Lakeside Farms Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at 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) 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.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Lakeside Farms Elementary School
Street	11915 Lakeside Ave
City, State, Zip	Lakeside, CA 92040-0578
Phone Number	(619) 390-2646
Principal	Jim Rosa
Email Address	jrosa@lsusd.net
School Website	https://www.lsusd.net/Domain/299
County-District-School (CDS) Code	37681896038343

2021-22 District Contact Information

District Name	Lakeside Union Elementary School District
Phone Number	(619) 390-2600
Superintendent	Dr. Rhonda Taylor
Email Address	rtaylor@lsusd.net
District Website Address	www.lsusd.net

2021-22 School Overview

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

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

Lakeside Farms was honored as a California Distinguished School in February of 2020. We were also named a 2010-2014 California Distinguished School under the Older California Assessment model. Less than eight (8) percent of elementary schools in the state of California received this prestigious award.

Lakeside Farms was named an Honor Roll School by the Campaign for Business and Educational Excellence (CBEE) for 2014, 2015 and once again for 2016. Each year, CBEE presents this award to individual schools that have excelled in raising student achievement and closing achievement gaps.

Our students continue to achieve academically under the new California Assessment of Student Performance and Progress (CAASPP) System.

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 - Exploratory Art Introduction , 1st grade - Choral Music, 2nd grade - visual arts, 3rd grade - flutophones, 4th grade - square dancing, and 5th grade - dance. Also, we offer band and orchestra to interested 5th grade students.

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

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

2021-22 School Overview

Jim Rosa, PRINCIPAL

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	100
Grade 1	94
Grade 2	102
Grade 3	108
Grade 4	76
Grade 5	96
Total Enrollment	576

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46
Male	54
American Indian or Alaska Native	0.9
Asian	0.9
Black or African American	7.8
Filipino	3.3
Hispanic or Latino	26.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	6.3
White	54.3
English Learners	6.3
Homeless	0.2
Socioeconomically Disadvantaged	47.2
Students with Disabilities	21.7

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On October 8, 2020 the Lakeside Union School District Board of Trustees verified by resolution that each student at Lakeside Farms 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.

Year and month in which the data were collected	11/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading: Wonders, McGraw-Hill; adopted in 2013 Maravillas, McGraw-Hill; adopted in 2015	Yes	0
Mathematics	Everyday Math, McGraw-Hill; adopted in 2015 Matematicas Diarias, McGraw-Hill; adopted in 2015	Yes	0
Science	Discovery Works (K-3), Houghton Mifflin adopted in 2002 Science California (4-5), Houghton Mifflin; adopted in 2007 Full Option Science System Science and Technology for Children	Yes	0
History-Social Science	History Social Science for California, Scott Foresman; adopted in 2006	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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

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

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

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

Year and month of the most recent FIT report	8/28/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	10: 4. CEILING TILE HAS A WATER STAIN. 7. FIVE LIGHT PANELS ARE OUT. 12: 4. CEILING TILE IS LOOSE. 13: 4. CEILING TILES HAVE HOLES. HOLE IN INTERIOR WALL. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES. 14: 4. CEILING TILES ARE BROKEN. 7. FIVE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES (ENTIRE WING). PAINT IS PEELING ON INTERIOR WALL. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. 15: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SIX LIGHT PANELS ARE OUT. 17: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. SURGE PROTECTORS ARE DAISY CHAINED. 11. PESTICIDES ARE PRESENT. 18: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING. 3: 4. CEILING TILE IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES AND EXTERIOR WALL. 12. CRACK IN WALL ABOVE DOOR. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. 4: 4. CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT

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PANELS ARE OUT. 9. FAUCET HAS HIGH PRESSURE FLOWING AT BASIN.

5: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. PLUG IN AIR FRESHENER.

9: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.

ADMIN: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP/FRONT DESK. 7. ELECTRICAL CONDUIT PIECE IS WRONG SIZE. 10. EVACUATION MAP IS NOT POSTED.

ALL GENDER REST ROOM: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE/BUCKLING. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL.

ATTENDANCE: 4. CEILING TILE HAS A HOLE. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PESTICIDES ARE PRESENT.

BOYS REST ROOM: 4. STALL PARTITION IS RUSTED. 9. FAUCET HANDLE IS MISSING. ONE FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR SLAMS SHUT.

COUNSELOR: 4. CEILING TILE HAS A HOLE.

