

Lakeside School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Lakeside School
Street	19621 Black Road
City, State, Zip	Los Gatos, CA 95033
Phone Number	(408) 354-2372
Principal	Dr. Sean Joyce, PhD
Email Address	sjoyce@lakesidelosgatos.org
School Website	www.lakesidelosgatos.org
County-District-School (CDS) Code	43-69492-6047351

2022-23 District Contact Information

District Name	Lakeside Joint School District
Phone Number	(408) 354-2372
Superintendent	Dr. Sean Joyce, Ph.D
Email Address	sjoyce@lakesidelosgatos.org
District Website Address	www.lakesidelosgatos.org

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Lakeside's Message

Lakeside Elementary School and the Lakeside Joint School District, founded in 1881, serves nearly 1,500 mountain residents in a rural area southwest of the town of Los Gatos, CA. The District offers the best of all possible environments. The rural character and beautiful surroundings provide a tranquil setting of redwood forest, lakes, and open space. However, the District is less than 10 minutes away from the thriving community and resources of Los Gatos, approximately 20 miles from San Jose and the "Heart of Silicon Valley." Local residents enjoy activities ranging from performing arts (opera, symphony, theater) to equestrian adventures and mountain biking. Artists, musicians, farmers, vintners, and Silicon Valley professionals all call the Lakeside community "home." The terrain hosts acres of forest, vineyards, tree farms, and some commercial forest land. Many residents commute to their workplace in the greater Silicon Valley area.

This single school district is a major center-point of the community. Parents and community members take pride in Lakeside's history and tradition. Several families have three generations of children who have attended the school. The broad socioeconomic range in the area is reflected in a richly diverse student population. They all feel a strong kinship with this school and provide extraordinarily strong support.

Attention to the Common Core Standards is stressed at all grade levels along with the Multiple Tiered Support Systems, Positive Behavioral Intervention Support, Project-Based Learning strategies, and Universal Design Learning within the inclusive learning environment of the classroom. In addition, there is a solid emphasis on physical education, music education, art and science (STEAM) education and an active garden program. These programs are graciously funded by the Lakeside School Community Foundation. Lakeside's teacher-to-student ratio is approximately 1 to 19 in the 2022-2023 school year with about 10% of its students qualifying for free or reduced price lunch and approximately 16% for English Language Learners (ELL) services. In May 2000, the State of California Department of Education recognized Lakeside Elementary as a Distinguished School. In Spring of 2022 Lakeside's students scored 67% meeting or exceeding standards in English Language Arts and 46% meeting or exceeding standards in mathematics on the Californian Smarter Balanced Assessment (California Academic Assessment of Student Performance and Progress - CAASPP).

With its traditions, size, strong academic program, diversity, and caring, inclusive environment, with engaged and active parent volunteers, Lakeside combines the best elements to provide a well-rounded public school education. The school has a strong

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extended-family environment, and its students receive individual support for their learning.

Our vision is that Lakeside students will achieve at their highest potential to be prepared for their future.

Our mission is to create independent learners with a rich and challenging curriculum, distinguished by instructional variety, innovation, and collaboration while fostering social-emotional strength.

School Beliefs:

The Lakeside School community believes that:

- Lakeside School should be a learning community,
- Each person wants to succeed,
- Each child is a unique individual and needs to develop to his/her fullest potential,
- Each child has his or her own learning style,
- Each child can and wants to learn, and in fact, learns all day every day whether in a formal setting or not,
- Each child's creativity should be encouraged in order to foster that child's self-esteem and confidence, and
- Community participation in the life of the school is important. It keeps the school and the community alive,

* Successful Students + Successful Schools = Successful Communities

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
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2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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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)						
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 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)						
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 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		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 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)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Lakeside School purchased a number of the following State-adopted textbooks to assure that each child has a textbook for his/her use at school and home. The Santa Clara County Office of Education conducted a Williams Review of Lakeside School in August 2022. Their report and audit found Lakeside School to be in complete compliance with facilities, textbooks and all instructional materials.

