Lakeside Middle School

11833 Woodside Ave • Lakeside, CA 92040 • (619) 390-2636 • Grades 6-8
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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Lakeside Union School District
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Assistant Superintendent of Educational Services

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Assistant Superintendent of Business Services

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 semi-rural 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 wood-shop, 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. All students are taught the advanced English and Math courses, providing 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. LMS is also a full chartered FFA (Future Farmers of America) school, the first fully charted middle school in California. In addition, students have the opportunity to enroll in beginning through advanced Spanish and Mandarin courses as their elective. All students are issued a school i-pad. 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" or an "Exemplary Arts Designation" for qualifying students on eighth grade diplomas.

Steve 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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	267
Grade 7	267
Grade 8	269
Total Enrollment	803

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.4
American Indian or Alaska Native	1.1
Asian	1.1
Filipino	0.9
Hispanic or Latino	31
Native Hawaiian or Pacific Islander	0.4
White	56.5
Two or More Races	3.6
Socioeconomically Disadvantaged	46.2
English Learners	4.7
Students with Disabilities	12
Foster Youth	0.1
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 for Lakeside Middle School	18-19	19-20	20-21
With Full Credential	33	33	34
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lakeside Union School	18-19	19-20	20-21
With Full Credential	♦	♦	248
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Lakeside Middle School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)
On October 8, 2020 the Lakeside Union School District Board of Trustees verified by resolution that each student at Lakeside Middle has a textbook and/or instructional materials for each core subject area, and that the textbooks and materials are aligned to the content and cycles of the curriculum framework adopted by the State of California. Care is taken to ensure that all students have access to Board adopted textbooks and instructional materials at all times. A book room is kept for extra copies of each textbook and these are used when new students enroll at our school.

Textbooks and Instructional Materials
Year and month in which data were collected: 10/2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Open Education Resources
	The textbooks listed are from most recent adoption: No
	Percent of students lacking their own assigned textbook: 0
Mathematics	CPM, adopted in 2018-19
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
Science	Amplify Science - Pilot Program
	Focus on Earth, Life and Physical Science, CPO Science; adopted in 2007
	Investigating Earth Systems, InterActions in Physical Science; adopted in 2007
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
History-Social Science	Discovering Our Past, McGraw Hill Glencoe; adopted in 2006
	History Alive! California Middle School Program, Teachers' Curriculum Institute; adopted in 2006
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
Foreign Language	Chinese Wonderland & Singapore Chinese; both adopted in 2013
	The textbooks listed are from most recent adoption: Yes

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)
Lakeside Middle School has a rich history in our community. It was opened in 1917 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. The remodeling was completed in January, 2012.
This last summer our oldest building had a new roof installed.

