

Lakeside Middle School

11833 Woodside Ave. • Lakeside, CA 92040 • (619) 390-2636 • Grades 6-8

Steve Mull, Principal

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<http://www.lsusd.net/Domain/164>

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



Lakeside Union School District

12335 Woodside Ave.
Lakeside, CA 92040
(619) 390-2600

<http://www.lsusd.net/site/default.aspx?PageID=1>

District Governing Board

Keith Hildreth

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Kevin Howe

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District Administration

Dr. David Lorden

Superintendent

Andy Johnsen

**Assistant Superintendent of
Education**

Erin Garcia

Assistant Superintendent of Business

School Description

Lakeside Middle School, located on the western edge of Lakeside, just south of Highway 67, is one of two community middle schools located in this semirural town of over 60,000 residents. Lakeside Middle School provides a challenging learning environment for sixth, seventh, and eighth grades. Lakeside Middle School was recognized in 2014-2015 as a Gold Ribbon School with an exemplary arts designation. Our students work with staff in a positive environment, which maximizes academic learning. Our oldest building, dedicated in 1937, reflects the rich history and tradition that is associated with Lakeside Middle School. Our campus facilities include a mixture of permanent structures and portables including a woodshop, computer lab, dance studio, art and computer rooms, a library, and boys and girls physical education buildings. The mission of the Lakeside Union School District and Lakeside Middle School is to provide a nurturing and challenging learning environment that is committed to the development of each student's: love of learning; academic, vocational and social skills; respect for self and others; appreciation for the arts; sense of responsibility and recognition of the need for peaceful resolution of conflict. At Lakeside Middle School, we believe that student learning occurs best in an environment where home, school, and students work together.

It is the vision of Lakeside Middle School that all students can learn from an instructional program that provides a quality educational environment that integrates the arts into all curricular areas. Lakeside Middle School's well-rounded visual and performing arts programs compliment the finest academic programs. The academic programs will support students at all levels of ability, and all students will be provided access to the arts. Throughout the curriculum, students will utilize technology. The environment of Lakeside Middle School will support social and emotional well-being of students through character education that promotes integrity, social responsibility, and academic excellence.

Lakeside Middle School offers a wide variety of arts courses including instrumental music, dance, choral music and drama. This arts focus is offered to all students at all three grade levels. Our academic courses offer the highest quality and rigor as reflected in our API of 812. Advanced English and Math courses provide challenging opportunities for our students. Project Lead the Way is a pre-engineering program available to students in addition to our advanced science courses and agriculture science classes. In addition to the arts electives, students have the opportunity to enroll in beginning through advanced Spanish and Mandarin courses as their elective. All classes are outfitted with Smartboards and LMS has five laptop carts with class sets for student use in the classroom. Lakeside Middle School also offers a Spanish Immersion program for students that have transferred from an elementary immersion program. The program is currently offered at grades six, seven, and eight. Students in the program are offered two periods immersed in Spanish, history, and literature. The Lakeside School District Board of Trustees has authorized a "Pathways Seal of Biliteracy" for qualifying students on eighth grade diplomas.

Stephen Mull, 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) 390-2636 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	242
Grade 7	317
Grade 8	257
Total Enrollment	816

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	1.6
Asian	2.1
Filipino	0.9
Hispanic or Latino	28.7
Native Hawaiian or Pacific Islander	0.4
White	61.9
Two or More Races	2.3
Socioeconomically Disadvantaged	43.3
English Learners	3.6
Students with Disabilities	14.6
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 Middle School	13-14	14-15	15-16
With Full Credential	34.5	36.5	34
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Lakeside Union 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 Middle School	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	<p>Literature: Timeless Voices, Timeless Themes, Prentice Hall; adopted in 2003</p> <p>Reach 2002, SRA/McGraw-Hill; adopted in 2005</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>CA Math, Springboard; adopted in 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Focus on Earth, Life and Physical Science, CPO Science; adopted in 2007</p> <p>Investigating Earth Systems, InterActions in Physical Science; adopted in 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Discovering Our Past, McGraw Hill Glencoe; adopted in 2006</p> <p>History Alive! California Middle School Program, Teachers' Curriculum Institute; adopted in 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>Chinese Wonderland & Singapore Chinese; both adopted in 2013</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Lakeside Middle School has a rich history in our community. It was opened in 1920 as a high school with the oldest building, built in 1937, still standing. Despite the age, the building is in fine condition and is well maintained by our maintenance department. Other buildings were added through the decades including physical education rooms, a complete woodshop, a multipurpose room, a band room, and a library. The cooking classroom has been converted to a choral music and dance classroom.