ESS: 4. WATER DAMAGE TO SINK CABINET. 7. ETHERNET COVER IS MISSING. 15. WINDOW SCREENS ARE MISSING.

GIRLS REST ROOM: 4. STALL DOORS ARE BROKEN/WOBBLY. 7. TWO LIGHT DIFFUSERS ARE MISSING. 14. TRIP HAZARD ON WALKWAY.

K2: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS MISSING. CEILING TILE IS LOOSE. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET IS LOOSE AT THE BASE. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE EAVES.

LIBRARY: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 13. EAVES ARE RUSTED.

MPR: 4. CEILING AND WALL TILES HAVE WATER STAINS.

P1: 4. CEILING TILE IS TORN. WATER DAMAGE TO SINK CABINET DOOR. 7. TWO LIGHT PANELS ARE OUT. LOW VOLTAGE WIRES ARE EXPOSED. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.

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			P11: 4. CEILING TILES HAVE HOLES. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 7. TWO LIGHT PANELS ARE OUT. CORDS ARE CREATING TRIP HAZARDS. OUTLET COVER IS BROKEN. P12: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A WATER STAIN. 7. TWO LIGHT PANELS ARE OUT. 10. TWO PLUG IN CANDLE WARMERS. 11. PAINT IS PEELING ON RAMP RAILING. P13: 4. CEILING TILES ARE BROKEN. 7. TWO LIGHT PANELS ARE OUT. P14: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 7. TWO LIGHT PANELS ARE OUT. 15. DOOR IS BENT. HOLES IN DOOR. P5: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 15. WINDOW SCREEN IS MISSING. P8: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE BROKEN. 7. CLOCK IS NOT WORKING. ONE LIGHT PANEL IS OUT. ELECTRICAL COVER IS BROKEN. 15. WINDOW SCREENS ARE MISSING. SPEECH: 4. CEILING TILE IS TORN. 10. EVACUATION MAP IS NOT POSTED. STAGE: 4. CEILING TILES HAVE WATER STAINS. 7. OUTLET COVER IS BROKEN.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		15: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SIX LIGHT PANELS ARE OUT. 16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 17: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. SURGE PROTECTORS ARE DAISY CHAINED. 11. PESTICIDES ARE PRESENT. 18: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING. 19: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 4: 4. CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET HAS HIGH PRESSURE FLOWING AT BASIN.

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				5: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. PLUG IN AIR FRESHENER. 6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES. 9: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. ALL GENDER REST ROOM: 5. EXCESSIVE WEBBING IN ROOM. PHONES: 5. ROOM HAS A STRONG ODOR.
Electrical			X	10: 4. CEILING TILE HAS A WATER STAIN. 7. FIVE LIGHT PANELS ARE OUT. 11: 7. ELECTRICAL COVER IS MISSING. 12. CRACK IN WALL ABOVE DOOR. 13: 4. CEILING TILES HAVE HOLES. HOLE IN INTERIOR WALL. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES. 14: 4. CEILING TILES ARE BROKEN. 7. FIVE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES (ENTIRE WING). PAINT IS PEELING ON INTERIOR WALL. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. 15: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SIX LIGHT PANELS ARE OUT. 16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 17: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. SURGE PROTECTORS ARE DAISY CHAINED. 11. PESTICIDES ARE PRESENT. 18: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING. 19: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 3: 4. CEILING TILE IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES AND EXTERIOR WALL. 12. CRACK IN WALL

School Facility Conditions and Planned Improvements

ABOVE DOOR. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.

4: 4. CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET HAS HIGH PRESSURE FLOWING AT BASIN.

5: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. PLUG IN AIR FRESHENER.

6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT.

7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES.

9: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.

ADMIN: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP/FRONT DESK. 7. ELECTRICAL CONDUIT PIECE IS WRONG SIZE. 10. EVACUATION MAP IS NOT POSTED.

ELECTRICAL: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANEL.

ESS: 4. WATER DAMAGE TO SINK CABINET. 7. ETHERNET COVER IS MISSING. 15. WINDOW SCREENS ARE MISSING.

GIRLS REST ROOM: 4. STALL DOORS ARE BROKEN/WOBBLY. 7. TWO LIGHT DIFFUSERS ARE MISSING. 14. TRIP HAZARD ON WALKWAY.

HEALTH OFFICE: 7. TWO LIGHT PANELS ARE OUT.

K2: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS MISSING. CEILING TILE IS LOOSE. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET IS LOOSE AT THE BASE. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE EAVES.

