



VAL VERDE UNIFIED SCHOOL DISTRICT

www.valverde.edu

BOARD OF EDUCATION

Julio Gonzalez, President
Marla Kirkland, Vice President
Shelly Yarbrough, Clerk
Matthew Serafin, Member
Vacancy, Member

DISTRICT ADMINISTRATION

Michael R. McCormick
Superintendent

Darrin Watters
Deputy Superintendent

Mark LeNoir
Assistant Superintendent
Education Services

Juan Cabral
Assistant Superintendent
Human Resources

The statistical information disclosed in this report is obtained from the California Department of Education and the Val Verde Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Instructional materials information was acquired in November 2016 and the school facilities information was acquired in October 2016.

LAKESIDE MIDDLE SCHOOL

27720 Walnut Avenue, Perris, CA 92571
Phone: (951) 443-2440 • Fax: (951) 443-2445

John Parker, Principal
jparker@valverde.edu



AN ANNUAL REPORT TO THE COMMUNITY 2015-16 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2017

A MESSAGE FROM THE PRINCIPAL



I want to take this opportunity to welcome our students, parents/guardians, faculty and staff, and community members to our "Lion Family" here at Lakeside Middle School. From the first day of school, there was an amazing sense of excitement and energy in our school atmosphere as students walked on campus and observed the beautiful architectural enhancements that were recently completed at Lakeside Middle School. Our teachers, administrators, and support staff promise to work cooperatively to ensure that every student receives a relevant, rigorous, and quality educational experience. As the principal, I am honored and privileged to have the opportunity to serve our outstanding middle school students as we continually strive to develop and implement programs that will enable students to be college and career ready upon their successful completion of high school. Additionally, our assistant principal, Dr. Kenney has implemented a highly successful school-wide Positive Behavioral Interventions & Supports (PBIS) program at Lakeside Middle School, and possesses the unique ability to make meaningful connections with students by empowering them to make positive choices in their lives. Finally, I am eager to fulfill the vision held by our VVUSD Board of Education and Superintendent, Mr. Michael McCormick, who are personally committed to providing VVUSD students with exemplary 21st-Century Learning Skills in a safe learning environment that is designed to motivate and encourage our students to come to school and achieve academic success.

Lakeside Middle School faculty and staff believe that students should meet or exceed grade-level standards and have adopted and implemented a variety of accountability measures that are utilized to assess student mastery of common core standards, guide instruction, develop targeted teaching strategies, and communicate student progress. We encourage our parents/guardians to be active members of our educational partnership that is best served through the collaborative work and support of our entire Lakeside Middle School family.

As you can see, we look forward to your support. The focused educational direction, positive atmosphere, and spirit of Lakeside Middle School help to foster mutual respect and personal growth. Few school

districts offer the abundance of educational opportunities that are available at Lakeside Middle School. On behalf of our certificated and classified staff, we welcome the opportunity to share and celebrate the learning and teaching that occurs at Lakeside Middle School, home of the "Lions."

MISSION STATEMENT

Lakeside Middle School will provide an academically rigorous education for our students while creating a climate that reinforces our awareness and appreciation of their heritage, their culture, and their individual self-worth.

VISION STATEMENT

Lakeside Middle School is a student-centered school, which provides academic challenges, a safe environment, and a creative learning atmosphere. We recognize individual talents and strive to develop the strengths of everyone. Honesty, acceptance, cooperation, and support empower our community to provide opportunities for all students. Our students will be high achievers in a world-class school.

DISTRICT & SCHOOL PROFILE

Val Verde Unified School District is located in the heart of the Inland Empire, approximately 72 miles east of Los Angeles. Neighboring the district and its communities are March Air Force Base and the Lake Perris recreational area. During the 2015-16 school year, the district's schools served more than 19,800 students residing in the rural and suburban communities of Perris, Moreno Valley, and portions of unincorporated Riverside County. The district currently operates a preschool, 12 elementary schools, 4 middle schools, 3 comprehensive high schools, a student success academy, a virtual academy, and a continuation high school.

During the 2015-16 school year, Lakeside Middle School served 1,259 students in grades 6-8. Student enrollment included 10.2% in special education, 11.4% qualifying for English learner support, and 82.6% qualifying for free or reduced-price meals. School staff and programs are specially-designed to meet the needs and challenges of students as they transition from the elementary school environment to the departmentalized structure of high school.