Textbook inventories are taken each school year and replacements purchased to assure continued sufficiency in compliance with State mandates.

Students have complete access to textbooks according to the level to which they have been assigned. Students are free to take books home as needed for homework and additional study. Books are replaced as needed due to loss and student enrollment fluctuations.

Lakeside School uses multiple resources for the development and delivery of curriculum and instruction, from textbook and workbook formats (e.g. Studies Weekly, Scholastic News) to digitally delivered curriculum and instruction (e.g. Dreambox, Savvas Realize math), hands-on activities (e.g. RAFT, Cosmic Kids Yoga, Mystery Science), assessments and multimedia lessons and learning events (e.g. BrainPop, Go Noodle, Seesaw).

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	2019: Benchmark Advantage (K-5); 2014 Wilson Foundations	Yes	0%
Mathematics	2015: Pearson (K-5)	Yes	0%
Science	2004: Harcourt Brace (K-5)	Yes	0%
History-Social Science	2002: Harcourt Brace (K-5)	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)	NA		

School Facility Conditions and Planned Improvements

The District gives daily attention to the site and facility conditions in order to ensure that Lakeside School is a clean, safe, functional, equitable, and healthy place for all students and staff. To assist in this effort, in Spring 2006, This District conducted an overall assessment using the facility survey instrument developed by The State of California Office of Public School Construction. In February 2015, The District completed its annual Insurance Renewal Questionnaire. The questionnaire contains information regarding the age of buildings and facilities, as well as their square footages. The resulting summary concluded that Lakeside School buildings and grounds are adequately maintained, with clean and well maintained walking surfaces, and there were no trip or fall hazards noted. Most recently, the District's Maintenance and Operations Director conducted the annual Facility Inspection Tool (FIT) report in January 2022.

The results of the aforementioned survey and questionnaire are available in the school/district offices.

The water quality at the school is monitored on a monthly basis, and is overseen by the California State Water Resources Control Board. Letters are sent to every family and staff member regarding results of annual testing. For more information, contact the California State Water Resources Control Board at (510) 620-3474 or the Santa Clara County Department of Environmental Health at (408) 918-3400, who can provide information about the health effects of lead in drinking water.

The District's technology infrastructure includes one wiring closet with 10/100 switches and multiple firewalls connecting all classrooms and offices with multiple network outlets. The District's network infrastructure was upgraded in June 2020, and again in July of 2021. Classrooms are equipped with either laptops (grades 3-5) or iPads (TK-2nd grade) for a 1:1 student ratio, and are available on a checkout basis for students to take home if needed. Each classroom teacher and Board Certified Behavioral Analyst has their own dedicated laptop for their professional use.

The District maintains public, as well as school-only, wired and wireless access with all of the appropriate firewall protections, at both the Santa Clara County Office of Education (from which the District receives its 4G Internet connection).

Age of Buildings

Lakeside Elementary School has six classrooms, a science room, and art/computer lab-room, a music room, a library, a conference room, a school administration office, a district office, and a community center/multi-purpose building. The main campus was established in 1910. A wood frame addition was added in 1958. A modular classroom building was added in 1965, and the main school building that exists now as the school offices and classrooms was constructed in 1967. Additional modular classrooms were added in 1984, and 1996.

The Lakeside Community Center and Multi-Purpose building was constructed in 2003. This multi purpose building (Community Center) building is 4,600 square feet, and is reserved for the exclusive use of Lakeside School during the school day. Although it is also used for before school and after school care programs run by Champions, a private contracted program.

The Community Center contains a small kitchen and two gender-designated bathrooms. The Women's/Girl's bathroom has four toilets and two sinks. The Men's/Boy's has two toilets, one urinal, and two sinks.

The Community Center is also a designated Red Cross Disaster/Emergency Evacuation Shelter.

