

Lakeside Middle School

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

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

Kevin Howe

Bonnie La Chappa

Gelia Cook

Twila Godley

Keith Hildreth

District Administration

David Lorden

Superintendent

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. 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

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) 390-2636.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 6	307
Gr. 7	270
Gr. 8	283
Total	860

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	1.4
Asian	1.9
Filipino	0.5
Hispanic or Latino	26.0
Native Hawaiian/Pacific Islander	0.6
White	65.8
Two or More Races	1.7
Socioeconomically Disadvantaged	45.7
English Learners	5.1
Students with Disabilities	14.1

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	12-13	13-14	14-15
Fully Credentialed	100%	34.5	36.5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Lakeside Union 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 Middle School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	31	29	

* "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>Literature: Timeless Voices, Timeless Themes, Prentice Hall adopted in 2003</p> <p>Reach 2002, SRA/McGraw-Hill adopted in 2005</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>CA Math, Course 1 Numbers to Algebra, Holt adopted in 2008</p> <p>CA Math, Course 2 Pre Algebra, Holt adopted in 2008</p> <p>Algebra 1, Holt adopted in 2008</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>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>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>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>Foreign Language</p> <p>The textbooks listed are from most recent adoption:</p> <p>Percent of students lacking their own assigned textbook:</p>	<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 wood shop, 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, 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	73	70	79	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	62	64	62	57	60	57	54	56	55
Math	40	45	47	51	53	54	49	50	50
HSS	50	53	50	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	6	6	6
Similar Schools	6	4	5

* 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
7	23.5	23.9	34.7

* 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	79
Male	78
Female	79
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	64
Native Hawaiian/Pacific Islander	
White	85
Two or More Races	
Socioeconomically Disadvantaged	69
English Learners	
Students with Disabilities	72
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	-8	7	5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-1	-37	20
Native Hawaiian/Pacific Islander			
White	-10	22	0
Two or More Races			
Socioeconomically Disadvantaged	-18	14	4
English Learners			
Students with Disabilities		-49	46

* "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

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, athletics, and award 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. 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 highdensity 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	11-12	12-13	13-14
Suspensions Rate	5.2	7.5	5.5
Expulsions Rate	0.1	0.5	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	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
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
Gr. 6		20	21		44	46		22	38		24	19
English	27.7	21	21	5	16	17	6	4	12	7	11	6
Math	26	20	19	7	17	14	7	8	13	5	6	5
Science	29.7	28	23	4	5	8	4	5	9	7	9	7
SS	31.3	32	21	1	3	11	7	4	10	5	9	5

* 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	4,892	62	4,830	80,300
District	♦	♦	5,776	\$67,643
State	♦	♦	\$4,690	\$67,289
Percent Difference: School Site/District			-16.4	18.7
Percent Difference: School Site/ State			3.0	19.3

Types of Services Funded at Lakeside Middle School

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

Professional Development provided for Teachers at Lakeside Middle 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.