

Lakeside Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

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.

2023-24 School Contact Information

School Name	Lakeside Middle School
Street	11000 East Kenney St.
City, State, Zip	Norwalk, CA 90650
Phone Number	(562) 868-9422
Principal	Rosa Alcala
Email Address	ralcala@llcsd.net
School Website	https://lakeside.llcsd.net/
County-District-School (CDS) Code	19647176015069

2023-24 District Contact Information

District Name	Little Lake City School District
Phone Number	(562) 868-8241
Superintendent	Jonathan Vasquez
Email Address	jvasquez@llcsd.net
District Website	www.llcsd.net

2023-24 School Description and Mission Statement

Principal's Message

At Lakeside Middle School, our mission is to develop productive and responsible students who can adapt to the challenges of an ever changing world. Lakeside Middle School has been a central part of the Norwalk community for over 60 years. Many students' parents actually attended Lakeside themselves when they were middle school students. The staff at Lakeside shines as experts in the field of education and as caring individuals who put students first. Academic expectations are high at Lakeside and constant support ensures that students can meet them with confidence. Students are not only prepared to excel at the middle school level, they also receive the tools they need to succeed in high school and beyond. Lakeside embraces core values expressed in our PRIDE acronym; promoting Punctuality, Respect, Integrity, Determination, and Effort. Our focus on academic achievement and personal qualities is expressed in our college going culture. In 2023 Lakeside was recognized as a "Best Middle School" by U.S. News & World News Report. Lakeside ranks 603 out of 2,319 schools in California based on 2023 state test results. Lakeside is also honored with 2016 - 2022 Site of Distinction for our Advancement via Individual Determination (AVID) program! In addition, Lakeside was honored with the state and nationally recognized awards: 2015 National School to Watch, 2018 & 2021 and 2023 Redesignation of School to Watch. The rigorous criteria for this award were the following: high academic achievement, developmental responsiveness (to the needs of adolescent children), social equity and effective structural organization. High student achievement results for all students, including subgroups, also determined our status as a 2015 Gold Ribbon School, a 2015 Title I Achieving School and as a 2018, 2019 Honor Roll School for California Business for Education Excellence (CBEE). This school year has indeed validated the relentless pursuit of excellence that is embodied in the culture of Lakeside Middle School. In addition to a focus on academic achievement, we provide opportunities for students to excel in areas of leadership and the performing arts. These opportunities include our award winning AVID programs, ASB, and period one electives (journalism, chorus, leadership).

During the 22-23 school year, seventh grade students completed the Healthy Kids Survey to determine their connectedness to school, their relationships with Lakeside staff, and feelings of safety. In the area of connectedness, 86.4% of students felt that there was someone on campus that cares about them coming to school. They also felt that someone on campus wants for them to be successful in and out of the classroom. Regarding safety, 84% of our students indicated that they felt safe on campus. With the full time return to school, many students still have reservations about being on campus.

2023-24 School Description and Mission Statement

During the 22-23 school year, parents responded to the LCAP Survey in the following areas: Student Achievement, Conditions for Learning, Stakeholder Engagement, School Climate and Overall Satisfaction. In the area of Student Achievement, 96% of parents agreed that Lakeside provides strong academic instruction. In the area of Conditions for Learning, results indicate that 94% of parents agree that Lakeside is clean, safe and in good condition. 97% agree that Lakeside provides students with materials and technology needed to help them learn. In the area of Stakeholder Engagement, 92% of parents agreed that they were adequately informed of their children's progress while 93% indicated that there is good school-parent communication overall. In the area of School Climate, 95% of parents agreed that the school provides a safe in person and/or virtual environment for students. Overall, 96% of our parents indicate that they are satisfied with Lakeside.