Student Enrollment by Subgroup/Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African American	12.9%	Kindergarten	0
American Indian or Alaskan Native	0.6%	Grade 1	0
Asian	1.2%	Grade 2	0
Filipino	2.2%	Grade 3	0
Hawaiian or Pacific Islander	0.5%	Grade 4	0
Hispanic or Latino	77.7%	Grade 5	0
White (not Hispanic)	3.9%	Grade 6	0
Two or More Races	1.0%	Grade 7	625
Socioeconomically Disadvantaged	82.6%	Grade 8	634
English Learners	11.4%		
Students with Disabilities	10.2%		
Migrant Education	0.0%	Total	1,259
Foster Youth	1.2%	Enrollment	

Seventh and eighth grade classes follow a departmentalized format complemented with a broad range of elective offerings. Students performing two or more years below grade level receive a double block (two class periods) of reading until they reach grade level proficiency standards. During period one, all students are enrolled in a school-wide Academic Advisory and Olweus Bullying course.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning/State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Parental Involvement/State Priority 3: Covered in Parent Involvement.

Pupil Achievement/State Priority 4: Covered in Standardized State Assessments, including the CAASPP charts.

School Climate/State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Other Pupil Outcomes/State Priority 8: Covered in the Physical Fitness, including the Physical Fitness Test chart.

PARENT INVOLVEMENT

Parent involvement is a vital component to school and student success. Lakeside Middle School offers a wide variety of opportunities for parents to support the school and their child's academic efforts. Parents seeking more information or who are interested in participating in any of the activities listed below may contact the principal at (951) 443-2440.

Volunteer to Help:

- Chaperone for School Dances, Field Trips, etc.
- In the Classrooms
- In the Library

Join Leadership Groups:

- District Advisory Council (Title I)
- GATE Advisory Committee
- Parent Advisory Committee
- English Learner Advisory Council
- Roaring Lions Advisory Council (RLAC)
- African American Advisory Council
- School Site Council

Attend Special Events & Workshops:

- Back to School Night
- ASB-sponsored Fierce Fridays
- School Dances
- Student Performances/Parades
- Parent Conferences
- Student Recognition Assemblies

SCHOOL-TO-HOME COMMUNICATION

School-to-home communication is provided in both English and Spanish. A new VVUSD Parent Link App features school policy changes, special events, announcements, and helpful student/parent resources. Some teachers distribute newsletters to keep parents apprised of classroom activities and curriculum news. Peach Jar and Blackboard Connect, our automated parent notification systems, are used to quickly forward personalized telephone messages to each student's home. The Lakeside Middle School's PAMS system (parent grade access link on school web site) and the Val Verde phone app enable parents to access information about their student's classes, homework, teacher communications, and attendance records. Flyers may be distributed for school-related reminders and announcements. Teachers and administrators may contact parents directly via telephone for more personal matters. A student-published newspaper is distributed monthly; newspaper articles highlight student activities, school programs, academic accomplishments, and teachers.

STUDENT ACHIEVEMENT

DISTRICT BENCHMARK ASSESSMENTS

Val Verde Unified School District uses a variety of tools to evaluate and analyze student learning. District benchmark assessments supplement multiple measures of assessment to identify students' mastery of subject matter and skill levels. District benchmark assessments are being aligned with the California Common Core State Standards and are comprised of both formative and summative assessments given in math, reading, and language arts. During the 2015-16 school year, all students in grades 7-12 were evaluated quarterly throughout the year to determine course grades and levels of content mastery.

Multiple measures of assessment are used to identify student progress, understanding of state content standards, and mastery of subject area matter/concepts. These measures include: state standardized tests; benchmark assessments; classroom observations; teacher-created assessments; DIBELS; DRA; and 95% screeners for phonics/fluency. Collectively, the benchmark assessments and multiple measures aid teachers in 1) identifying areas where instruction may or may not be effective, 2) guiding classroom instruction practices and strategies, and 3) identifying students who need targeted academic assistance or intervention. Teachers and administrators are able to pinpoint any deficiencies or gaps in the learning process, identifying very specific skill sets and subject area content that needs to be retaught, reinforced, or revised to ensure every student obtains a solid foundation for future success in learning.

