

Lakeside Farms Elementary School

11915 Lakeside Ave. • Lakeside, CA 92040-0578 • (619) 390-2646 • Grades K-5

Matt Thompson, Principal

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<http://www.lsusd.net/domain/299>

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Lakeside Union Elementary School District

12335 Woodside Ave.
Lakeside, CA 92040-0578
(619) 390-2600
www.lsusd.net

District Governing Board

Keith Hildreth
Gelia Cook
Twila Godley
Kevin Howe
Bonnie LaChappa

District Administration

Dr. David Lorden
Superintendent

Andy Johnsen
**Assistant Superintendent of
Education**

Erin Garcia
Assistant Superintendent of Business

School Description

The Lakeside Farms staff will provide an enjoyable place for all students to achieve a comprehensive curriculum integrating ARTS, HUMANITIES and The SCIENCES. All staff will take responsibility for students' academic, emotional, physical, and social success.

At Lakeside Farms, we take pride in providing an outstanding education for our students. Our mission is to make each day a day of learning and growth for every child. Below are some areas of Cougar Pride:

Lakeside Farms was named an Honor Roll School by the Campaign for Business and Educational Excellence (CBEE) for 2014. Each year, CBEE presents this award to individual schools that have excelled in raising student achievement and closing achievement gaps.

We were also named a 2010-2014 California Distinguished School. Less than eight (8) percent of elementary schools in the state of California received this prestigious award.

Our students achieve academically. We continue to have high Academic Performance Index (API) scores. Our five-year API average is 841. A score of at least 800 is recognized by the state as a High Achieving School.

Lakeside Farms was named a Chargers Champion School, and has previously won the Governor's Fitness Challenge. These awards allowed us to supplement our physical education programs with over \$13,000 in grant monies.

We have well-rounded Arts programs with a variety of opportunities for our students. In addition to the arts instruction provided by the classroom teachers, our students benefit from the following additional programs: K - Drama/Improv, 1st grade - Choral Music, 2nd grade - visual arts, 3rd grade - flutophones, 4th grade - square dancing, and 5th grade - dance. Also, we offer band and orchestra to interested 5th grade students.

The Lakeside Farms PTA offers a variety of enjoyable activities for our parents and students including our Halloween Carnival, Family Reading Night, Turkey Trot, School Smarts Program and many more activities. Our PTA is also proud to have transitioned to non-food-based fundraisers such as our Jog-a-thon. Our PTA provides funds for student programs, field trips and assemblies during the year.

The San Diego County Board of Supervisor's recognized our school with Lakeside Farms Day in the county in recognition of our programs, awards, and student success.

Matthew Thompson, PRINCIPAL

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (619) 390-2646 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	104
Grade 1	114
Grade 2	115
Grade 3	114
Grade 4	125
Grade 5	94
Total Enrollment	666

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	1.2
Asian	1.2
Filipino	0.8
Hispanic or Latino	22.2
Native Hawaiian or Pacific Islander	0.8
White	65.2
Two or More Races	5
Socioeconomically Disadvantaged	42
English Learners	6
Students with Disabilities	12.3
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Lakeside Farms Elementary School	13-14	14-15	15-16
With Full Credential	30.5	32.5	31
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Lakeside Union Elementary School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Lakeside Farms Elementary	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.9	0.1
High-Poverty Schools	99.8	0.2
Low-Poverty Schools	100.0	0.0

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

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

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

Textbooks and Instructional Materials Year and month in which data were collected: 12/01/2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading: Wonders, McGraw-Hill; adopted in 2013 Reach, SRA/McGraw-Hill; adopted in 2005 High Point (EL), Hampton Brown; adopted in 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Everyday Math, McGraw-Hill; adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Discovery Works (K-3), Houghton Mifflin adopted in 2002 Science California (4-5), Houghton Mifflin; adopted in 2007 Full Option Science System Science and Technology for Children The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History Social Science for California, Scott Foresman; adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Students and staff take pride in the appearance of Lakeside Farms and it shows. Partnering with our District Maintenance team and our student led, "Cougar Cleaners", our grounds are well-maintained and our school is proud of its appearance.