The District Field has a track and field of appropriate size for elementary students, and was renovated in 2004, and the track was refurbished in July 2013. The grass playing field was reseeded in December of 2021.

A new air-conditioning system was installed in the main school and office building during the Summer of 2016.

Of the ten classrooms, four are designated "homerooms" with dedicated classroom teachers. The remaining six serve as:

- * "Music Room" which is used as an auxiliary classroom for after school tutoring, and chess club.

- * Science Room, where students meet twice-weekly in classroom groups for hands-on science instruction.

- * Art Room, where students meet twice-weekly in classroom groups for visual arts instruction, and doubles as a computer lab for an after school tutoring program and SLP in-person service area.

- * One classroom is currently serving as the Champions Classroom, our ELOP, after school and preschool contracted service provider.

- * One classroom is currently being used as the District Office Annex and book room.

- * One Classroom is currently serving as the District Office, housing the Superintendent, the business office, and Facilities Director, and Boardroom.

In spring of 2021 four hand washing stations, consisting of three faucets each, were installed around the campus to facilitate with COVID-19 safety protocols.

The Facilities are overseen by The Director of Facilities and Operations.

The District also has several storage structures. These are dedicated to the kiln and its operation, supplemental teaching materials, currently unused furniture, garden tools, etc. These structures are located away from the main classrooms, but are within easy access of school personnel.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

1/2022

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		Building 100: The presence of Ground Squirrels is obvious around some of the buildings/foundations as well as the grass field
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		

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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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
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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.

2022-23 Opportunities for Parental Involvement

Opportunities for parent involvement are available through various organizations offered at school. They range from providing assistance in the classroom to being chairperson of a parent run organization.

Current opportunities for parent participation include:

Multiple Parent Surveys (e.g., LCAP Parent Survey, Middle School Choice, Transportation, COVID Testing, etc.)

Lakeside Town Hall Meetings

Lakeside School Community Foundation

Lakeside JSD Board of Trustee Meetings

School Site Council

LCAP Committee

Independent Citizens Oversight Committee (Parcel Tax)

MTSS Committee

PBIS Committee

Lakeside School Parent Liaison Coordinator events

For more information on how to become involved, contact the office at (408) 354-2372.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 School Safety Plan

It is the intent of the Board of Trustees of the Lakeside Joint School District to provide a safe and secure environment for our staff, students, parents, community members, and guests while at school. These procedures comply with the Comprehensive School Safety Plan (CSSP) legislation and the Standardized Emergency Management System (SEMS) developed by the California Office of Emergency Services. District policy, procedures, and rules have been instituted to support a safe environment for all.

I. Safe Ingress/Egress of pupils, parents, and school employees

Lakeside's Comprehensive Safe School Plan addresses protocol and procedures for the entry and exit of students, staff, parents, and visitors to and from the school buildings and grounds.

This includes procedures for latecomers, early release, and emergency pick up of students by adults other than the student's parents or guardians.

II. Day-to-Day Safe and Orderly Environment

Topics covered in the Comprehensive Safe School Plan include: standards of student behavior, Internet Safety, school dress code, playground, physical education, serious acts leading to suspension/expulsion, teacher notification of dangerous pupil(s), assessment of school crime, emergency planning, child protective service mandated reporter requirements, bullying, harassment/sexual harassment, harassment prevention, emergency supplies, prevention of illness and communicable diseases, medical emergencies, illness/general health, communicable diseases, student searches, peace officers interviewing students, disaster and safety drills and parent volunteers.

III. Disaster Procedures

District procedures are consistent with the Incident Commander model of the School Emergency Management System (SEMS). The Comprehensive Safe School Plan contains a section with details on procedures related to the "Specific Disasters" such as fire, earthquake, imminent danger, lockdown/shelter in place, school closure (including evacuation), pandemic, and bomb threat.