P1: 4. CEILING TILE IS TORN. WATER DAMAGE TO SINK CABINET DOOR. 7. TWO LIGHT PANELS ARE OUT. LOW VOLTAGE WIRES ARE EXPOSED. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.

P11: 4. CEILING TILES HAVE HOLES. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 7. TWO LIGHT PANELS ARE OUT. CORDS ARE CREATING TRIP HAZARDS. OUTLET COVER IS BROKEN.

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			P12: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A WATER STAIN. 7. TWO LIGHT PANELS ARE OUT. 10. TWO PLUG IN CANDLE WARMERS. 11. PAINT IS PEELING ON RAMP RAILING. P13: 4. CEILING TILES ARE BROKEN. 7. TWO LIGHT PANELS ARE OUT. P14: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 7. TWO LIGHT PANELS ARE OUT. 15. DOOR IS BENT. HOLES IN DOOR. P2: 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON BUILDING SKIRTING. P3: 7. TWO LIGHT PANELS ARE OUT. LOW VOLTAGE WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW SCREEN IS MISSING. P4: 7. ONE LIGHT PANEL IS OUT. LOW VOLTAGE WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED. 13. DRY ROT ON EAVES. 15. WINDOW SCREEN IS MISSING. P5: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 15. WINDOW SCREEN IS MISSING. P7: 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING. 12. HOLE IN RAMP SKIRTING. 15. WINDOW SCREENS ARE MISSING. P8: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE BROKEN. 7. CLOCK IS NOT WORKING. ONE LIGHT PANEL IS OUT. ELECTRICAL COVER IS BROKEN. 15. WINDOW SCREENS ARE MISSING. PSYCH: 7. LOW VOLTAGE/DATA WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED. S1: 7. TWO LIGHT PANELS ARE OUT. S3: 7. THREE LIGHT PANELS ARE OUT. WORKROOM: 7. LOW VOLTAGE/DATA WIRES ARE EXPOSED.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		4: 4. CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET HAS HIGH PRESSURE FLOWING AT BASIN. ALL GENDER REST ROOM: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE/BUCKLING. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL. BOYS REST ROOM: 4. STALL PARTITION IS RUSTED. 9. FAUCET HANDLE IS MISSING. ONE

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			FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR SLAMS SHUT. BOYS REST ROOM: 9. SINK CAPS ARE MISSING. K2: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS MISSING. CEILING TILE IS LOOSE. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET IS LOOSE AT THE BASE. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE EAVES. P1: 4. CEILING TILE IS TORN. WATER DAMAGE TO SINK CABINET DOOR. 7. TWO LIGHT PANELS ARE OUT. LOW VOLTAGE WIRES ARE EXPOSED. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.
Safety: Fire Safety, Hazardous Materials	X		13: 4. CEILING TILES HAVE HOLES. HOLE IN INTERIOR WALL. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES. 14: 4. CEILING TILES ARE BROKEN. 7. FIVE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES (ENTIRE WING). PAINT IS PEELING ON INTERIOR WALL. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. 17: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. SURGE PROTECTORS ARE DAISY CHAINED. 11. PESTICIDES ARE PRESENT. 18: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING. 3: 4. CEILING TILE IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES AND EXTERIOR WALL. 12. CRACK IN WALL ABOVE DOOR. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. 5: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. PLUG IN AIR FRESHENER. 7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES. ADMIN: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP/FRONT DESK. 7. ELECTRICAL CONDUIT PIECE IS WRONG SIZE. 10. EVACUATION MAP IS NOT POSTED.

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ALL GENDER REST ROOM: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE/BUCKLING. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL.

ATTENDANCE: 4. CEILING TILE HAS A HOLE. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PESTICIDES ARE PRESENT.

BOYS REST ROOM: 11. PAINT IS PEELING ON CEILING AND WALL. 12. CRACK IN WALL NEAR WINDOW FRAME.

BOYS REST ROOM: 4. STALL PARTITION IS RUSTED. 9. FAUCET HANDLE IS MISSING. ONE FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR SLAMS SHUT.

CUSTODIAN: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED.

K1: 10. EVACUATION MAP IS NOT POSTED. 14. TRIP HAZARD ON WALKWAY.

K2: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS MISSING. CEILING TILE IS LOOSE. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET IS LOOSE AT THE BASE. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE EAVES.

