



VAL VERDE UNIFIED SCHOOL DISTRICT

www.valverde.edu

BOARD OF EDUCATION

Shelly Yarbrough, President
Wraymond Sawyerr, Vice President
Stacey Guzman, Clerk
Fredy De Leon, J.D., Member
Michael M. Vargas, Member

DISTRICT ADMINISTRATION

Alan Jensen, Ed.D.
Superintendent

Dr. Michelle Richardson
Assistant Superintendent
Business Services

Michael R. McCormick
Assistant Superintendent
Education Services

John Simonson
Assistant Superintendent
Student Services

Dr. Jay Hoffman
Interim Administrator
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 September 2011 and school facilities information was acquired in January 2012.

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

2010-11 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2012

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. There is an amazing sense of excitement and energy in our school atmosphere as our teachers, administrators, and support staff work cooperatively to ensure that our students receive a relevant, rigorous, and quality standard-based educational experience. As the new principal, I am honored and privileged to have the amazing opportunity to serve our outstanding middle school students as we continually strive to meet their educational, personal, career, and social developmental needs. Additionally, I want to welcome our new assistant principal, Mrs. Walsh, who possesses the unique ability to make meaningful connections with students that empower 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 Dr. Alan Jensen, who are personally committed to providing our school community with a safe and non-threatening 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 identify common core standards, assess student learning, 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 2010-11 school year, the district's schools served more than 19,500 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, 2 comprehensive high schools, a student success academy, a virtual academy, and a continuation high school.

During the 2010-11 school year, Lakeside Middle School served 1,586 students in grades 7-8. Student enrollment included 3.8% in special education, 14.7% qualifying for English learner support, and 79.5% 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. 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.

Percentage of Students by Ethnicity/Grade Level

2010-11

Ethnic Group	%	Grade Level	#
African American	13.0%	Kindergarten	0
American Indian or Alaskan Native	0.3%	Grade 1	0
Asian	1.6%	Grade 2	0
Filipino	1.6%	Grade 3	0
Hawaiian or Pacific Islander	0.4%	Grade 4	0
Hispanic or Latino	76.8%	Grade 5	0
White (not Hispanic)	5.4%	Grade 6	573
Two or More Races	0.7%	Grade 7	529
		Grade 8	484
		Total	
		Enrollment	1,586

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
- In the Classrooms
- In the Library

Join Leadership Groups:

- School Site Council
- GATE Advisory Committee (Gifted & Talented Education)
- Parent Teacher Organization
- English Learner Advisory Council
- Watch Dogs (comprised of students' fathers)

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

A school newsletter (published several times throughout the year) and school web site feature 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. Our automated parent notification system is used to quickly forward personalized telephone messages (in English and Spanish) to each student's home. Lakeside Middle School's PAMs system (parent grade access link on school website) enables parents to access information about their student's classes, homework, teacher communications, and attendance records. Teachers and administrators may contact parents directly via telephone for more personal matters.

STUDENT ACHIEVEMENT

To obtain accurate and valid measures of educational progress, Lakeside Middle School offers students multiple opportunities to demonstrate mastery in each of the core

subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include teacher tests, classroom observation, report card grades, benchmark assessments, and results of standardized tests.

ADEQUATE YEARLY PROGRESS

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2010-11 AYP cycle, elementary and middle schools must achieve a 67.6% or higher proficiency rate in English/Language Arts and 68.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 710 or higher or increasing the API growth by one point.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance			
2010-11			
Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?			
AYP Criteria	Lakeside	VVUSD	
Overall Performance	No	No	
Participation Rate			
Language Arts	Yes	Yes	
Math	Yes	Yes	
Percent Proficient			
Language Arts	No	No	
Math	No	No	
API	Yes	Yes	
Graduation Rate	N/A	No	
AYP Performance Level			
Number of AYP Criteria Met Out of the Total	15/23	29/42	
Number of Criteria Possible			

The AYP table in this report illustrates the school's progress in meeting 2010-11 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

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 in alignment with California State Content Standards and Frameworks and are comprised of both formative and summative assessments given in math, reading, and language arts. During the 2010-

11 school year, all students in grades 7-12 were evaluated twice 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, end-of-unit exams, and classroom observations. Collectively, the benchmark assessments and multiple measures help 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.

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies the student's proficiency level of understanding of the English language, monitors their progress in learning English if placed in the English Learner program, and helps determine if they have achieved proficiency in the English language.

STANDARDIZED STATE ASSESSMENTS

Students at Lakeside Middle School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

CALIFORNIA STANDARDS TEST

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards.