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)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 8/28/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	5: 2. DIRTY VENTS. 4. CEILING TILES ARE LOOSE. CEILING TILE IS BROKEN. RUBBER MOLDING IS MISSING. CABINET HANDLES ARE MISSING. 7. ONE LIGHT PANEL IS OUT. 9. SINK IS NOT DRAINING PROPERLY. 11. PAINT IS PEELING ON THE DOOR.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Poor	1: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. HOLE IN WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT ON FACIA. 10: 4. FORMICA IS CHIPPING ON COUNTER. 7. ONE LIGHT PANEL IS OUT. 11: 4. FORMICA IS CHIPPING ON COUNTERTOP. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 13: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. 14: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE MISSING. 15: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 16: 4. CEILING TILES HAVE WATER STAINS (ALSO IN HALLWAY). CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. 7. OUTLET COVER IS BROKEN. 10. PLUG IN AIR FRESHENER. 17: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. CEILING TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FIVE OUTLET COVERS ARE MISSING. TWO OUTLET COVERS ARE BENT. 11. PAINT IS PEELING ON INTERIOR WALL. 19: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. 2: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT DIFFUSERS IS MISSING. 10. EXIT IS BLOCKED. 20: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE MISSING. 7. TWO LIGHT DIFFUSERS ARE MISSING (HALLWAY). 21: 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR FRAME. 22: 4. CEILING TILES ARE MISSING. CEILING TILES HAVE WATER STAINS. CARPET IIS LIFTING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 5: 2. DIRTY VENTS. 4. CEILING TILES ARE LOOSE. CEILING TILE IS BROKEN. RUBBER MOLDING IS MISSING. CABINET HANDLES ARE MISSING. 7. ONE LIGHT PANEL IS OUT. 9. SINK IS NOT DRAINING PROPERLY. 11. PAINT IS PEELING ON THE DOOR. 7: 4. CEILING TILES HAVE WATER STAINS. FORMICA IS CHIPPING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON EAVES AND DOOR. 8: 4. CEILING TILES AND TRIM ARE LOOSE. FORMICA IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON DOOR. 14. SUN SHADE IS BROKEN. 15. DOOR SWEEP IS BROKEN.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		9: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. FORMICA IS CHIPOING ON COUNTERTOP. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON EXTERIOR WALL. BOYS LOCKER ROOM (23): 4. CEILING TILE IS LOOSE. CEILING TILE IS MISSING. DAMAGE TO COUNTERTOP. 7. ELECTRICAL COVER IS MISSING IN CEILING. LIGHT DIFFUSER IS BROKEN. 9. FAUCET IS DETERIORATING. 11. PAINT IS PEELING ON CEILING. BOYS REST ROOM: 4. STALL DIVERED BASE CAP IS BROKEN. 9. ONE FAUCET HAS NO FLOW. TWO FAUCETS ARE LOOSE AT THE BASE. 15. WINDOW LOCKS ARE MISSING. FOOD SERVICE: 4. CEILING TILE IS TORN. LINOLEUM FLOORING IS CRACKING IN COVE BASE. GIRLS LOCKER ROOM (24): 4. CEILING TRIM IS LOOSE. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON CEILING AND EXTERIOR WALL. GIRLS REST ROOM: 4. CEILING TILE IS MISSING. 7. ONE LIGHT PANEL IS BAD. 9. ONE FAUCET HAS A LOW FLOW. TWO FAUCETS LEAK AT HANDLE. 11. PAINT IS PEELING ON THE DOOR. GIRLS REST ROOM: 4. HOLE IN WALL/VALVE CAP IS MISSING. GREEN ROOM: 4. CEILING TILE IS LOOSE. 11. PAINT IS PEELING ON THE CEILING (IN RR). HEALTH OFFICE: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. P1: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 15. WINDOW SCREENS ARE MISSING. P2: 4. CEILING TILE HAS A WATER STAIN. 14. SKID PAINT IS PEELING ON RAMP. P3: 4. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 14. SKID PAINT IS PEELING ON RAMP. P4: 4. CARPET IS TORN.WALL PAPER IS TORN. RUBBER MOLDING IS MISSING. 14. SKID PAINT IS PEELING ON RAMP. P5: 4. CEILING PANEL IS LOOSE. RUBBER MOLDING IS MISSING. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. LOW VOLTAGE WIRES ARE EXPOSED. P6: 4. CEILING TILES ARE BROKEN. 7. MULTIPLE LIGHT BULBS ARE OUT. OUTLET COVER IS LOOSE EXPOSING LIVE WIRES. 13. ROOF FLASHING IS BROKEN/BENT. P7: 4. CEILING TILES HAVE WATER STAINS. RUBBER MOLDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		P8: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. CEILING TILE IS LOOSE. 7. ONE LIGHT DIFFUSER IS BROKEN. 15. WINDOW SCREENS ARE MISSING. PAINT: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES AND TRIM ARE BROKEN. PE STORAGE: 4. WATER DAMAGE TO CEILING. 11. PAINT IS PEELING ON THE EAVES. SHOP (22): 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. ANTS ARE PRESENT.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	1: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. HOLE IN WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT ON FACIA. 11: 4. FORMICA IS CHIPPING ON COUNTERTOP. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 17: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. CEILING TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FIVE OUTLET COVERS ARE MISSING. TWO OUTLET COVERS ARE BENT. 11. PAINT IS PEELING ON INTERIOR WALL. 21: 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR FRAME. 22: 4. CEILING TILES ARE MISSING. CEILING TILES HAVE WATER STAINS. CARPET IIS LIFTING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON INTERIOR WALL. 13. DRY ROT ON BACK FACIA. COPY ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. DANCE (21): 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT PANEL IS OUT. HEALTH OFFICE: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. P1: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 15. WINDOW SCREENS ARE MISSING. P7: 4. CEILING TILES HAVE WATER STAINS. RUBBER MOLDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. SHOP (22): 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. ANTS ARE PRESENT. STORAGE: 5. ROOM IS OVERLY CLUTTERED. STORAGE: 6. BLACK WIDOW IS PRESENT. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Poor	10: 4. FORMICA IS CHIPPING ON COUNTER. 7. ONE LIGHT PANEL IS OUT. 12: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 12. DRY ROT ON COVERED WALKWAY. 16: 4. CEILING TILES HAVE WATER STAINS (ALSO IN HALLWAY). CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. 7. OUTLET COVER IS BROKEN. 10. PLUG IN AIR FRESHENER. 