P1: 4. CEILING TILE IS TORN. WATER DAMAGE TO SINK CABINET DOOR. 7. TWO LIGHT PANELS ARE OUT. LOW VOLTAGE WIRES ARE EXPOSED. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.

P12: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A WATER STAIN. 7. TWO LIGHT PANELS ARE OUT. 10. TWO PLUG IN CANDLE WARMERS. 11. PAINT IS PEELING ON RAMP RAILING.

P3: 7. TWO LIGHT PANELS ARE OUT. LOW VOLTAGE WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW SCREEN IS MISSING.

P4: 7. ONE LIGHT PANEL IS OUT. LOW VOLTAGE WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED. 13. DRY ROT ON EAVES. 15. WINDOW SCREEN IS MISSING.

PSYCH: 7. LOW VOLTAGE/DATA WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED.

SPEECH: 4. CEILING TILE IS TORN. 10. EVACUATION MAP IS NOT POSTED.

STAGE: 4. CEILING TILES HAVE WATER STAINS. 7. OUTLET COVER IS BROKEN.

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			11: 7. ELECTRICAL COVER IS MISSING. 12. CRACK IN WALL ABOVE DOOR. 3: 4. CEILING TILE IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES AND EXTERIOR WALL. 12. CRACK IN WALL ABOVE DOOR. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. BOYS REST ROOM: 11. PAINT IS PEELING ON CEILING AND WALL. 12. CRACK IN WALL NEAR WINDOW FRAME. LIBRARY: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 13. EAVES ARE RUSTED. P2: 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON BUILDING SKIRTING. P4: 7. ONE LIGHT PANEL IS OUT. LOW VOLTAGE WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED. 13. DRY ROT ON EAVES. 15. WINDOW SCREEN IS MISSING. P7: 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING. 12. HOLE IN RAMP SKIRTING. 15. WINDOW SCREENS ARE MISSING. P9: 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. RUSTED NAIL EXPOSED ON RAMP.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		14: 4. CEILING TILES ARE BROKEN. 7. FIVE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES (ENTIRE WING). PAINT IS PEELING ON INTERIOR WALL. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. ALL GENDER REST ROOM: 15. THRESHOLD IS MISSING. BOYS REST ROOM: 4. STALL PARTITION IS RUSTED. 9. FAUCET HANDLE IS MISSING. ONE FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR SLAMS SHUT. ESS: 4. WATER DAMAGE TO SINK CABINET. 7. ETHERNET COVER IS MISSING. 15. WINDOW SCREENS ARE MISSING. GIRLS REST ROOM: 4. STALL DOORS ARE BROKEN/WOBBLY. 7. TWO LIGHT DIFFUSERS ARE MISSING. 14. TRIP HAZARD ON WALKWAY. K1: 10. EVACUATION MAP IS NOT POSTED. 14. TRIP HAZARD ON WALKWAY. KITCHEN: 15. THRESHOLD IS MISSING.

School Facility Conditions and Planned Improvements

P14: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 7. TWO LIGHT PANELS ARE OUT. 15. DOOR IS BENT. HOLES IN DOOR.

P3: 7. TWO LIGHT PANELS ARE OUT. LOW VOLTAGE WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW SCREEN IS MISSING.

P4: 7. ONE LIGHT PANEL IS OUT. LOW VOLTAGE WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED. 13. DRY ROT ON EAVES. 15. WINDOW SCREEN IS MISSING.

P5: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 15. WINDOW SCREEN IS MISSING.

P7: 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING. 12. HOLE IN RAMP SKIRTING. 15. WINDOW SCREENS ARE MISSING.

P8: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE BROKEN. 7. CLOCK IS NOT WORKING. ONE LIGHT PANEL IS OUT. ELECTRICAL COVER IS BROKEN. 15. WINDOW SCREENS ARE MISSING.

P9: 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. RUSTED NAIL EXPOSED ON RAMP.

PLAY COURTS: 14. TRIP HAZARDS.