The Comprehensive School Safety Plan is reviewed and updated on an annual basis. The most recent Board of Trustees review and approval was on March 16, 2022.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

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

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

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

2021-22 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	

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$18,734.40	\$5,407.74	\$13,326.66	\$79,396.20
District	N/A	N/A	\$13,326.66	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	44.9	9.3

2021-22 Types of Services Funded

Categorical funds are used for supplemental services in special education (Individual Education Plans for identified students), remedial and intensive instruction in math and reading (Title I and REAP), staff professional development, library services, instructional materials (Lottery), and school site upkeep (Lottery). Lakeside School also takes advantage of additional support from the Santa Clara County Office of Education to provide specific targeted professional development in the form of coaches and mentors for instructional staff, e.g., Instructional Assistants and teachers. Lakeside School has employed a full-time Board Certified Behavioral Analyst and a part-time (.40 FTE) Counselor/SEL Coordinator to serve any identified student with these specific needs, as well as all other students whom, from time to time, or at any time, are in need of either specific service/support. Our Counselor/SEL Coordinator, in the course of supporting specific students, has even provided additional service/support to one or more Lakeside families (providing parent support in support of the student residing within that home).

Lakeside School also uses funding from the Lakeside School Community Foundation to provide enrichment classes for all students: art, music, science, physical education, and gardening are all funded by this Foundation.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

The Lakeside Joint School District embraces ongoing professional development for all employees. In School Year 2018-2019, Lakeside Staff selected MTSS and PBIS as the focus area for growth and development, as both a school and for individual professional development.

School-wide professional development activities for the instructional staff (teachers, instructional assistants/paraprofessionals, and substitute teachers) are scheduled throughout the year, with six full-day Professional Development days set aside (three prior to the opening of the new school year, two separate days within the school calendar year, and one day following the close of the school year) as well as approximately 20 of the early-release Wednesday afternoon PD sessions. New staff receive an additional day at the beginning of their contract, one day earlier than returning staff in August. New teachers who have not cleared their credential receive one or two years (depending upon where they are in clearing their credential) of new teacher training (formerly BTSA) through district support as part of a collaboration with Campbell Union School District. The staff continues its focus on differentiated teaching and inclusive practice, as well as reading, writing, and math, while addressing individual teacher's planning goals and Universal Design Learning. As part of the MTSS process administration created a PBIS committee that collaborated with staff, students, and the community to build a systematic school wide expectations plan.

Training for teaching staff is conducted by experts in the specific topic areas (such as reading, math, music, etc.). Teachers, in turn, provide training for their classroom assistants, or the BCBA provides training as needed for those who interact with Special Education students.

The 2022-2023 school year professional development plan focused on creating separate targeted training for instructional assistants exclusively, and the same for teachers, while also delivering training and support to both groups together or articulated between the two groups.

All Staff Areas: Overview MTSS, PBIS, Culturally Responsive Classrooms-Inclusion and Diversity, Supporting Students with Challenging Physical Behaviors, SEL-Completing and analyzing the universal SEL Screener, Strengths and Difficulties Questionnaire (SDQ) and co-teaching and SEL coordinator based on results.

Classified Focus Areas: Beyond the Basics of Behavior: Advanced Skills for Paraprofessionals, PBIS Handbook, Individual Student Support- best practices, Prompting Hierarchy, Yard Duty PBIS.

Certificated Focus Areas: Summer Training and New Teacher training, Benchmark Curriculum, Foundations Level 1-3, DRA Training, SEL Curriculum Overview, Co-Teaching Overview, COVID Considerations, Advanced and Accelerated Math/UDL, ELL Tiers of Intervention, Advanced/accelerated/differentiated math coaching, Benchmark PLCs and Coaching as needed, BTSA support.

Administration also participates in professional development from the Santa Clara County Office of Education, Association of California School Administrators, Small School Districts Association, and California School Board Association's conferences and symposiums.

The Fiscal Director consultant participates in training offered by the Santa Clara County Office of Education in the areas of finance, workers compensation, unemployment insurance, payroll and attendance systems.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	