advisory Committee, school staff, and parents. The principal and vice principal work closely as a team, sharing many of the responsibilities associated with an effective school. Principal Mike McGrath is responsible for the day-to-day operations of the school, overall instructional program, extracurricular activities, testing, and supervision/evaluation of school staff. Vice Principal 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 2010-11 school year, Mr. Mike McGrath began his eighth term as principal of Lakeside School. He has been in the educational field for 16 years and serving the Lakeside Union School District for the past 15 years. Professional certifications and awards include:

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

Lakeside School's Principal's Advisory Committee is comprised of the principal, vice principal, and participating Professional Learning Community grade level teacher representatives. Team members meet once

a month to 1) collect information regarding alternative approaches to a problem or situation through shared decision-making and 2) establish goals to provide a plan for school improvement and refinement of the school programs and practices. Committee members are actively involved in addressing student achievement issues and ongoing evaluation of instructional programs. Grade level representatives serve as a liaison between school administration and grade level teams.

The School Site Council (SSC) is comprised of the principal, teachers, classified staff, and parents. The SSC meets 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 twice 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 14, 2010, the Lakeside Union School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 09142010 which certifies as required by Education Code §60119 (1) that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, and (3) that sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.

### Library Resources

The library is open between 8:00 a.m. and 3:15 p.m. and is staffed by a library clerk. Students have access to a wide variety of books for all reading levels. Dictionaries, encyclopedias, maps, and charts are available to support current classroom lessons. Six Internet-accessible computers are used for title searches, research, and Accelerated Reader testing. Students visit the library a minimum of once a week with their class; middle school students visit the library regularly as a component of their language arts class.

District Adopted Textbooks		
% Pupils Lacking Textbooks	Publisher; Series	Grades
<b>Math</b>		
0%	Harcourt School Publishers; <i>California HSP Math</i>	K-5
0%	Glencoe/McGraw-Hill; <i>California Mathematics &amp; Algebra 1: Concepts, Skills, and Problem Solving</i>	6-8
<b>Language Arts</b>		
0%	Houghton Mifflin <i>A Legacy of Literacy</i>	K-5
0%	Prentice Hall; <i>Timeless Voices, Timeless Themes</i>	6-8
<b>English Language Development</b>		
0%	Hampton Brown; <i>High Point for Els</i>	4-8
<b>Science</b>		
0%	Harcourt; <i>California Science</i>	K-5
0%	McDougal-Littell; <i>California Middle School Science Series</i>	6-8
<b>Social Science</b>		
0%	Harcourt; <i>Reflections: California</i>	K-5
0%	Holt, Rinehart, & Winston <i>Holt California Social Studies: World History</i>	6
	<i>Medieval to Early Modern Times</i>	7
	<i>United States History, Independence</i>	8

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

### Technology Resources

During the 2009-10 school year, Lakeside School had a total of 70 computers; all of which were connected to the Internet. Lakeside School has one computer lab featuring 32 workstations. Students visit the computer lab weekly as a class for 45 minutes. Whole class instruction supports the core curriculum in the form of multimedia projects, writing assignments, research, basic keyboarding and assessments. Teachers determine the best methods to integrate technology into reading and language arts lessons in accordance with district technology standards. All classrooms are equipped with televisions and video players; media content is aligned to state standards. Teachers have access to three LCD projectors to enhance delivery of class lessons.

### Specialized Instruction

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

### English Learners

For students whose primary language is not English and who have limited English proficiency, Lakeside School offers programs to help English learners and migrant students acquire English as quickly as possible and prepare them to meet the state's academic content standards. Students are placed in a class with a teacher who has been certified to teach English learners. Using CELDT results, students are assigned to

one of five learning levels; EL level 1 is assigned to students who are at the very early stages of learning the English language, and level 5 is for students who are at the advanced level. Based upon their CELDT level, students are placed in a program that provides instruction to meet both their reading proficiency level and their level of understanding the English Language:

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

EL students in sixth, seventh, and eighth grades are placed in an ELD class (44-minute period) specially designed to deliver language arts instruction at their current language proficiency and reading levels as determined by CELDT results. Teachers use the High Point curriculum for both language arts and language development lessons. In core classes, teachers use SDAIE strategies (specially-designed academic instruction in English) to help deliver course content and concepts in a manner that also enables English learners to increase their language skills. As students (K-8) increase fluency in the English language, Lakeside School re-evaluates proficiency levels and adjusts instructional needs accordingly to ensure continued improvement.

### Special Education

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

The special education program is led by the Director of Special Education who oversees the Learning Center and instruction for K-8 students. Two Learning Center teachers provide full-period support for students in grade 6-8 based upon individual IEPs. A team of six special education aides provide support in the general education classroom and in the learning center. When necessary, full-day shadowing is provided by special education aides in accordance with individual IEPs and circumstances. One speech and language specialist is on staff one day a week to provide individualized services for identified students.