PHYSICAL FITNESS

In the spring of each year, Lakeside Middle School is required by the state to administer a physical fitness test to all students in the seventh grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf/.

California Assessment of Student Performance and Progress Test Results in Science									
All Students									
Percentage of Students Meeting or Exceeding the State Standards									
	Lakeside			VVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8, & 10)	63	61	52	56	48	46	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. Scores are not shown 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.

**Physical Fitness Test
Percentage of Students Meeting
California Fitness Standards
2015-16**

Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Seventh	76.0%	56.5%	32.8%

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

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and Mathematics in grades 3 through 8 and 11, and Science in grades five, eight and ten utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CAASPP tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & 10)

	2015-16			
	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	642	631	98.3%	51.5%
Male	339	335	98.8%	57.9%
Female	303	296	97.7%	44.3%
African American	88	85	96.6%	42.4%
Filipino	13	13	100.0%	76.9%
Hispanic or Latino	499	494	99.0%	51.6%
White (not Hispanic)	22	21	95.5%	66.7%
Economically Disadvantaged	554	547	98.7%	49.5%
English Learners	78	76	97.4%	22.4%
Students with Disabilities	66	65	98.5%	43.1%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown 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.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Percentage of Students Meeting or Exceeding the State Standards

	Lakeside		VVUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	40	38	38	41	44	48
Mathematics	20	20	23	26	33	36

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

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11) 2015-16

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Grade 7								
All Students Tested	626	619	98.9%	37.8%	627	620	98.9%	22.8%
Male	333	327	98.2%	35.4%	334	328	98.2%	23.2%
Female	293	292	99.7%	40.4%	293	292	99.7%	22.3%
African American	83	82	98.8%	18.3%	83	82	98.8%	6.1%
Filipino	16	16	100.0%	68.8%	16	16	100.0%	50.0%
Hispanic or Latino	479	474	99.0%	38.4%	480	475	99.0%	0.0%
White (not Hispanic)	23	23	100.0%	39.1%	23	23	100.0%	0.0%
Socioeconomically Disadvantaged	543	536	98.7%	35.2%	544	537	98.7%	0.0%
English Learners	73	72	98.6%	6.9%	74	73	98.7%	20.3%
Students with Disabilities	53	51	96.2%	3.9%	54	52	96.3%	1.4%
Grade 8								
All Students Tested	643	633	98.4%	39.2%	644	633	98.3%	17.4%
Male	340	336	98.8%	34.5%	341	336	98.5%	17.0%
Female	303	297	98.0%	44.4%	303	297	98.0%	17.9%
African American	89	87	97.8%	25.6%	89	87	97.8%	9.2%
Filipino	13	13	100.0%	69.2%	13	13	100.0%	53.9%
Hispanic or Latino	499	494	99.0%	39.6%	500	494	98.8%	17.4%
White (not Hispanic)	22	21	95.5%	57.1%	22	21	95.5%	14.3%
Socioeconomically Disadvantaged	555	549	98.9%	37.0%	556	549	98.7%	15.5%
English Learners	78	76	97.4%	5.3%	78	76	97.4%	0.0%
Students with Disabilities	66	65	98.5%	9.4%	67	65	97.0%	3.1%

Note: ELA & Mathematics test results include the Smarter Balanced 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 on the CAAs divided by the total number of students who participated in both assessments. An asterisk () appears 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.*

FEDERAL INTERVENTION PROGRAM

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2015-16, Lakeside Middle School qualified for Schoolwide Title I funding and is therefore subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program 2016-17		
	Lakeside	VVUSD
PI Status	In PI	In PI
First Year of PI Implementation	2013-14	2012-13
Year in PI	Year 1	Year 2
# Schools Currently In PI		11
% Schools Currently In PI		50%

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

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

Lakeside Middle School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 2003; ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff. Lakeside Middle School has a large gymnasium and athletic fields to support football, baseball, and track. Hard courts are available for basketball, volleyball, and hockey.