17: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. CEILING TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FIVE OUTLET COVERS ARE MISSING. TWO OUTLET COVERS ARE BENT. 11. PAINT IS PEELING ON INTERIOR WALL. 19: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. 2: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT DIFFUSERS IS MISSING. 10. EXIT IS BLOCKED. 20: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE MISSING. 7. TWO LIGHT DIFFUSERS ARE MISSING (HALLWAY). 22: 4. CEILING TILES ARE MISSING. CEILING TILES HAVE WATER STAINS. CARPET IIS LIFTING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 3: 7. ONE LIGHT PANEL IS BAD. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 9. ONE FAUCET IS LOOSE. 11. PAINT IS PEELING ON THE INTERIOR WALL AND DOOR. 5: 2. DIRTY VENTS. 4. CEILING TILES ARE LOOSE. CEILING TILE IS BROKEN. RUBBER MOLDING IS MISSING. CABINET HANDLES ARE MISSING. 7. ONE LIGHT PANEL IS OUT. 9. SINK IS NOT DRAINING PROPERLY. 11. PAINT IS PEELING ON THE DOOR. 7: 4. CEILING TILES HAVE WATER STAINS. FORMICA IS CHIPPING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON EAVES AND DOOR. ALL GENDER REST ROOM: 7. ONE OF TWO LIGHT BULBS IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL (ENTIRE BUILDING). ATTENDANCE/ PSYCH: 7. LIGHT DIFFUSER IS MISSING. ELECTRICAL COVER IS MISSING. BOYS LOCKER ROOM (23): 4. CEILING TILE IS LOOSE. CEILING TILE IS MISSING. DAMAGE TO COUNTERTOP. 7. ELECTRICAL COVER IS MISSING IN CEILING. LIGHT DIFFUSER IS BROKEN. 9. FAUCET IS DETERIORATING. 11. PAINT IS PEELING ON CEILING. BOYS REST ROOM: 7. ONE HAND DRYER HAS NO POWER. COUNSELOR: 7. ONE LIGHT PANEL IS BAD.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		CUSTODIAN: 7. LIGHT DIFFUSER IS BROKEN (HALLWAY). DANCE (21): 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT PANEL IS OUT. GIRLS LOCKER ROOM (24): 4. CEILING TRIM IS LOOSE. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON CEILING AND EXTERIOR WALL. GIRLS REST ROOM: 4. CEILING TILE IS MISSING. 7. ONE LIGHT PANEL IS BAD. 9. ONE FAUCET HAS A LOW FLOW. TWO FAUCETS LEAK AT HANDLE. 11. PAINT IS PEELING ON THE DOOR. JANITOR: 7. MULTIPLE LIGHT DIFFUSERS ARE MISSING. ONE LIGHT DIFFUSER IS LOOSE. LIBRARY: 7. TWO LIGHT PANELS ARE OUT. P1: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 15. WINDOW SCREENS ARE MISSING. P3: 4. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 14. SKID PAINT IS PEELING ON RAMP. P5: 4. CEILING PANEL IS LOOSE. RUBBER MOLDING IS MISSING. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. LOW VOLTAGE WIRES ARE EXPOSED. P6: 4. CEILING TILES ARE BROKEN. 7. MULTIPLE LIGHT BULBS ARE OUT. OUTLET COVER IS LOOSE EXPOSING LIVE WIRES. 13. ROOF FLASHING IS BROKEN/BENT. P7: 4. CEILING TILES HAVE WATER STAINS. RUBBER MOLDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. P8: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. CEILING TILE IS LOOSE. 7. ONE LIGHT DIFFUSER IS BROKEN. 15. WINDOW SCREENS ARE MISSING. PRINCIPAL: 7. ONE LIGHT PANEL IS OUT. STORAGE: 6. BLACK WIDOW IS PRESENT. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. TEACHER'S LOUNGE: 7. ONE LIGHT PANEL IS OUT. 9. FAUCET LEAKS AT HANDLE. TECH CENTER: 7. THREE LIGHT PANELS ARE OUT. ELECTRICAL COVER IS MISSING.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	3: 7. ONE LIGHT PANEL IS BAD. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 9. ONE FAUCET IS LOOSE. 11. PAINT IS PEELING ON THE INTERIOR WALL AND DOOR. 5: 2. DIRTY VENTS. 4. CEILING TILES ARE LOOSE. CEILING TILE IS BROKEN. RUBBER MOLDING IS MISSING. CABINET HANDLES ARE MISSING. 7. ONE LIGHT PANEL IS OUT. 9. SINK IS NOT DRAINING PROPERLY. 11. PAINT IS PEELING ON THE DOOR. ALL GENDER REST ROOM: 7. ONE OF TWO LIGHT BULBS IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL (ENTIRE BUILDING). BOYS LOCKER ROOM (23): 4. CEILING TILE IS LOOSE. CEILING TILE IS MISSING. DAMAGE TO COUNTERTOP. 7. ELECTRICAL COVER IS MISSING IN CEILING. LIGHT DIFFUSER IS BROKEN. 9. FAUCET IS DETERIORATING. 11. PAINT IS PEELING ON CEILING. BOYS REST ROOM: 4. STALL DIVERED BASE CAP IS BROKEN. 9. ONE FAUCET HAS NO FLOW. TWO FAUCETS ARE LOOSE AT THE BASE. 15. WINDOW LOCKS ARE MISSING. GIRLS REST ROOM: 4. CEILING TILE IS MISSING. 7. ONE LIGHT PANEL IS BAD. 9. ONE FAUCET HAS A LOW FLOW. TWO FAUCETS LEAK AT HANDLE. 11. PAINT IS PEELING ON THE DOOR. TEACHER'S LOUNGE: 7. ONE LIGHT PANEL IS OUT. 9. FAUCET LEAKS AT HANDLE.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Fair	16: 4. CEILING TILES HAVE WATER STAINS (ALSO IN HALLWAY). CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. 7. OUTLET COVER IS BROKEN. 10. PLUG IN AIR FRESHENER. 17: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. CEILING TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FIVE OUTLET COVERS ARE MISSING. TWO OUTLET COVERS ARE BENT. 11. PAINT IS PEELING ON INTERIOR WALL. 2: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT DIFFUSERS IS MISSING. 10. EXIT IS BLOCKED. 21: 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR FRAME. 3: 7. ONE LIGHT PANEL IS BAD. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 9. ONE FAUCET IS LOOSE. 11. PAINT IS PEELING ON THE INTERIOR WALL AND DOOR. 4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON INTERIOR WALL. 13. DRY ROT ON BACK FACIA. 5: 2. DIRTY VENTS. 4. CEILING TILES ARE LOOSE. CEILING TILE IS BROKEN. RUBBER MOLDING IS MISSING. CABINET HANDLES ARE MISSING. 7. ONE LIGHT PANEL IS OUT. 9. SINK IS NOT DRAINING PROPERLY. 11. PAINT IS PEELING ON THE DOOR. 6: 11. IMPROPERLY STORED CLEANING SUPPLIES (STUDENTS PRESENT). 7: 4. CEILING TILES HAVE WATER STAINS. FORMICA IS CHIPPING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON EAVES AND DOOR. 8: 4. CEILING TILES AND TRIM ARE LOOSE. FORMICA IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON DOOR. 14. SUN SHADE IS BROKEN. 15. DOOR SWEEP IS BROKEN. 9: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. FORMICA IS CHIPOING ON COUNTERTOP. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON EXTERIOR WALL. ALL GENDER REST ROOM: 10. PLUG IN CANDLE WARMER. ALL GENDER REST ROOM: 7. ONE OF TWO LIGHT BULBS IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL (ENTIRE BUILDING). ASSISTANT PRINCIPAL: 11. PAINT IS PEELING ON THE INTERIOR WALL. PESTICIDES ARE PRESSENT. BOYS LOCKER ROOM (23): 4. CEILING TILE IS LOOSE. CEILING TILE IS MISSING. DAMAGE TO COUNTERTOP. 7. ELECTRICAL COVER IS MISSING IN CEILING. LIGHT DIFFUSER IS BROKEN. 9. FAUCET IS