Rosa Alcala, Principal

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	179
Grade 7	169
Grade 8	166
Total Enrollment	514

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.6%
Male	48.4%
American Indian or Alaska Native	0.2%
Asian	2.7%
Black or African American	1.4%
Filipino	2.1%
Hispanic or Latino	87.4%
Two or More Races	1.4%
White	4.7%
English Learners	7%
Foster Youth	0.4%
Homeless	8.6%
Socioeconomically Disadvantaged	75.7%
Students with Disabilities	11.1%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.30	89.19	174.60	90.77	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	6.76	4.20	2.18	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.10	0.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	0.68	1.60	0.83	12115.80	4.41
Unknown	1.00	3.38	10.70	5.59	18854.30	6.86
Total Teaching Positions	29.50	100.00	192.40	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.40	85.02	173.90	93.14	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.48	1.80	0.96	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	6.97	3.60	1.93	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	1.74	1.30	0.70	11953.10	4.28
Unknown	0.80	2.79	6.00	3.26	15831.90	5.67
Total Teaching Positions	28.70	100.00	186.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.20	0.50
Total Out-of-Field Teachers	0.20	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	8.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.7	3.5

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall English Language Arts 2002 Adopted in 2003-2004 School Year	No	0

Mathematics	Houghton Mifflin Go Math K - 8 Adopted in 2013-2014 School Year	Yes	0
Science	STEMScopes Adopted in 2021-2022 School Year	Yes	0
History-Social Science	Discovery Education, Social Studies Techbook Adopted in 2020-2021 School Year	Yes	0
Foreign Language	N/A	No	0
Health	N/A	No	0
Visual and Performing Arts	Students receive instruction in the VAPA Standards but we do not use an adopted text.	No	0

School Facility Conditions and Planned Improvements

Lakeside Middle School has 24 regular classrooms, 14 portable classrooms, a multipurpose room, a library, an administration building, a locker room, and a fitness center. The main campus was built in 1953.

Our custodians clean each classroom every other day and the restrooms every day. District maintenance picks up litter, removes graffiti, and maintains landscaping on a regular weekly schedule.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to making those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

Year and month of the most recent FIT report

12-23

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall 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).

College and Career Ready

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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	60	59	55	56	47	46
Mathematics (grades 3-8 and 11)	27	30	33	38	33	34

2022-23 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.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	519	512	98.65	1.35	58.79
Female	269	264	98.14	1.86	66.29
Male	250	248	99.20	0.80	50.81
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	449	443	98.66	1.34	58.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	55	54	98.18	1.82	62.96
White	--	--	--	--	--
English Learners	38	34	89.47	10.53	11.76
Foster Youth	--	--	--	--	--
Homeless	43	42	97.67	2.33	38.10
Military	0	0	0	0	0
Socioeconomically Disadvantaged	396	390	98.48	1.52	55.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	61	98.39	1.61	32.79

2022-23 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.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	519	511	98.46	1.54	29.94
Female	269	265	98.51	1.49	29.81
Male	250	246	98.40	1.60	30.08
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	449	444	98.89	1.11	28.60
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	55	53	96.36	3.64	39.62
White	--	--	--	--	--
English Learners	38	36	94.74	5.26	2.78
Foster Youth	--	--	--	--	--
Homeless	43	42	97.67	2.33	16.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	396	389	98.23	1.77	26.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	61	98.39	1.61	3.28

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.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	30.60	29.49	30.68	34.98	29.47	30.29

2022-23 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	166	164	98.80	1.20	30.49
Female	85	84	98.82	1.18	36.90
Male	81	80	98.77	1.23	23.75
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	147	146	99.32	0.68	29.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	15	93.75	6.25	40.00
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	130	129	99.23	0.77	29.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	19	95.00	5.00	21.05

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	96	96	97	97	98

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.

2023-24 Opportunities for Parental Involvement

Parent involvement is a critical component of student achievement at Lakeside Middle School. We believe that schools, teachers and parents all have a vested interest in ensuring student success. Parents have different opportunities to get participate virtually and in-person in a variety of activities. As leaders, parents are invited to join our School Site Council (SSC) and English Learner Advisory Committee (ELAC). The SSC develops, approves, monitors, and evaluates our School Plan for Pupil Achievement and Safety Plan. The SSC also reviews the LCAP budget and approves it for Board of Education approval. Our ELAC advises the SSC and monitors the English learner program and attendance. Families also participate in on-site events including Back to School Night in the fall, Open House in the spring, Parent/Teacher Conferences, Coffee with Administration, Robotics Competitions, Musical Performances, and several history and science competitions held throughout the year.