2015-16 Campus Improvements:

- Improvements to HVAC systems
- Campus beautification projects

2016-17 Planned Campus Improvements:

- Improvements to HVAC systems
- Campus beautification projects

Campus Description	
Year Built	2003
Acreage	15
Bldg. Square Footage	90098
	Quantity
# of Permanent Classrooms	35
# of Portable Classrooms	12
# of Restrooms (student use)	4 sets
Computer Lab	1
Library	1
Multipurpose Room	1
Staff Lounge	2
Teacher Work Room	4
Band/Choir Room(s)	2
Morning Announcement News Room	1

SUPERVISION AND SAFETY

Each morning as students arrive on campus, the principal, assistant principal, teachers, and three district security officers are strategically stationed throughout the campus to monitor student activities and behavior. During the lunch period, the principal, assistant principal, counselors, three district security officers share supervision of students in lunch and common gathering areas. When students are dismissed at the end of the day, the principal, assistant principal, three district security officers, and teachers are stationed at designated locations to ensure students leave campus in a safe and orderly manner. Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival and present valid picture identification, obtain and wear a visitor's badge, and then return to the school office upon departure.

SCHOOL INSPECTIONS

Lakeside Middle School and the Val Verde Unified School District's Maintenance and Operations Department (M&O) work together to ensure student safety and uphold high cleaning standards. M&O supervisors and school administration inspect facilities on a continual basis to identify and resolve

concerns in a proactive and timely manner. The most recent facilities inspection at Lakeside Middle School took place on August 5, 2016. Schools are required by state law to report the condition of their facilities; the School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2015-16 school year, 100% of restrooms were fully operational and available for student use at all times.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Lakeside Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. The Val Verde Unified School District partners with Hour-Zero for school emergency response planning, management, consulting, and training. Hour-Zero specialists support district and school staff with the ongoing development of a comprehensive emergency preparedness program to address critical components of emergency response planning and compliance with federal and state requirements.

Components of Lakeside Middle School's safety plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's safety plan was reviewed, updated, and shared with school staff on an annual basis.

MAINTENANCE & REPAIRS

School custodial staff and the district's maintenance department work together to ensure playing fields, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) continues to employ an electronic work order process to facilitate and improve services to Lakeside Middle School. Teachers and school staff communicate unscheduled maintenance needs, urgent repairs, or special projects to the assistant principal's secretary who prepares and submits work orders

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: August 5, 2016				
Systems	✓			
Interior Surfaces	✓			Principal - Water stain ceiling tile in hallway; Resource - Water stain ceiling tile; Room 201 A - Water stain ceiling tiles; P Boys Restroom & P Girls Restroom - Floor is cracked around base
Cleanliness	✓			
Electrical	✓			Room 303 - Outlet is not working at sink area
Restrooms/Fountains	✓			
Safety	✓			P Boys Restroom - Non skid paint is peeling on ramp
Structural	✓			P Boys Restroom & P Girls Restroom - Dry rot on ramp; P-Room 807 - Dry rot on skirting; P-Room 811 - Dry rot on ramp skirting; P-Room 812 - Wallpaper is torn on north wall, rubber floor molding is missing; P-Room 808 - Dry rot on skirting, eave is loose at seam (1 inch gap)
External	✓			MPR - Weather stripping is bent on northeast door, injury hazard; P Boys Restroom & P Girls Restroom - Door is rusted with holes
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff.

DAILY CLEANING PRACTICES

One full-time day custodian, one full-time afternoon custodian, and one full-time evening custodian are assigned to Lakeside Middle School and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal, assistant principal, and school custodians communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, custodians inspect the facilities for safety hazards, graffiti, and other conditions that require immediate attention or removal prior to students and staff entering school grounds. The custodians, principal, assistant principal, and district security agents check restrooms at the beginning of every class period as a proactive measure in keeping restrooms fully stocked, safe, and sanitary as well as checking for students who are late to class.