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		DETERIORATING. 11. PAINT IS PEELING ON CEILING. CUSTODIAN: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. GIRLS LOCKER ROOM (24): 4. CEILING TRIM IS LOOSE. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON CEILING AND EXTERIOR WALL. GIRLS REST ROOM: 4. CEILING TILE IS MISSING. 7. ONE LIGHT PANEL IS BAD. 9. ONE FAUCET HAS A LOW FLOW. TWO FAUCETS LEAK AT HANDLE. 11. PAINT IS PEELING ON THE DOOR. GREEN ROOM: 4. CEILING TILE IS LOOSE. 11. PAINT IS PEELING ON THE CEILING (IN RR). MECHANICAL: 11. PAINT IS PEELING ON THE EXTERIOR WALL. OFFICE: 11. PAINT IS PEELING ON THE INTERIOR WALL. PE STORAGE: 4. WATER DAMAGE TO CEILING. 11. PAINT IS PEELING ON THE EAVES. THEATER/ MPR: 11. PAINT IS PEELING ON EXTERIOR WALL.
Structural: Structural Damage, Roofs	Good	1: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. HOLE IN WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT ON FACIA. 12: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 12. DRY ROT ON COVERED WALKWAY. 4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON INTERIOR WALL. 13. DRY ROT ON BACK FACIA. P6: 4. CEILING TILES ARE BROKEN. 7. MULTIPLE LIGHT BULBS ARE OUT. OUTLET COVER IS LOOSE EXPOSING LIVE WIRES. 13. ROOF FLASHING IS BROKEN/BENT.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	8: 4. CEILING TILES AND TRIM ARE LOOSE. FORMICA IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON DOOR. 14. SUN SHADE IS BROKEN. 15. DOOR SWEEP IS BROKEN. BOYS REST ROOM: 4. STALL DIVERED BASE CAP IS BROKEN. 9. ONE FAUCET HAS NO FLOW. TWO FAUCETS ARE LOOSE AT THE BASE. 15. WINDOW LOCKS ARE MISSING. P1: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 15. WINDOW SCREENS ARE MISSING. P2: 4. CEILING TILE HAS A WATER STAIN. 14. SKID PAINT IS PEELING ON RAMP. P3: 4. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 14. SKID PAINT IS PEELING ON RAMP. P4: 4. CARPET IS TORN.WALL PAPER IS TORN. RUBBER MOLDING IS MISSING. 14. SKID PAINT IS PEELING ON RAMP. P8: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. CEILING TILE IS LOOSE. 7. ONE LIGHT DIFFUSER IS BROKEN. 15. WINDOW SCREENS ARE MISSING. PLAY COURTS: 14. TRIP HAZARDS. PLAY FIELDS: 14. GOAL POST IS DETERIORATED CREATING AN INJURY HAZARD.
Overall Rating	**Fair**	