Beginning in April 2011, Lakeside Middle School received six million dollars in upgrades from a bond initiative that was passed by voters. Upgrades included a complete performing arts facility, relocating the office, a new kitchen facility, a technology lab, renovation of the library and redoing the front of the school to separate bus traffic from cars. This is in addition to the placement of SMART Boards in all classrooms and three sets of laptops. The remodeling was completed in January 2012.

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	55	46	44
Math	33	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	69	79	77	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
7	14.00	22.30	48.30

* 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	77
Male	79
Female	74
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	61

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
Native Hawaiian or Pacific Islander	--
White	82
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	69
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	6	243	238	97.9	21	32	35	12
	7	308	295	95.8	16	24	41	20
	8	252	245	97.2	13	31	40	17
Male	6		115	47.3	30	36	30	4
	7		134	43.5	21	30	38	11
	8		112	44.4	17	32	39	12
Female	6		123	50.6	14	28	40	19
	7		161	52.3	11	19	43	27
	8		133	52.8	9	30	40	21
Black or African American	6		8	3.3	--	--	--	--
	7		3	1.0	--	--	--	--
	8		7	2.8	--	--	--	--
American Indian or Alaska Native	6		2	0.8	--	--	--	--
	7		6	1.9	--	--	--	--
	8		4	1.6	--	--	--	--
Asian	6		5	2.1	--	--	--	--
	7		5	1.6	--	--	--	--
	8		7	2.8	--	--	--	--
Filipino	6		3	1.2	--	--	--	--
	7		3	1.0	--	--	--	--
	8		1	0.4	--	--	--	--
Hispanic or Latino	6		75	30.9	32	33	28	7
	7		86	27.9	17	33	41	9
	8		62	24.6	19	32	31	18

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
Native Hawaiian or Pacific Islander	6		2	0.8	--	--	--	--
	8		1	0.4	--	--	--	--
White	6		136	56.0	16	32	38	14
	7		185	60.1	15	20	41	25
	8		159	63.1	11	29	43	16
Two or More Races	6		7	2.9	--	--	--	--
	7		7	2.3	--	--	--	--
	8		4	1.6	--	--	--	--
Socioeconomically Disadvantaged	6		113	46.5	29	34	33	4
	7		119	38.6	24	28	40	8
	8		103	40.9	16	36	37	12
English Learners	6		14	5.8	71	21	7	0
	7		6	1.9	--	--	--	--
	8		5	2.0	--	--	--	--
Students with Disabilities	6		40	16.5	53	35	13	0
	7		33	10.7	58	30	12	0
	8		24	9.5	58	33	8	0
Students Receiving Migrant Education Services	7		1	0.3	--	--	--	--
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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	6	243	238	97.9	37	39	16	9
	7	308	297	96.4	28	31	23	18
	8	252	245	97.2	36	33	15	15
Male	6		115	47.3	41	37	13	10
	7		137	44.5	35	28	21	15
	8		112	44.4	36	35	9	20

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
Female	6		123	50.6	33	41	18	9
	7		160	51.9	23	33	25	19
	8		133	52.8	37	32	20	11
Black or African American	6		8	3.3	--	--	--	--
	7		3	1.0	--	--	--	--
	8		7	2.8	--	--	--	--
American Indian or Alaska Native	6		2	0.8	--	--	--	--
	7		6	1.9	--	--	--	--
	8		4	1.6	--	--	--	--
Asian	6		5	2.1	--	--	--	--
	7		5	1.6	--	--	--	--
	8		7	2.8	--	--	--	--
Filipino	6		3	1.2	--	--	--	--
	7		4	1.3	--	--	--	--
	8		1	0.4	--	--	--	--
Hispanic or Latino	6		75	30.9	51	35	11	4
	7		87	28.2	33	36	22	9
	8		62	24.6	47	31	8	13
Native Hawaiian or Pacific Islander	6		2	0.8	--	--	--	--
	8		1	0.4	--	--	--	--
White	6		136	56.0	28	43	18	10
	7		185	60.1	24	31	25	20
	8		159	63.1	34	31	18	17
Two or More Races	6		7	2.9	--	--	--	--
	7		7	2.3	--	--	--	--
	8		4	1.6	--	--	--	--
Socioeconomically Disadvantaged	6		113	46.5	49	38	9	4
	7		119	38.6	41	32	20	7
	8		103	40.9	41	42	11	6
English Learners	6		14	5.8	100	0	0	0
	7		7	2.3	--	--	--	--
	8		5	2.0	--	--	--	--
Students with Disabilities	6		40	16.5	80	18	3	0
	7		33	10.7	64	30	6	0
	8		24	9.5	88	13	0	0

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
Students Receiving Migrant Education Services	7		1	0.3	--	--	--	--
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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

Parents are valued members of the LMS school community and actively work with Lakeside Middle School staff to create a safe, positive climate for student achievement. They serve as members of PTSA, School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee, District Advisory Committees, Schools of the Future Committee, Proposition V School Bond Committee, and the District Safety Committee.