Custodians are responsible for cleaning campus grounds, classrooms, restrooms, and common areas to ensure facilities remain in good working condition, clean, and safe for students, staff, and visitors. The custodians are required to inspect restrooms a minimum of two times a day and subsequently document restroom inspections in their daily inspection log. All custodians follow approved district standards and procedures for routine custodial functions and campus maintenance. The groundskeeper is responsible for general gardening and maintenance work such as trash and debris removal, landscaping care, irrigation system maintenance, and playing field maintenance. Each custodian is provided one week of intensive training upon employment. Thereafter, training is coordinated by district maintenance supervisors and custodial staff meetings are held twice annually. Training activities in use of equipment and safety procedures are led by district risk management representatives, vendors, and department supervisors. The district's Operations Supervisor visits Lakeside Middle School monthly to review custodial performance, discuss campus maintenance needs with the principal, evaluate conditions of the school facility, and follow up on outstanding work order requests.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

Lakeside Middle School has adopted a school-wide PBIS Intervention Program that is aligned with the district's Response to Intervention behavior model. Faculty and staff support an environment that teaches students to resolve conflicts and take responsibility for their decisions. Students are encouraged to learn from their mistakes and take an active role in correcting inappropriate behavior.

The OLWEUS Bully Prevention Program was implemented in January, 2014. The OLWEUS bully prevention program is a preventative program which requires active participation from all members of our school community. It is designed for all students and is preventative and responsive to any and all acts of bullying. The Positive Behavior Support System will be integrated with the OLWEUS bully prevention program. Through the Positive Behavior Support System, our school community will provide intentional structures for student success through positive behavior expectations.

Schoolwide expectations are posted in every classroom. Teachers have developed individual classroom management and incentive plans for behavior and academics. At the beginning of the school year, school rules, district policies, and academic expectations are 1) outlined in the Academic Planner, 2) shared by teachers as part of the classroom orientation process, and 3) reinforced in by administrators during classroom visits. School administrators and teaching staff remind students throughout the year to conduct themselves in a respectful, organized, accountable, responsible (ROAR) manner. Schoolwide expectations and discipline policies may be reinforced during morning broadcasts, Advisory Period discussions, and in-class visits by administrators.

Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship. When students continue having difficulty following schoolwide expectations, teachers refer students to the assistant principal. Consequences and disciplinary interventions are based upon the student's past behavioral trend and severity of infraction. Discipline measures are consistently applied in a fair and firm manner. Students may be assigned before-school, after-school or lunch detention as a minor form of disciplinary action.

Responsible students may participate in Lakeside Middle School's Peer Mediation program to serve as a confidential resource to classmates. The school counselor meets with participating students for one full day at the beginning of the school year to provide guidance and training. Conflict managers are equipped with the tools to assist their peers with minor social issues and identify situations that require adult intervention. Students seeking the services of a Peer Mediator are directed to the counseling office to coordinate assistance.

Suspensions and Expulsions									
	Lakeside			VVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	188	129	91	1,514	1,251	1,132	279,383	243,603	230,389
Expulsions (#)	0	0	1	0	22	40	6,611	5,692	6,227

STUDENT RECOGNITION

Staff members frequently reward and encourage students exhibiting positive behavior, academic achievement, and improvement. Students who exhibit positive behavior are eligible for front-of-the-lunch-line privileges. Student of the Month, Honor Roll, and End of Year awards are presented to students who excel in academics, citizenship, and attendance. Eighth grade students demonstrating outstanding academic effort and citizenship are eligible for nomination by their teachers to receive the Superintendent's Recognition Award; selected students are presented with an award and recognized at a school board meeting. At the end of the school year, teachers select students demonstrating outstanding academic achievement and citizenship for the Lion Pride Award; selected students are honored at the "Roar of Excellence Ceremony" and given a special certificate and medallion.

EXTRACURRICULAR ACTIVITIES

Structured activities outside the core curriculum promote positive attitudes, self-esteem, and encourage mental as well as physical fitness. Lakeside Middle School provides a wide variety of opportunities for students to explore their interests and talents. Electives and extracurricular activities include:

- After School Sports Program
- Anime Club
- Art
- Associated Study Body
- AVID
- Band (Concert, Marching)
- Career Exploration
- Dance Team
- GATE Enrichment
- GSA Club
- Homework Club
- Journalism
- Peer Mediation
- Running Club
- Scholars Club
- School Newspaper
- School-Wide Academic Advisory & Bullying Curriculum
- THINK Together
- Video Game Club
- Video Production
- Yearbook