We also offer parent education classes through the district's Ed Services Department, the City of Norwalk and classes funded through LCAP 28 with Parent Education Bridge for Student Achievement Foundation (PEBSAF) that focus on adolescent development. Our families enjoy student performances such as band, chorus, sports, AVID, parent activities, and Battle of the Books. There are a variety of ways that Lakeside staff communicates with families including: email, social media, phone calls, zoom conferences, marquee messages, Lakeside website messages, parent square automated messages on attendance and customized messages about special events and other school information. Staff also enjoy in person contact with parents during parent-teacher conferences and informal chats before and after school. Examples of meetings include parent conferences, IEP meetings, 504 Plan Meetings, Student Study Team meetings, SSC and ELAC meetings, student assemblies and field trips, such as the DC trip and AVID college visits.

For information on how parents can get involved at Lakeside Middle School, please contact Principal, Rosa Alcala at (562) 868-9422.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	540	533	141	26.5
Female	284	282	74	26.2
Male	256	251	67	26.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	14	14	0	0.0
Black or African American	10	10	3	30.0
Filipino	12	12	2	16.7
Hispanic or Latino	470	463	126	27.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	7	7	2	28.6
White	24	24	7	29.2
English Learners	49	47	10	21.3
Foster Youth	2	2	0	0.0
Homeless	53	51	19	37.3
Socioeconomically Disadvantaged	428	421	117	27.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	63	62	24	38.7

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	4.93	6.11	0.00	1.33	1.66	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.11	0
Female	5.28	0
Male	7.03	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	6.17	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	6.12	0
Foster Youth	0	0
Homeless	3.77	0
Socioeconomically Disadvantaged	6.54	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.35	0

2023-24 School Safety Plan

Lakeside Middle School maintains safety as the number one priority for all students and staff. Our school safety plan was approved by our SSC on November 14, 2023. We monitor students in and out of the classroom and anytime that they are on campus. Our Assistant Principal, teachers, and campus supervisors monitor the grounds for 15 minutes before classes begin, during nutrition and lunch, and for 15 minutes after dismissal. The Assistant Principal maintains regular communication with law enforcement and community service providers to ensure the safety of our students within the community.

We revise our School Safety Plan annually. It includes procedures for emergencies, locations of exit routes, and inventories of emergency supplies and is available in the school office. We share the plan with all staff during a staff meeting and receive approval of it from our School Site Council. We practice fire and earthquake drills three times a year and train staff on emergency preparedness annually.

We maintain a closed campus for safety reasons. The gates are opened from 7:45-8:00 a.m. for entry to the school. Administrators and certificated staff supervise during this time. The gates are locked at 8:00 a.m. and all entry is through the front office. The front office door is locked and monitored all day. Visitors must show state issued identification and must sign in. Our new security measures monitored by VECKOR will print out and keep a log of all visitors pass to identify that they have authorization to be on campus. Only employees of Lakeside Middle School have access without this procedure. Consistent adherence to this procedure ensures the safety of our students. Results from the Healthy Kids Survey indicate that 83% of 7th graders who participated in the survey indicated feeling connected to school. Regarding safety, 84% of our 7th grade students stated that they feel safe at school.

Little Lake City School District and Lakeside Middle School consider the safety of students, staff, and the community our first priority. Each month, we conduct emergency drills to ensure that all of our students and staff know exactly what to do in case of an emergency. Fire drills, duck and cover drills, and emergency lock down drills are rehearsed to ensure the safety of the Lakeside community. Twice each year, district-wide disaster drills are conducted that include emergency scenarios such as,

2023-24 School Safety Plan

toxic gasses, intruder on campus and earthquakes such as the participation in the California great shake-out. School and district administration are confident that our students and staff will know how to respond in emergency situations. Our parent survey reflected that 94% of parents feel that Lakeside provides a safe environment for students. This constant vigilance over all safety issues ensures that students and staff can concentrate on instruction. During the 2022-2023 school year we trained in our eighth year of Positive Behavioral Interventions and Supports (PBIS) for implementation. With this 3-tiered model, we have implemented a preventive, positive and proactive approach which establishes a safe environment for our students and their families. Students earn Live School points for demonstrating our PRIDE values (Punctuality, Respect, Integrity, Determination and Effort). Students redeem their points for prizes and attendance to special events. Lakeside has also created minor and major incident Office Discipline Referrals to collect data on student behavior. The PBIS team analyzes the data to determine next steps to eliminate the behavior by implementing environmental or procedural changes, and by providing supports to teachers, students and families (e.g., CICO, counseling, parent education classes).