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

### Intervention Programs

Lakeside School offers many programs to support students not meeting grade level proficiency standards. Intervention and remediation programs are provided during school hours and after school. The principal and classroom teachers meet monthly to evaluate student progress and to identify students performing above and below

grade level proficiency standards. Teachers consider performance on state assessments, end-of-unit tests, classroom behavior, and Student Study Team recommendations when forming intervention strategies. Teachers recommend student re-leveling in middle school grades upon individual test scores. Identified students are then placed in a supplemental program that fits their academic needs and learning levels. Intervention strategies include:

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

**Soar to Success - Grades 6-8:** extended day class for students in sixth, seventh, and eighth grades who are performing at the far below basic, below basic, and basic levels on the CST and recommended by their teachers. Selected students receive 40 minutes of instruction in an eighth period class with a certificated teacher. Instruction focuses on building skills required to meet state proficiency standards. The Math Steps class is offered in 36-week sessions and Soar to Success extends over an 18-week period.

**Early Success - Grades 1-5:** After-school program for students in first to fifth grades. Teachers refer students for participation based upon individual achievement levels and CST results. Students receive small group instruction from a certificated teacher 50 minutes a day, four days a week. Instruction focuses on reading comprehension. Students continue after-school support during a semester and are evaluated at the end of the term to determine current levels of proficiency.

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

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

## Professional Staff

### Teacher Assignment

For the 2009-10 school year, Lakeside School had 30 fully credentialed teachers. In many instances, teachers supplement their regular credential with a special education credential or a credential to teach English Language Learners.

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

### 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

### Teacher Credentials & Assignments

	Lakeside School				LUSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	33	30	30		74	68	68	
Teachers with Full Credential	33	30	30		74	68	68	
Teachers without Full Credential	0	0	0		0	0	0	
Teachers in Alternative Routes to Certification	0	0	0		0	0	0	
Pre-Internship	0	0	0		1	0	0	
Teachers with Emergency Permits	2	1	1		2	1	1	
Teachers with Waivers	0	6	6		0	6	6	
Teachers Teaching Outside Subject Area	6	6	0		6	6	0	
Teacher Misassignments - Total	0	0	0	0	0	0	0	0
Other Misassignments of Certificated Staff	0	0	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	0	0	0	0

### Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2009-10	2009-10
Lakeside School	100.0%	0.0%
District Totals		
All Schools	100.0%	0.0%
High-Poverty Sch.	0.0%	0.0%
Low-Poverty Sch.	100.0%	0.0%

### Teacher Education Levels 2009-10

	Lakeside School	LUSD
	%	%
Doctorate	0.0	0.0
Master's Degree plus 30 or more semester hours	0.0	0.0
Master's Degree	19.2	11.5
Bachelor's Degree plus 30 or more semester hours	80.8	88.5
Bachelor's Degree	0.0	0.0
Less than a Bachelor's Degree	0.0	0.0

- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

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

### Substitute Teachers

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

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

### 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.

Lakeside School acquires highly qualified nonteaching support staff as needed through the Kern County SELPA for: health services, speech and language therapy, occupational therapy, adapted and physical therapy, psychological services, deaf and hard of hearing services, and vision, orientation, and mobility services.

#### Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10

	No. of Staff	FTE
Counselor	0	
Psychologist/Director of Special Education	1	0.5
Health Aide	1	0.5
Speech & Language Specialist	1	0.2

FTE = Full-Time Equivalent

## 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.

	Salary Comparison 2008-09	
	LUSD	Average of Districts in Same Category
Beginning Teacher Salary	\$40,206	\$41,154
Mid-Range Teacher Salary	\$58,412	\$63,517
Highest Teacher Salary	\$70,994	\$80,951
Average Principal Salary		
Elementary School	\$89,260	\$102,080
Superintendent Salary	\$124,067	\$150,626
Percentage of General Funds Expenditures For:		
Teacher Salaries	40.30 %	41.40 %
Administrative Salaries	5.10 %	6.10 %

### Expenditures Per Student

For the 2008-09 school year, Lakeside Union School District spent an average of \$7,356 of total general funds to educate each student (based on 2008-09 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.)

#### Current Expense of Education per Pupil 2008-09

Expenditures Per Pupil	Dollars Spent per Student				
	Lakeside School	LUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$7,030	\$6,277	112.0%	N/A	N/A
Restricted (Supplemental)	\$1,661	\$1,052	157.9%	N/A	N/A
Unrestricted (Basic)	\$5,369	\$5,225	102.8%	\$5,681	94.5%
Average Teacher Salary	\$56,689	\$71,437	79.4%	\$68,212	83.1%

In addition to general fund state funding, Lakeside Union School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- ARRA: State Fiscal Stabilization Fund
- Arts and Music Block Grant
- Economic Impact Aide
- Instructional Materials
- Lottery: Instructional Materials
- Professional Development Block Grant
- School and Library Improvement Block Grant
- School Safety & Violence Prevention
- Special Education
- Staff Development
- Title I, II, III, V
- Transportation

## SARC Data & Access

### DataQuest

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

### Public Internet Access Location

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

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