CLASS SIZE & TEACHING LOAD

The Teaching Load table in this report illustrates the distribution of class sizes in each core subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Teaching Load Distribution Departmentalized Instruction				
2013-14				
Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
English	30.0	5	27	22
Mathematics	31.0	2	17	22
Science	32.0	2	13	22
History	32.0	2	15	20
2014-15				
English	30.0	7	21	25
Mathematics	32.0	3	10	27
Science	33.0	2	8	29
History	34.0	2	1	33
2015-16				
English	29.0	4	12	14
Mathematics	32.0	3	10	28
Science	33.0	2	8	28
History	33.0	2	1	35

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

CURRICULUM & INSTRUCTION

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Val Verde Unified School District are being aligned to the California State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades

9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On September 13, 2016, the Val Verde Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #16-17-13 which certifies as required by Education Code §60119 that 1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a standards-aligned textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and are consistent with the cycles and content of the curriculum frameworks in mathematics, science, history-social science, and English/language arts, including the English language development component of an adopted program, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive. Within a six-week period prior to adoption, parents may preview recommended instructional materials at the district office or the school's office.

In addition to the core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2016-17 school year, Val Verde Unified School District certifies that each student, including English learners, enrolled in a visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the California State Standards.

STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Val Verde Unified School District are aligned to the California State Standards. The district's Educational Services department selects staff development concentrations based on principal feedback, teacher survey results, California State Standards, district benchmark assessment results, and state standardized test results.

Staff Development Days Three-Year Trend		
2013-14	2014-15	2015-16
0	2	4

During the 2015-16 school year, Lakeside Middle School held staff development training focused on:

- Common Core State Standards (CCSS)
- Articulated Instructional Model (AIM)
- Close Reading Training
- Collaborative Coaching and Learning (CCL) for Language Arts, Math, Social Science, and Science
- Smarter Balanced Testing and Performance Tasks Training
- Data Analysis to Determine Instructional Focus
- Depth of Knowledge (DOK)
- Instructional Strategies Training
- Special Education Training
- ELD Training
- AVID Training
- GATE Training
- Specially Designed Academic Instruction in English (SDAIE) Strategies
- Gooru Training
- Chromebook Training
- Information Technology Training

The district offers supplemental support year-round for new and ongoing programs related to either specific strategies to improve student learning or district-adopted materials. Supplemental training sessions offered during the 2015-16 school year included:

- 21st Century Learning: Beyond Direct Instruction
- CCGI Training
- Curriculum & Instruction
- Formative Assessments
- HMH Textbook Training
- Next Generation Science Standards (NGSS)
- Step Up to Writing
- Technology Training

Val Verde Unified School District welcomes new teachers and provides intensive training to help them experience success in their new classrooms. For ongoing professional guidance, the district supports new and veteran teachers in developing their teaching skills. Beginning Teacher Support and Assessment (BTSA), a state-sponsored program, is designed for first- and second-year credentialed teachers and provides skills assistance over a two-year period. The Peer Assistance and Review program is designed to improve the education of students and increase the classroom performance of teachers, targeting both new and veteran teachers.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored

Textbooks					
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade	
English Language Arts					
2016	Yes	Houghton-Mifflin Harcourt: <i>Collections</i>	0%	6-8	
2016	Yes	McGraw-Hill: <i>FLEX Literacy</i>	0%	6-8	
Mathematics					
2014	Yes	Houghton Mifflin Harcourt: <i>Go! Math</i>	0%	6-8	
Science					
2007	Yes	Pearson Prentice Hall: <i>Focus on Earth Science</i>	0%	6	
2007	Yes	Pearson Prentice Hall: <i>Focus on Life Science</i>	0%	7	
2007	Yes	Pearson Prentice Hall: <i>Focus on Physical Science</i>	0%	8	
Social Science					
2006	Yes	Holt: <i>World History - Ancient Civilizations</i>	0%	6	
2006	Yes	Holt: <i>World History - Medieval to Early Modern Times</i>	0%	7	
2006	Yes	Holt: <i>U.S. History</i>	0%	8	

Textbook information was obtained from district office personnel in November 2016.

by the district and Riverside County Office of Education. Professional and subject-specific offerings are consistent with the California State Standards.