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	21	7	12	
Mathematics	25	2	13	
Science	25	3	12	
Social Science	23	4	12	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	26	3	9	2
Mathematics	25	2	11	
Science	24	6	8	
Social Science	22	7	8	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	28	2	8	2
Mathematics	26	2	10	0
Science	31	0	9	1
Social Science	28	2	8	1

2022-23 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	257

2022-23 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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	16,128	1,783	14,345	82,467
District	N/A	N/A	13,387	\$83,600
Percent Difference - School Site and District	N/A	N/A	6.9	3.2
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	61.4	-7.3

Fiscal Year 2022-23 Types of Services Funded

The Little Lake City School District provides additional services for students using federal funds (Title I, Title III, Title IV) and LCAP funds. Title I funds are primarily used to support all students using a Response to Intervention (RtI) model. At the elementary sites, Interventionists are funded to provide differentiated instruction to meet the needs of all learners within the RtI model in ELA and mathematics during the school day. At the middle schools, Interventionists monitor student academic progress and determine placement for intervention based on student needs. Title I funds are also used to support parent involvement at both the site and district level. Title III is used to provide supplemental services to all English Learners including additional tutoring beyond the school day, and professional development for EL Coordinators. Title IV funds provide students with a well-rounded education and supports using phenomena in NGSS-designed lessons through the creation of NGSS kits. In addition, these funds support safe and healthy students through the implementation of a social emotional learning program, Second Step, which is a proactive approach to building essential social and behavioral skills.

LCAP funds are also given directly to sites to supplement services for English learners, low income students, and homeless/foster students. Some specific site actions and services include LCAP 2 for supplemental materials to support student learning, LCAP 7 for site based training and professional development for staff, LCAP 28 for site specific parent engagement opportunities, LCAP 29 for site based tutoring and intervention needs, and LCAP 33 for site based student motivation activities. These site specific services are in addition to District-wide LCAP services including school counselors and response to intervention services.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,855	\$54,046
Mid-Range Teacher Salary	\$77,155	\$84,515
Highest Teacher Salary	\$104,469	\$110,867
Average Principal Salary (Elementary)	\$114,144	\$136,841
Average Principal Salary (Middle)	\$118,260	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$202,452	\$217,473
Percent of Budget for Teacher Salaries	33.02%	32.43%
Percent of Budget for Administrative Salaries	5.13%	5.62%

Professional Development

Professional Development (PD) at Lakeside can be divided into three different categories: In house PD that takes place at Lakeside, district level PD that is facilitated by Educational Services, District Office and external opportunities that include conferences and workshops (funded by LCAP 7). The primary areas of focus are determined by formative and summative assessment data, including state test results (CAASP). These areas include Math and Language Arts Claims and Targets (SBAC). Professional development is provided during the school day, during District designated, pupil free PD days, after school and on Saturdays. Ongoing teacher support is provided by ELA/ELD, Math, Technology and Science TOSAs. Science teachers continue to participate in NGSS PD through the UCLA Spiral Project. All teacher trainings are reflected within our SALT plan which focuses on using use high impact strategies to engage students in all domains (i.e., reading, writing, speaking, and listening) at DOK levels 2-3, emphasizing academic language, with the goal of closing achievement gaps between, English learners, SwD, at-risk students and students who meet standards at a proficient level.

At the site level, there is ongoing PD in the forms of Innovative Learning Collaborative or ILC (formally known as DRS) SW ILC/SALT, PBIS, Live School, Articulation with Whittier Union HS District/SFHS, Thinking Maps, new teacher mentoring, and ongoing coaching opportunities for experienced teachers. These are PD opportunities that take place every year in order to develop and deepen teaching skills. At a foundational level is a long standing practice in LLCSD, Innovative Learning Collaborative.