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students 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 Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	54	N/A	53	N/A	50	N/A
Math	34	N/A	41	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	38	N/A	38	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):
- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)
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 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.

During Covid parent involvement on campus has been limited due to safety concerns. Our families are used to being involved in our many programs but have been very limited during Covid. However, they still stay involved in the many programs through Zoom meetings and off campus tasks.

Parent involvement and support of student performances in dance, art, theater, band, orchestra, FFA, and athletics programs are key to our success! Our performances are currently very limited but are still in planning stages for when we can resume normal operations.   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 Jupitergrades. Jupitergrades 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 State priority: School Climate (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)
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 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 after school program. Cameras are 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. The 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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	6.0	5.9	2.8	3.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			2.5
Expulsions			0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	803

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.9
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.3
Resource Specialist (non-teaching)	
Other	

*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 (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	26	11	10	10	25	11	6	13	24	8	8	7
Mathematics	23	10	13	6	23	11	10	8	21	11	10	4
Science	28	5	7	9	29	6	5	12	29	3	3	8
Social Science	29	4	6	10	27	7	4	11	28	4	8	7

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

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.

SCIENCE –

Science - The primary areas of focus for staff and administrator development have been related to the adoption of the Next Generation Science Standards (NGSS) and moving teachers and administrators into implementation. Focus areas include: 1) Building leadership capacity, 2) Scaling up Professional

Learning and Support to include all district teachers, 3) Planning instruction aligned to the Next Generation Science Standards, 4) Collaborative planning tools for instruction, and 5) Addressing supplemental instructional materials.

Professional development needs were determined via district-wide Needs Assessment Surveys, LUSD Core Leadership Team/California Next Generation Science Standards Early Implementation Initiative, and feedback data collected via prior professional learning events in the district.

