

Lakeside Farms Elementary School

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

Matt Thompson, Principal
mthompson@lsusd.net
www.lsusd.net

2013-14 School Accountability Report Card Published During the 2014-15 School Year

Lakeside Union Elementary School District

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

District Governing Board

Kevin Howe

Bonnie La Chappa

Gelia Cook

Twila Godley

Keith Hildreth

District Administration

David Lorden
Superintendent

Kamran Azimzadeh

Tina Brady

School Description

At Lakeside Farms, we take a lot of 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 a 2010 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 in 2009, and won the Governor's Fitness Challenge in 2010. 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 Game Night, Family Reading Night, Turkey Trot and many more activities. Our PTA is also proud to have transitioned to non-food based fund-raisers such as our Jog-a-thon. Our PTA provides funds for student 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

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (619) 390-2646.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	135
Gr. 1	128
Gr. 2	113
Gr. 3	120
Gr. 4	94
Gr. 5	92
Total	682

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	1.8
Asian	1.0
Filipino	0.7
Hispanic or Latino	23.0
Native Hawaiian/Pacific Islander	0.6
White	65.7
Two or More Races	5.3
Socioeconomically Disadvantaged	42.5
English Learners	6.5
Students with Disabilities	12.5

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	12-13	13-14	14-15
Fully Credentialed	100%	30.5	32.5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Lakeside Union Elementary School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	230
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Lakeside Farms Elementary	12-13	13-14	14-15
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

2013-14 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	100.00	0.00
Districtwide		
All Schools	99.72	0.28
High-Poverty Schools	99.65	0.35
Low-Poverty Schools	100.00	0.00

* 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 2014-15)

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: 11/20/13	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Reading: Wonders, McGraw-Hill adopted in 2013</p> <p>Reach, SRA/McGraw-Hill adopted in 2005</p> <p>High Point (EL), Hampton Brown adopted in 2003</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>California HSP Math, Houghton Mifflin Harcourt adopted in 2009</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Discovery Works (K-3), Houghton Mifflin adopted in 2002</p> <p>Science California (4-5), Houghton Mifflin adopted in 2007</p> <p>Full Option Science System</p> <p>Science and Technology for Children</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>History Social Science for California, Scott Foresman adopted in 2006</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school looks good for being over 50 years old! Students and staff take pride in the appearance of our fine school and it shows. Partnering with our District Maintenance team, 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. They 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, 2014				
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 Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	91	94	83	65	67	67	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	61	64	60	57	60	57	54	56	55
Math	72	68	70	51	53	54	49	50	50
HSS				43	49	48	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	7	6	7
Similar Schools	6	4	7

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.8	14.0	50.0

* 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.

2013-14 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	67
All Student at the School	83
Male	85
Female	81
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	71
Native Hawaiian/Pacific Islander	
White	87
Two or More Races	
Socioeconomically Disadvantaged	76
English Learners	
Students with Disabilities	64
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-7	-2	5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-36	3	23
Native Hawaiian/Pacific Islander			
White	5	-6	0
Two or More Races			
Socioeconomically Disadvantaged	-7	3	13
English Learners			
Students with Disabilities	4	-10	29

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

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.

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.

Lakeside Farms 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.

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 occurred.

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.

In October, as part of our school's Safety Month, all students and staff practiced 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	11-12	12-13	13-14
Suspensions Rate	2.5	1.4	0.5
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	3.6	3.5	2.6
Expulsions Rate	0.0	0.1	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 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		3
Percent of Schools Currently in Program Improvement		75.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0.25
Library Media Services Staff (Paraprofessional)	
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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	22	21	23	4	1	1	1	5	5	0		
Gr. 1	20	23	21	7		1	0	5	5	0		
Gr. 2	20.5	21	23	4	1		0	5	5	0		
Gr. 3	21	20	20	4	1	1	0	4	5	0		
Gr. 4	29.7	21	24	0	1	1	3	3	3	0		
Gr. 5	24.7	26	23	1	1	1	2	3	3	0		

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,593	\$41,535
Mid-Range Teacher Salary	\$64,864	\$64,101
Highest Teacher Salary	\$97,193	\$82,044
Average Principal Salary (ES)	\$106,362	\$104,336
Average Principal Salary (MS)	\$116,738	\$107,911
Average Principal Salary (HS)	\$0	\$102,488
Superintendent Salary	\$172,000	\$155,309
Percent of District Budget		
Teacher Salaries	41	41
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 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4,817	102	4,715	70,470
District	♦	♦	5,776	\$67,643
State	♦	♦	\$4,690	\$67,289
Percent Difference: School Site/District			-18.4	4.2
Percent Difference: School Site/ State			0.5	4.7

Types of Services Funded at Lakeside Farms Elementary School

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. For example, we calculate the school's variance from the district average using this formula:

Professional Development provided for Teachers at Lakeside Farms Elementary School

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.