Lakeside Middle 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 Middle School
Street	11833 Woodside Ave
City, State, Zip	Lakeside, CA 92040
Phone Number	(619) 390-2636
Principal	Steve Mull
Email Address	smull@lsusd.net
School Website	https://www.lsusd.net/lakeside-middle/
County-District-School (CDS) Code	37-68189-6038350

2021-22 District Contact Information

District Name	Lakeside Union School District
Phone Number	(619) 390-2600
Superintendent	Rhonda Taylor
Email Address	rtaylor@lsusd.net
District Website Address	http://www.lsusd.net/site/default.aspx?PageID=1

2021-22 School Overview

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

2021-22 School Overview

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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	276
Grade 7	249
Grade 8	242
Total Enrollment	767

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.9
American Indian or Alaska Native	1
Asian	0.9
Black or African American	4.6
Filipino	1.3
Hispanic or Latino	32.1
Native Hawaiian or Pacific Islander	0.4
Two or More Races	4
White	55.7
English Learners	6.3
Foster Youth	0.3
Socioeconomically Disadvantaged	42.4
Students with Disabilities	17.1

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 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.

Year and month in which the data were collected	10/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Open Education Resources	No	0
Mathematics	CPM, adopted in 2018-19	Yes	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	Yes	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	Yes	0
Foreign Language	Chinese Wonderland & Singapore Chinese; both adopted in 2013	Yes	
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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.

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			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.
Interior: Interior Surfaces			X	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

School Facility Conditions and Planned Improvements

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.

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

School Facility Conditions and Planned Improvements

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.

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.

School Facility Conditions and Planned Improvements

			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.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		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.

School Facility Conditions and Planned Improvements

				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.
Electrical			X	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.

School Facility Conditions and Planned Improvements

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.

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.

School Facility Conditions and Planned Improvements

			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.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		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

School Facility Conditions and Planned Improvements

			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.
Safety: Fire Safety, Hazardous Materials		X	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.

School Facility Conditions and Planned Improvements

			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 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	X		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.

School Facility Conditions and Planned Improvements

				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.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			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 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	767	NT	NT	NT	NT
Female	384	NT	NT	NT	NT
Male	382	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	33	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	252	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	32	NT	NT	NT	NT
White	420	NT	NT	NT	NT
English Learners	49	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	67	NT	NT	NT	NT
Socioeconomically Disadvantaged	168	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	129	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	767	NT	NT	NT	NT
Female	384	NT	NT	NT	NT
Male	382	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	33	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	252	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	32	NT	NT	NT	NT
White	420	NT	NT	NT	NT
English Learners	49	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	67	NT	NT	NT	NT
Socioeconomically Disadvantaged	168	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	129	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	669	669	100%	0%	58%
Female	348	348	100%	0%	59%
Male	321	321	100%	0%	56%
American Indian or Alaska Native	7	7	100%	0%	43%
Asian	5	5	100%	0%	80%

Black or African American	16	16	100%	0%	44%
Filipino	12	12	100%	0%	58%
Hispanic or Latino	224	224	100%	0%	47%
Native Hawaiian or Pacific Islander	4	4	100%	0%	50%
Two or More Races	26	26	100%	0%	61%
White	356	356	100%	0%	64%
English Learners	42	42	100%	0%	10%
Foster Youth	3	3	100%	0%	0%
Homeless	1	1	100%	0%	100%
Military	53	53	100%	0%	68%
Socioeconomically Disadvantaged	218	218	100%	0%	51%
Students Receiving Migrant Education Services	0	0	0%	0%	n/a
Students with Disabilities	101	101	100%	0%	25%

*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	647	641	99%	1%	36%
Female	332	329	99%	1%	32%
Male	315	312	99%	1%	39%
American Indian or Alaska Native	7	7	100%	0%	42%
Asian	6	6	100%	0%	33%
Black or African American	18	16	89%	11%	38%
Filipino	14	11	79%	21%	45%
Hispanic or Latino	221	216	98%	2%	23%
Native Hawaiian or Pacific Islander	3	3	100%	0%	33%
Two or More Races	25	25	100%	0%	52%
White	354	338	95%	5%	41%
English Learners	43	43	100%	0%	2%
Foster Youth	4	3	75%	25%	0%
Homeless	1	1	100%	0%	0%
Military	53	53	100%	0%	32%
Socioeconomically Disadvantaged	215	212	99%	1%	29%
Students Receiving Migrant Education Services	0	0	0%	0%	n/a

Students with Disabilities	102	100	98%	2%	15%

*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	249	NT	NT	NT	NT
Female	119	NT	NT	NT	NT
Male	129	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	0	0	0	0	0
Hispanic or Latino	84	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	135	NT	NT	NT	NT
English Learners	16	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	11	NT	NT	NT	NT
Socioeconomically Disadvantaged	50	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	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

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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	805	794	93	11.7
Female	403	395	47	11.9
Male	401	398	46	11.6
American Indian or Alaska Native	9	9	3	33.3
Asian	8	8	2	25.0
Black or African American	37	37	7	18.9
Filipino	10	10	0	0.0
Hispanic or Latino	261	256	41	16.0
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	36	33	2	6.1
White	441	438	37	8.4
English Learners	56	54	11	20.4
Foster Youth	2	2	2	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	343	340	57	16.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	145	142	22	15.5

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	5.87	0.62	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	5.01	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	0.62	0.00
Female	0.50	0.00
Male	0.75	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	0.77	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.68	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.69	0.00

2021-22 School Safety Plan

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

2018-19 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	11	6	13
Mathematics	23	11	10	8
Science	29	6	5	12
Social Science	27	7	4	11

2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	8	8	7
Mathematics	21	11	10	4
Science	29	3	3	8
Social Science	28	4	8	7

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	17	7	4
Mathematics	20	17	5	3
Science	26	7	5	4
Social Science	23	13	4	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	767

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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.9
Social Worker	0
Speech/Language/Hearing Specialist	0.3
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	7605	135	7470	74580
District	N/A	N/A	7813	$76,196
Percent Difference - School Site and District	N/A	N/A	-4.5	-2.1
State			$8,444	$82,431
Percent Difference - School Site and State	N/A	N/A	-12.2	-10.0

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 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.

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. 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

Professional Development

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	10	10	

Lakeside Union 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 School District
Phone Number	(619) 390-2600
Superintendent	Rhonda Taylor
Email Address	rtaylor@lsusd.net
District Website Address	http://www.lsusd.net/site/default.aspx?PageID=1

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.