Special education staff, resource specialist staff, bilingual aides, and instructional aides receive customized training to support the district's educational programs and develop strategies to increase effectiveness in teaching practices. Classified support staff receive job-related training from department supervisors and district representatives; training activities and workshops are designed to enhance and extend job performance. Long-term substitute teachers may be encouraged to participate in site-sponsored activities to enhance their understanding of Val Verde Unified School District's curriculum and classroom management practices.

SCHOOL LEADERSHIP

Leadership at Lakeside Middle School is a responsibility shared among school administrators, counselors, teaching staff, and parents. The principal and assistant principal work as a team to effectively manage instructional and operational components of the middle school program. The school's leadership team, comprised of the principal, assistant principal, instructional coach, and department chairs, meets twice a month to collaboratively address and guide general practices of the school. Team members may be assigned special projects, support the principal in leading program implementation, and serve as a liaison to their respective departments and programs.

The School Site Council (SSC), consisting of teachers, school administrators, classified staff, parents, and students, is a major governing body that meets monthly to address school programs, discuss progress in meeting school goals, and serve as a liaison between the community and school administration. On an annual basis, the SSC is responsible for reviewing and approving the school site plan, safety plan, and budget.

SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Standards and approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Lakeside Middle School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

SPECIAL EDUCATION

Special education students are mainstreamed into the general education classroom based upon their IEP (Individual Education Plan) and provided instruction in the least restrictive environment. The special education program utilizes a team oriented approach among special education and general education teachers to provide maximum levels of instruction in the general education environment. Lakeside Middle School offers a full day, self-contained special education program. Special education and resource specialist staff provide individual and/or small group instruction for students mainstreamed into the general education environment. District Program Specialists meet

with special education teachers regularly to provide support and assistance in developing instructional schedules and utilizing staff resources.

Each student is provided instruction based upon their IEP, which is reviewed and updated annually by the school's IEP teams. The IEP ensures that students with disabilities have equal access to core curriculum and educational opportunities and is used to coordinate specially-designed instruction based upon individual academic, social, and behavioral needs.

ENGLISH LEARNER INSTRUCTION

All of Lakeside Middle School's teachers are certified and trained to provide instruction for students identified as English Learners (EL). All EL students receive at least one period of English Language Development (ELD) instruction as well as a grade level Language arts class. ELD instruction focuses on reading development, verbal language development, and vocabulary building. As students increase fluency in the English language, Lakeside Middle School continues to monitor student performance through CELDT results, benchmark assessments, and classroom observation to adjust instruction as needed to ensure continued success in acquiring the English language and proficiency in reading/language arts.

GIFTED AND TALENTED EDUCATION

Lakeside Middle School offers a Gifted and Talented Education program for students who have been recognized as high achievers by their teachers and through district testing. Both GATE and college-prep students are placed in honors-type classes. GATE students are invited to participate in after-school enrichment and special events such as drama, music, assemblies, fitness, field trips, and college campus visits.

AVID (ADVANCEMENT VIA INDIVIDUAL DETERMINATION)

Lakeside Middle School offers the Advancement via Individual Determination (AVID) program as an elective to qualifying students. The program targets students with a grade point average ranging from 2.5 to 3.5, and who may be the first of their family members to attend college. AVID equips students with the skills required to be successful in postsecondary education. Communication skills, writing in particular, are strongly emphasized. Organizational, study, and note-taking skills are key elements of the college preparation process.

JUNIOR SCHOLARS

Lion Scholars is a rigorous pre-AP program for students who are willing to commit to their academics and their community. Each scholar holds a GPA of 3.5 or higher without C's in challenging courses designed to prepare them for high school Advance Placement courses. In addition, each Scholar volunteers 15 hours in their community. They are required to compete in History Day, Spelling Bee, Science Fair, and writing competitions. They are also enrolled in the UCR STEM program entitled MESA, where they compete in engineering competitions.

INTERVENTION PROGRAMS

Lakeside Middle School provides intervention programs that meet the needs of students who are not meeting state proficiency standards in reading, language arts, and math. School administrators, teachers, and parents work together to identify individualized intervention strategies for students.

- Students who experience difficulty in getting their homework completed on time are encouraged to participate in THINK Together which is offered after school three days a week.

- During Advisory Period, students may receive tutoring, enrichment, or intervention support to address specific language arts and/or math deficiencies.