ILC takes place every 4 to 6 weeks. The principal meets with teachers by grade level and content area to review student assessment data and student work. Teachers discuss strategies that they prove effective as reflected in the data. Teachers agree to implement one of the strategies and bring back student work to determine its effectiveness, the principal also shares information with each ILC team which may include information on Achievement Level Descriptors, DOK thinking levels or Thinking Maps. A few weeks later, before the next ILC, teachers participate in School Wide ILC which allows teachers to articulate laterally (i.e., same grade, all content areas) and vertically (i.e., grades 6-8, same content area). The principal organizes and facilitates this process in which teachers may bring student work to analyze and compare to SBAC achievement level descriptor, for example. They may share student work that reflects a new strategy that they learned during ILC reflections and next steps are recorded on a shared document and reviewed at the following ILC. This extension of ILC came about as a result of training in Innovate Ed, a consultant company whose mission is to develop school district coherence and capacity for sustainable improvement of leadership, teaching, and student learning.

New teachers participate in new teacher training and ongoing Coaching Cycles. Coaching involves an ongoing cycle of goal-setting, learning, observation and data collection, and reflection. Instructional coaching is focused on evidence of student achievement and engagement connected to the instructional choices of the teacher.

Positive Behavior Intervention and Support (PBIS) training also takes places every year and is ongoing. Our PBIS Committee presents information at staff meetings, offers individual support and attends county trainings as well. Positive Behavioral

Professional Development

Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. We provide these universal supports to all students, school-wide. Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school. At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, we rely on formal assessments to determine a student's need. Lakeside teachers receive training on all of the Tiers and strategies related to each. Teachers also participate in Live School training every year. Live School is an app that helps our school create a positive learning environment. Teachers can award points for good behavior and hard work, as well as document negative behavior and comments. By working hard on a regular basis, our students are able to earn rewards and participate in fun events. This app helps staff reinforce positive behavior systematically and provides data on teacher usage and student progress. Parents and students also have access to the app and can keep track of points and comments.

In 22-23, Lakeside teachers attended training in several online applications and platforms. These included: Screencastify, Kami, Fastbridge, Lexia, BrainPop, PearDeck, NearPod, LiveSchool, and Google classroom. Our ELA/ELD, Math, Science and Technology TOSAs organized and facilitated these training. Thinking Maps were reinforced with all teachers and continues to be used at Lakeside. Teachers attend refresher trainings and share student created Thinking Maps during ILC to determine the accuracy of their understanding of them. In 22-23 two staff meetings were dedicated to Thinking Maps training. History teachers were trained in Discovery Ed, our newly adopted history program. History teachers also attended county office training in The Fairness Act and Civil Learning training. They implemented an inquiry based lesson plan format which elicits higher levels of thinking from students. During the last four years, science teachers have been attending NGSS training with UCLA Science Project and our Science TOSA. Our science teachers have developed NGSS based curriculum units and assessments NGSS provides students with the space and encouragement to question, investigate and draw their own inferences based on evidence. Through NGSS, we are preparing future generations to be independent, responsible and proactive before they go out into the world and are using full implementation of our newly adopted textbooks. All teachers also participated in Thinking Maps professional development. They were trained on how to teach their students to use Thinking Maps to organize and deepen their thinking as well as how to use them as a prewriting tool for their writing. Our teachers also participate in school-wide Interim SBAC given during period 1 at the beginning of the school year and then again in early spring during ELA/Math classes to help guide instruction in preparation of SBAC testing. Math was also a PD focus in the 22-23 school year and our partnership with the UCLA Math Curtis Center allows us to build capacity through our SALT teams, inquiry cycles and learning rounds.

One focus for PD in 2022-2023 includes Social-Emotional Learning and Trauma Informed Practices to continue to provide our students support when needed. Reimaging and reculturing our schools, building capacity through our SALT teams, Inquiry Cycles and Learning Rounds. The technology platforms that will support student learning include Lexia, ST Math, and Discover Education. Our Interventionist has been trained in Upgraded Guided Reading to support students who are reading 2-3 years or more below grade level. AVID elective teachers will be continue to attend the AVID Summer Institute in June 2023 to refresh and enhance their use of AVID strategies including Focused Note Taking, Socratic Seminars and Guided Reading.

The purpose of professional development is to improve knowledge and skills in order to facilitate individual, school-wide, and district-wide improvements for the purpose of increasing student achievement. At Lakeside we approach professional development with this purpose and with the conviction that reinforcing what teachers have been trained in year to year builds teacher capacity and expertise.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8