We work hand-in-hand with our Maintenance Department to report any needs. These needs are always handled quickly and efficiently.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	41	46	44
Math	30	32	33

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	94	82	86	69	71	68	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.20	21.50	37.60

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

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	68
All Student at the School	86
Male	93
Female	79
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	78
Native Hawaiian or Pacific Islander	--

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
White	90
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	80
Foster Youth	--

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

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	113	107	94.7	21	28	29	22
	4	126	120	95.2	33	31	22	15
	5	99	94	94.9	33	31	24	12
Male	3		66	58.4	21	29	27	23
	4		66	52.4	33	32	24	11
	5		51	51.5	41	29	18	12
Female	3		41	36.3	20	27	32	22
	4		54	42.9	31	30	19	20
	5		43	43.4	23	33	33	12
Black or African American	3		2	1.8	--	--	--	--
	4		4	3.2	--	--	--	--
	5		5	5.1	--	--	--	--
American Indian or Alaska Native	3		2	1.8	--	--	--	--
Asian	3		1	0.9	--	--	--	--
	4		3	2.4	--	--	--	--
	5		1	1.0	--	--	--	--
Filipino	4		1	0.8	--	--	--	--
	5		1	1.0	--	--	--	--
Hispanic or Latino	3		21	18.6	24	48	14	14
	4		29	23.0	45	28	17	10
	5		24	24.2	42	29	17	13
Native Hawaiian or Pacific Islander	5		1	1.0	--	--	--	--

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	3		74	65.5	20	23	35	22
	4		75	59.5	32	32	19	17
	5		58	58.6	31	31	26	12
Two or More Races	3		7	6.2	--	--	--	--
	4		8	6.3	--	--	--	--
	5		4	4.0	--	--	--	--
Socioeconomically Disadvantaged	3		34	30.1	35	26	24	15
	4		51	40.5	41	43	10	6
	5		39	39.4	46	31	15	8
English Learners	3		4	3.5	--	--	--	--
	4		7	5.6	--	--	--	--
	5		5	5.1	--	--	--	--
Students with Disabilities	3		12	10.6	42	42	17	0
	4		20	15.9	60	20	10	10
	5		16	16.2	69	19	6	6
Students Receiving Migrant Education Services	5		1	1.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	113	107	94.7	24	36	32	7
	4	126	121	96.0	25	46	23	6
	5	99	94	94.9	43	35	16	6
Male	3		66	58.4	18	38	38	5
	4		67	53.2	21	48	24	7
	5		51	51.5	45	25	24	6
Female	3		41	36.3	34	32	22	12
	4		54	42.9	30	44	22	4
	5		43	43.4	40	47	7	7

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	3		2	1.8	--	--	--	--
	4		4	3.2	--	--	--	--
	5		5	5.1	--	--	--	--
American Indian or Alaska Native	3		2	1.8	--	--	--	--
Asian	3		1	0.9	--	--	--	--
	4		3	2.4	--	--	--	--
	5		1	1.0	--	--	--	--
Filipino	4		2	1.6	--	--	--	--
	5		1	1.0	--	--	--	--
Hispanic or Latino	3		21	18.6	19	62	14	5
	4		29	23.0	38	34	21	7
	5		24	24.2	54	25	13	8
Native Hawaiian or Pacific Islander	5		1	1.0	--	--	--	--
White	3		74	65.5	27	28	34	9
	4		75	59.5	24	47	25	4
	5		58	58.6	36	40	17	7
Two or More Races	3		7	6.2	--	--	--	--
	4		8	6.3	--	--	--	--
	5		4	4.0	--	--	--	--
Socioeconomically Disadvantaged	3		34	30.1	32	35	26	6
	4		52	41.3	35	52	12	2
	5		39	39.4	54	36	8	3
English Learners	3		4	3.5	--	--	--	--
	4		7	5.6	--	--	--	--
	5		5	5.1	--	--	--	--
Students with Disabilities	3		12	10.6	42	33	25	0
	4		20	15.9	55	30	10	5
	5		16	16.2	88	6	0	6
Students Receiving Migrant Education Services	5		1	1.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

We welcome parents to volunteer on campus in any number of capacities. Each and every day we have parent volunteers in our classrooms enhancing the educational experience for our students. Interested parents may contact their child's teacher or the principal about volunteer opportunities.