STORAGE: 15. DOOR CLOSER IS BROKEN.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	280	NT	NT	NT	NT
Female	135	NT	NT	NT	NT
Male	145	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	18	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	81	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	155	NT	NT	NT	NT
English Learners	24	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	52	NT	NT	NT	NT
Socioeconomically Disadvantaged	58	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	280	NT	NT	NT	NT
Female	135	NT	NT	NT	NT
Male	145	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	18	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	81	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	155	NT	NT	NT	NT
English Learners	24	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	52	NT	NT	NT	NT
Socioeconomically Disadvantaged	58	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	266	259	97%	3%	51%
Female	128	125	98%	2%	57%
Male	138	134	97%	3%	46%
American Indian or Alaska Native	3	0	0%	100%	n/a
Asian	3	3	100%	0%	66%

Black or African American	18	13	72%	28%	61%
Filipino	9	7	78%	22%	72%
Hispanic or Latino	78	73	94%	6%	51%
Native Hawaiian or Pacific Islander	1	1	100%	0%	0%
Two or More Races	8	8	100%	0%	50%
White	148	148	100%	0%	50%
English Learners	20	20	100%	0%	25%
Foster Youth	0	0	0%	0%	n/a
Homeless	2	2	100%	0%	50%
Military	45	45	100%	0%	6%
Socioeconomically Disadvantaged	117	109	93%	7%	49%
Students Receiving Migrant Education Services	0	0	0%	0%	n/a
Students with Disabilities	72	68	94%	6%	22%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	270	270	100	0	39%
Female	131	131	100	0	39%
Male	139	139	100	0	40%
American Indian or Alaska Native	4	4	100	0	25%
Asian	3	3	100	0	66%
Black or African American	16	16	100	0	62%
Filipino	7	7	100	0	57%
Hispanic or Latino	76	76	100	0	33%
Native Hawaiian or Pacific Islander	1	1	100	0	0%
Two or More Races	8	8	100	0	24%
White	153	153	100	0	40%
English Learners	23	23	100	0	17%
Foster Youth	0	0	100	0	N/A
Homeless	2	2	100	0	0%
Military	50	50	100	0	50%
Socioeconomically Disadvantaged	115	115	100	0	33%
Students Receiving Migrant Education Services	0	0	0	0	N/A

Students with Disabilities	69	69	100	0	10%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	95	NT	NT	NT	NT
Female	46	NT	NT	NT	NT
Male	49	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	22	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	59	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	16	NT	NT	NT	NT
Socioeconomically Disadvantaged	22	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	NT	NT	NT	NT

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 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.

During the COVID pandemic, we are inventing new ways to connect with our families. We are reaching out to parents via ZOOM Question and Answer Sessions as well as making home visits when necessary. We also seek to connect in other a variety of other ways, including (but not limited to) email, phone calls, and text messages.

During non-COVID times at Lakeside Farms, we offer a parent engagement program. The operating principle is inclusion — reaching across all parent groups and bringing them together in support of our common interest in helping children succeed. Our trained facilitators lead interactive sessions for parent participants based on developed curriculum. The sessions include individual and group activities, art activities and discussions. These allow opportunities for parents to build relationships with each other, their child(ren) and with school and district leaders.

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

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

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

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	644	621	79	12.7
Female	296	288	38	13.2
Male	348	333	41	12.3
American Indian or Alaska Native	6	5	1	20.0
Asian	5	5	0	0.0
Black or African American	50	49	8	16.3
Filipino	19	19	3	15.8
Hispanic or Latino	172	163	28	17.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	39	39	8	20.5
White	352	340	31	9.1
English Learners	42	41	8	19.5
Foster Youth	3	3	2	66.7
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	300	295	55	18.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	158	153	29	19.0

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.70	0.16	3.01	0.42	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.58	1.96	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.16	0.00
Female	0.00	0.00
Male	0.29	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.28	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.33	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.63	0.00

2021-22 School Safety Plan

School safety is a high priority for our school and district. Our school has a comprehensive School Safety Plan, which is updated and reviewed with our staff at the beginning of each school year. The current School Safety plan was reviewed and discussed by our School Site Council on November 10th, 2021. The plan covers topics such as disaster response, safe ingress and egress and ensuring a safe and orderly environment. Our safety plan has been modified during COVID to reflect current additional needs. We have hand washing stations, barriers on desks, daily temperature checks, and are socially distancing. We continue to have our monthly drills.

Our campus is safe and secure for our students. In instances of emergency, we use an automated telephone system and emails to contact parents with pertinent information. To better prepare our teachers, students and staff for emergencies, our school conducts lockdown, fire and earthquake drills regularly throughout the school year. Education Code mandates that all elementary and middle schools hold a fire drill each month they are in session as well as an earthquake drill at least four times during the school year. All volunteers and visitors to our campus are required to sign in and out at the front office using the Ident-a-kid system. (During the COVID pandemic, visitors and volunteers are not on campus.) All classrooms are equipped with up-to-date emergency kits and have telephone access to the office. We have Epipens and an AED (automated external defibrillator) on site for emergency use.