Our Dynamic PTSA leaders advocate for student achievement, school safety, and parent involvement. Goals include supporting the health, safety, and well-being of students through programs and materials, increasing parent involvement and volunteerism by providing monthly family events that encourage parent-child interaction and supporting arts and science enrichment that sets Lakeside Middle School above other campuses.

Parent involvement and support of student performances in dance, art, theater, band, orchestra, and athletics programs are key to our success! In addition to monthly events for families, Parent Orientation, Open House, Parent Education workshops, parent teacher conferences, Student Study Team meetings, Career Day, Eye on Science Week, Chinese New Year Celebration, International Fair, and field trips are a few of the opportunities for parents to actively participate in and to learn about their students progress, school curriculum, and instruction. Parents volunteer in our library, participate as guest speakers, serve as noon supervisors at the start of the school year to help orient new and returning students, chaperone dances and can often be seen on weekends assisting in our arts and science programs. Parent volunteers are on campus every day working in classrooms and with students. Home-school communication is facilitated through weekly email blasts, phone contacts, the daily use of student planners, newsletters, Homework Hotline, our school and district website, and Snapgrades. Snapgrades provides a secure password-protected grade book communication program, to give parents access to current grades and homework online, to further support student learning and communication.

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

The LMS School Safety Plan, revised annually, is a part of a regional East County safety grant and a collaboration with law enforcement, fire, and community-school leaders to ensure that all school sites from kindergarten through 12th grade communicate using consistent procedures. We conduct monthly fire, earthquake, lockdown, and campus security procedures and discuss safety procedures in period 5 classes and assemblies. Updated safety procedures are posted near each office phone and in each classroom.

Teaching staff and administration move about the campus, checking student passes, monitoring restrooms, directing campus visitors and alerting the office of potential concerns. Administrators are visible during high-density periods and remain on campus in the evening following dismissal to ensure that each student has exited the campus safely or arrived at their afterschool program. Cameras installed throughout the campus add to the safe campus atmosphere. The double lunch schedule has reduced crowding at lunch, increased the ratio of supervisors to students, and enhanced safety.

The LMS PTSA will help support all LMS students by providing programs, assemblies, and the proper items and materials that relate to the well-being and safety of our students. They have purchased a defibrillator for the school, and emergency backpacks and cases of water for each classroom. In addition to safety procedures, LMS focuses on a safe learning environment that supports student learning through the Second Step program. Second Step is a research-based violence prevention and character education program focusing students on proactive ways to make positive choices and focus on academics. Lessons are utilized weekly in all elective courses, so that skills permeate learning. Accompanying Second Step, LMS PTSA sponsored the nationally recognized Rachel's Challenge program based on the life and writings of Rachel Scott, the first victim of the Columbine school shooting. This powerful program is continuing through peer training to inspire, equip, and empower students to make a difference in their world through leadership and social-emotional skill training. Both programs are further woven into school culture by trained Peer Ambassador Leaders (PALS), who are guided and trained by our school counselor and work with fellow students to help with problem-solving and positive role modeling. These school and community resources have lead to a peaceful learning environment and a feeling of safety among students.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	7.49	5.51	4.58
Expulsions Rate	0.47	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 (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	21	21	23	16	17	13	4	12	6	11	6	13
Math	20	19	19	17	14	14	8	13	11	6	5	7
Science	28	23	27	5	8	6	5	9	6	9	7	10
SS	32	21	27	3	11	5	4	10	5	9	5	11

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

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.50
Psychologist	1.0
Social Worker	0
Nurse	0.4
Speech/Language/Hearing Specialist	1.5
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. Here you'll see the amount of time we set aside for the past three years for their continuing education and professional development.

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/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4,890	31	4,859	85,524
District	◆	◆	6,486	\$67,835
State	◆	◆	\$5,348	\$69,086
Percent Difference: School Site/District			-25.1	26.1
Percent Difference: School Site/ State			-9.1	23.8

* Cells with ◆ do not require data.

Types of Services Funded

School Improvement funds are used in a variety of ways at Lakeside Middle School. In addition to classroom budgets, funds are used to support after-school tutoring and to support arts programs. A portion of the funds go to staff development to keep teachers abreast of the latest innovations in education. A variety of specific programs, such as College and Career Readiness and Project Lead the Way are also funded with these resources. Various technology programs such as Aleks Math, Snapgrades, Read Naturally, Learning Upgrade, and Study Island are also funded. A portion of the funds are set aside for special events such as Science Week, our River Park investigations and a variety of field trips.

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.