Administrator professional learning will address NGSS innovations, strategies to identify and support high quality science instruction (observations and feedback) and sustainability. This support will occur both on site and through district management meetings via the Early Implementer Initiative.

Next Generation Science Standards Teacher Leaders, Expansion Teachers, and administrators are supported via NGSS Early Implementation Initiative Project Director, on-site Core Leadership Team members and/or Teacher Leaders.

MATH –

LUSD focused on mathematics as a professional development goal in response to low performance scores on the CAASPP and to support teachers in the Common Core Standards for Mathematics.

Professional development in mathematics is delivered in three primary ways: 1) Workshops (after school, on professional growth days, and during teacher release time), 2) Individual and small group site-based coaching/mentoring, and 3) Conference attendance.

Teachers are supported in refining their mathematics instruction and use of curriculum materials through: 1) Workshops focused on the content and pedagogy relevant to the math content they teach, vertical progression of content, and the Common Core content and practice standards 2) Workshops/guided collaboration focused on unit and lesson design with their curriculum materials (within school and cross-school), 3) In-class coaching both in one-on-one and small groups, and 4) Lesson Study in grade-level groups. Additionally, principals attend all teacher professional learning activities and receive additional training from a leadership perspective.

Social/Emotional/Behavioral Support -

Social-emotional learning and support and behavioral support are focus areas in the 20-21 school year. Teachers have been trained through "Crew" to implement weekly social / emotional lessons with students. Crew classes meet once week and training is on-going for staff.

PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. Two Behavior Specialists and two Behavior Intervention Aides are also available to support students with the most intensive behavioral needs.

Professional Development and Coaching have focused on Conscious Classroom Management strategies. Conscious Classroom Teaching provides teachers with professional development and coaching on Tier I and II behavioral strategies. MTSS TOSAs are also available to coach on classroom management strategies and student behavior plans.

Leadership -

Lakeside Union School District continues to support principal growth through Professional Development and has deepened our support of teacher leaders in the 20 - 21 school year. Teacher leaders (Facilitators) from each site received training in mentoring and coaching as well as content support in mathematics and 21st Century Learning. The Facilitators, in turn, provide on-site coaching to their respective staffs.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,706	$50,574
Mid-Range Teacher Salary	$73,960	$76,649
Highest Teacher Salary	$110,824	$98,993
Average Principal Salary (ES)	$110,150	$125,150
Average Principal Salary (MS)	$125,091	$129,394
Average Principal Salary (HS)		$122,053
Superintendent Salary	$203,231	$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	34.0
Administrative Salaries	5.0	6.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7605	135	7470	74580
District	N/A	N/A	7813	$76,958

Level	Total	Restricted	Unrestricted	Average Teacher Salary
State	N/A	N/A	$7,750	$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-4.5	-3.1
School Site/ State	-3.7	-7.7

Note: Cells with N/A values do not require data.

Types of Services Funded

Our district relies on federal funding under Title I, Title II, and Title III of the Every Student Succeeds Act (ESSA). The purpose of these funds is to assist districts in closing the educational gap of special populations and providing resources, professional development, and materials to improve instruction. For a more detailed analysis of services funded, refer to the LUSD LCAP on our website at https://www.lsusd.net/domain/1503

In addition, each year each school's School Site Council (SSC) develops a School Plan for Student Achievement (SPSA). The SSC at Lakeside Middle is comprised of the principal, teachers, staff, parents, and students who share the goal of improving our school and our students' performance. The California Department of Education describes the SPSA as the "plan of action to improve student academic performance by coordinating all educational services and resources." The SPSA is developed by reviewing site-specific student demographic, achievement, outcome, and perception data and developing an improvement process. The SSC is the decision-making body responsible for gathering input from the staff and the parent community about school goals and and establishing a plan for accomplishing those goals. The SSC reviews, modifies, and monitors implementation of the plan and establishes a budget for proposed expenditures to support the specified goals. SPSAs are reported to the LUSD Board of Trustees annually and is available through the following link: https://www.lsusd.net/Domain/164

At Lakeside Middle School, the majority of site funding is used for classroom budgets. Funds are also 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, Jupitergrades, Vocabulary.com, Learning Upgrade, and Flocabulary are also funded. A portion of the funds are set aside for special events such as Science Week, Project Lead the Way, our River Park investigations and a variety of field trips.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. 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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.