At Lakeside Farms, we offer a parent engagement program called School Smarts. The Operating principle of inclusion — reaching across all parent groups and bringing them together in support of their common interest in helping children succeed. Our School Smarts trained facilitators lead interactive sessions for parent participants, based on a professionally developed curriculum. The sessions include individual and group activities, art activities, discussions and opportunities for parents to build relationships with each other, their child and with school and district leaders.

Lakeside Farms also features a reading support program called Everyone A Reader (EAR). Volunteers are matched up with emerging readers to support them as they grow in their reading ability. We also have a Helping Hands program through our PTA. Interested volunteers check in to the office where teachers leave projects and directions for our volunteers to complete.

Our PTA continuously looks to add volunteers to our program. If you are interested or available to help, please contact our school office manager, Jennifer Davic at (619) 390-2646.

We love that our parents and community members take an active role at their school.

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Student safety is an important goal at Lakeside Farms. We teach our students about several important character traits through our Character Education program. Students are recognized for making wise choices in the classroom and on the playground in relation to these character traits. We continuously communicate good character virtues to our students with the goal of producing honorable citizens.

Our campus is safe and secure for our students. Many parents accompany their children to school each day. Several stay to volunteer in classrooms; they just need to sign into the office. All visitors to our campus are required to sign in and out each day, so that we may have an accurate count of everyone at all times.

Our School Safety Plan is updated each year. We practice several drills annually: earthquake, fire, and lockdown/secure campus. Our staff and students perform each of these drills with careful attention so that we may be ready if or when an emergency occurs.

As a staff, we discuss school safety and emergency planning frequently so that we have a good idea of how to keep our children safe.

Every October, as part of our school's Safety Month, all students and staff practice drills including: earthquake, fire, secure campus, and lockdown. It is our goal that as we practice these procedures, we will increase our emergency readiness in the case of an actual disaster. Our goal is to keep all students and staff safe.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	1.38	0.52	0.00
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.47	2.57	1.69
Expulsions Rate	0.08	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

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

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		50.0

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	21	24	24	1	1		5	5	5			
1	23	24	24				5	5	4			
2	24	23	24				5	5	5			
3	21	23	23	1			4	5	5			
4	27	29	30				3	3	4			
5	27	26	25	1	1	1	3	3	3			

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.25
Psychologist	1
Social Worker	0
Nurse	0.4
Speech/Language/Hearing Specialist	1
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Math and Writing are the two primary/major areas of focus for the staff due to the data we received from our site and state assessments. Teachers will attend conferences, trainings and after-school workshops. In-class coaching and time for weekly collaboration is provided to assist teachers throughout the school year.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,683	\$42,723
Mid-Range Teacher Salary	\$66,486	\$65,936
Highest Teacher Salary	\$99,623	\$84,545
Average Principal Salary (ES)	\$109,021	\$106,864
Average Principal Salary (MS)	\$119,657	\$110,494
Average Principal Salary (HS)		\$103,499
Superintendent Salary	\$176,300	\$159,133
Percent of District Budget		
Teacher Salaries	42%	40%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Lakeside Farms receives state and federal funds to enhance our students' education. These funds are used annually to support our school goals and learning for all. Examples of recent expenditures include: Arts instructors to enhance our well-rounded programs, technology programs to support student learning, a Bilingual aide to support our non-English speaking students, and much more.

Each year, our School Site Council (SSC) meets to discuss our target areas of improvement and develop a plan to support those areas. The SSC is comprised of the principal, teachers, and parents who share the goal of improving our school and our students' performance.

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA).

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages.

DataQuest

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

Internet Access

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4,872	72	4,800	73,864
District	♦	♦	6,486	\$67,835
State	♦	♦	\$5,348	\$69,086
Percent Difference: School Site/District			-26.0	8.9
Percent Difference: School Site/ State			-10.2	6.9

* Cells with ♦ do not require data.