At Lakeside Farms, we teach our students about safety by emphasizing several important character traits through our Positive Behavior Interventions and Supports (PBIS) Character Education program. Students are recognized at school for making wise choices in the classroom and on the playground in relation to these three character traits (Safe, Responsible and Respectful). We continuously communicate good character virtues to our students with the goal of producing honorable citizens.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		4	
1	23		5	
2	23		4	
3	23	1	4	
4	29		4	
5	25	1	4	
6				
Other	12	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		4	
1	25		4	
2	22		5	
3	23		4	
4	24		4	
5	28		4	
6				
Other	12	3		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	3	3	
1	15	5	1	
2	16	3	3	
3	17	3	3	
4	15	3	2	
5	22	1	3	
6				
Other	8	4		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	288

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.7
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8417	114	8304	79466
District	N/A	N/A	7813	$76,196
Percent Difference - School Site and District	N/A	N/A	6.1	4.2
State			$8,444	$82,431
Percent Difference - School Site and State	N/A	N/A	-1.7	-3.7

2020-21 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 Farms is comprised of the principal, teachers, staff, and parents 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/Page/1208

At Lakeside Farms, the majority of site funding is used for supplemental student interventions, staff professional development, and personnel costs. Staff development is focused on targeting instruction and building relationships with students and connectedness to school. We provide professional learning on research-based best practices in the core instructional areas through the use of Professional Learning Communities (PLCs). Personnel costs include additional substitute teachers to support teacher release time. Supplemental materials to address needs were also purchased to support English/Language Arts, Mathematics, Science, Technology, English Language Development, Social-Emotional Supports and School/Community Partnerships.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$49,706	$51,450
Mid-Range Teacher Salary	$73,960	$80,263
Highest Teacher Salary	$110,824	$101,012
Average Principal Salary (Elementary)	$115,487	$128,082
Average Principal Salary (Middle)	$134,089	$132,453
Average Principal Salary (High)	$0	$134,792
Superintendent Salary	$207,296	$197,968
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

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

Across the District:
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.

Professional Learning for the 2020-21 school year will address all levels/cohorts of teachers and administrators in the district through continued leadership, pedagogy, and content training. This will occur primarily through science lesson study for all TK-8 teachers of science to include MS ELA teachers, an intensive summer institute, district Professional Development days, and a review of publisher materials.

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

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

Lakeside Union Elementary School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Lakeside Union Elementary School District
Phone Number	(619) 390-2600
Superintendent	Dr. Rhonda Taylor
Email Address	rtaylor@lsusd.net
District Website Address	www.lsusd.net

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3030	27	0.89	99.11	3.70
Female	1544	9	0.58	99.42	--
Male	1485	18	1.21	98.79	0.00
American Indian or Alaska Native	46	0	--	100.00	--
Asian	56	2	3.57	96.43	--
Black or African American	89	1	1.12	98.88	--
Filipino	44	0	0.00	100.00	--
Hispanic or Latino	1027	7	0.68	99.32	--
Native Hawaiian or Pacific Islander	20	1	5.00	95.00	--
Two or More Races	117	1	0.85	99.15	--
White	1631	15	0.92	99.08	6.67
English Learners	227	2	0.88	99.12	--
Foster Youth	15	0	0.00	100.00	--
Homeless	22	2	9.09	90.91	--
Military	190	3	1.58	98.42	--
Socioeconomically Disadvantaged	695	4	0.58	99.42	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	611	27	4.42	95.58	3.70

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3030	26	0.86	99.14	0.00
Female	1544	9	0.58	99.42	--
Male	1485	17	1.14	98.86	0.00
American Indian or Alaska Native	46	0	--	100.00	--
Asian	56	2	3.57	96.43	--
Black or African American	89	1	1.12	98.88	--
Filipino	44	0	0.00	100.00	--
Hispanic or Latino	1027	7	0.68	99.32	--
Native Hawaiian or Pacific Islander	20	1	5.00	95.00	--
Two or More Races	117	1	0.85	99.15	--
White	1631	14	0.86		0.00
English Learners	227	2	0.88	99.12	--
Foster Youth	15	0	0.00	100.00	--
Homeless	22	2	9.09	90.91	--
Military	190	3	1.58	98.42	--
Socioeconomically Disadvantaged	695	4	0.58	99.42	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	611	26	4.26	95.74	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.