PROFESSIONAL STAFF SUPPORT SERVICES STAFF

Support services staff consist of counselors, psychologists, nurses, health technicians, and special education service providers. Through close collaboration, this expert team is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

Counselors are responsible for monitoring student progress, social skills presentations, substance abuse prevention training, and working with students and their parents to identify the barriers interfering with the learning process. The psychologist assists with academic, social, and emotional issues; provide assessments to determine eligibility for Special Education services; and facilitates coordination of Individual Education Plans (IEP). The school nurse conducts health screening programs; health technicians provide basic aid. Lakeside Middle School sponsors the Insight Program which provides alcohol and drug abuse intervention services. As a participating member of the Riverside County Special Education Local Plan Area (SELPA), Val Verde Unified School District and Lakeside Middle School have access to a full complement of professional resources and services to meet the individual needs of its students with disabilities.

Counselors and Support Personnel (Nonteaching Professional Staff)

2015-16

	No. of Staff	FTE*
Academic Counselor	2	2.0
Adaptive PE Aide	1	0.1
Adaptive PE Teacher	1	0.1
District Security Agents	3	3.0
Health Technician	1	1.0
Nurse	1	0.2
Psychologist	1	0.5
Speech Pathologist	1	0.3
Average Number of Students per Academic Counselor		630

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

TEACHER ASSIGNMENT

Lakeside Middle School recruits and employs only the most qualified credentialed teachers. For the 2015-16 school year, the school employed 45 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in

Teacher Credentials and Assignments

	Lakeside			VVUSD		
	14-15	15-16	16-17	14-15	15-16	16-17
Total Teachers	47	47	50	810	813	819
Teachers with Full Credential	47	45	47	809	797	795
Teachers without Full Credential	0	2	3	1	16	24
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	5	0
Teacher Misassignments for English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	3	2

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total teacher misassignments includes the number of misassignments of teachers of English learners.

core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

The adjacent table identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality web page at www.cde.ca.gov/nclb/sr/tq/.

Core Academic Classes

Taught by Highly Qualified Teachers

	% of Classes in Core Academic Subjects Taught by HQT	% of Classes in Core Academic Subjects Not Taught by HQT
	2015-16	
Lakeside	97.0%	3.0%
District Totals		
All Schools	98.0%	2.0%
High-Poverty Schools	98.0%	2.0%
Low-Poverty Schools	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

Salary Comparison 2014-15

	VVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	46,771	44,958
Mid-Range Teacher Salary	75,834	70,581
Highest Teacher Salary	92,216	91,469
Average Principal Salaries:		
Elementary School	126,180	113,994
Middle School	134,877	120,075
High School	132,742	130,249
Superintendent Salary	238,433	218,315
Percentage of Budget For:		
Teacher Salaries	35.0	38.0
Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

SARC DATA & INTERNET ACCESS

DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Lakeside Middle School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to CAASPP, enrollment, and staffing.

PUBLIC INTERNET ACCESS LOCATION

Parents may access Lakeside Middle School's SARC and access the internet at any of the county's public libraries. The closest library to Lakeside Middle School is Perris Branch Public Library located at 163 E. San Jacinto Avenue, Perris, CA 92570.

Perris Branch Public Library - (951) 657-2358

Hours: Sunday 1-5; Monday 10-6;

Tuesday-Wednesday 12-8;

Thursday-Saturday 10-6

Number of computers available: 17

Number of printers available: 1

DISTRICT EXPENDITURES

EXPENDITURES PER STUDENT

For the 2014-15 school year, Val Verde Unified School District spent an average of \$9,037 of total general funds to educate each student (based on 2014-15 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education Per Pupil 2014-15

Expenditures Per Pupil	Dollars Spent Per Student		State Average		
	Lakeside	VVUSD	% Difference - School and District	for Districts of Same Size and Type	% Difference - School and State
	Total Restricted and Unrestricted	5,434	N/A	N/A	N/A
Restricted (Supplemental)	667	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,768	4,990	95.6%	5,677	87.9%
Average Teacher Salary	70,056	75,804	92.4%	74,216	94.4%

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

In addition to general fund state funding, Val Verde Unified School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- California Clean Energy Jobs Act
- California Health Science Capacity Building Project
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB Title I, II, III, X
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Vocational Programs