PHYSICAL FITNESS

In the spring of each year, Lakeside Middle School is required by the state to administer a physical

STAR Results All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	Lakeside			VVUSD			CA		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	48	49	50	44	47	49	49	52	54
Math	45	49	51	48	52	51	46	48	50
Science	61	69	65	47	53	56	50	54	57
History	61	72	70	43	47	48	41	44	48

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

STAR Results Ethnic Subgroups Percentage of Students Scoring at Proficient and Advanced Levels 2010-11									
	Lakeside								
	African American	American Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)	Two or More Races	
English-Language Arts	45	*	76	73	48	*	67	64	
Math	43	*	80	73	50	*	60	73	
Science	57	*	*	66	66	*	64	*	
History	61	*	*	70	70	*	81	*	

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

STAR Results Other Subgroups Percentage of Students Scoring at Proficient and Advanced Levels 2010-11						
	Lakeside					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	46	54	16	47	24	
Math	49	52	21	48	24	
Science	69	60	33	63	*	
History	72	68	33	67	12	

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

Academic Performance Index Three-Year Performance Comparison									
	Lakeside Base API Rank:								
	2008			2009			2010		
	Statewide Rank	Similar Schools Rank		Statewide Rank	Similar Schools Rank		Statewide Rank	Similar Schools Rank	
	Lakeside			Lakeside		VVUSD		State	
	Increase/Decrease in API			# of Students	Growth	# of Students	Growth	# of Students	Growth
	2008-09	2009-10	2010-11	2010-11		2010-11		2010-11	
All Students	31	11	-6	1449	784	13,575	789	4,683,676	778
Ethnic Subgroups									
African American	36	-24	10	171	755	2,001	766	317,856	696
Asian				24	902	222	893	398,869	898
Filipino				22	914	257	908	123,245	859
Hispanic or Latino	32	16	-11	1132	780	9,935	784	2,406,749	729
White (not Hispanic)				79	814	811	827	1,258,831	845
Two or More Races				11	856	125	812	76,766	836
Other Subgroups									
Economically Disadvantaged	36	10	-8	1205	772	11,195	779	2,731,843	726
English Learners	25	5	-2	611	742	5,477	755	1,521,844	705
Students with Disabilities		1		103	560	1,238	588	521,815	595

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 website <http://www.cde.ca.gov/ta/tg/pf/>.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2010-11			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Seventh	25%	25%	22%

ACADEMIC PERFORMANCE INDEX
The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

The API table in this report highlights Lakeside Middle School's progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of 1) at least 100 students with valid test scores or 2) at least 50 valid scores comprising at least 15% of the valid test scores. More information about the API can be found at www.cde.ca.gov/ta/ac/ap/.

NO CHILD LEFT BEHIND (NCLB)
The No Child Left Behind (NCLB) Act 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 2010-11, Lakeside Middle School received Title I Schoolwide funds and is therefore required to comply with program mandates. 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.

California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ay/.

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 large athletic fields to support football, baseball, and track. Hardcourts are available for basketball, volleyball, and hockey.

Campus Description	
Year Built	2003
Acreage	15
Bldg. Square Footage	90098
	Quantity
# of Permanent Classrooms	19
# of Portable Classrooms	38
# of Restrooms (student use)	4 sets
Computer Lab	1
Library	1
Multipurpose Room	1
Staff Lounge	1
Teacher Work Room	1
Band/Choir Room(s)	2

2010-11 Campus Improvements
 • Created ICE Center (intervention, career exploration center)

SUPERVISION AND SAFETY

Each morning as students arrive on campus, the principal, assistant principal, the dean of students, three campus security officers, teachers, and two campus supervisors are strategically stationed throughout the campus to monitor student activities and behavior. During the lunch period, the principal, assistant principal, counselors, dean

of students, three campus security officers and two campus supervisors share supervision of students in lunch and common gathering areas. When students are dismissed at the end of the day, the principal, assistant principal, the dean of students, three campus security officers, teachers, and two campus supervisors 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 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. Components of this 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, and dress code policy. The school's most current safety plan was reviewed, updated, and shared with school staff in October 2011.

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 December 7, 2011. 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 2010-11 school year, 100% of restrooms were fully operational and available for student use at all times.

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 designated custodial and office support staff who prepare and submit work orders 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, one full-time evening custodian, and a groundskeeper 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 campus supervisors 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.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date:				
December 7, 2011				
Systems	✓			
Interior Surfaces		✓		Boys' and Girls' Locker Areas: lockers are broken and in very poor condition (metal protruding, injury hazard). Boys' Restroom: light cover missing. Girls' Restroom: light cover is missing. P-RM 809: water stains ceiling tiles. P-Room 811: ceiling tile missing. P-Room 806: water stains ceiling tiles. Girls' Restroom: cover missing under sink (bolt protruding). Band Room 601: water stains ceiling tiles. Room 208: ceiling tiles loose. Room 206: water stains ceiling tiles. Library: water stains ceiling tiles.
Cleanliness	✓			
Electrical	✓			Girls' Restroom: panel out. P Room 812: inadequate lighting, two panels out. Band Room 601: inadequate lighting, one bulb out.
Restrooms/Fountains	✓			Girls' Locker Room 604: strong odor with water. Girls Restroom: drinking fountain outside walkway not working. Room 202: faucet has no water pressure. Room 303: faucet is loose, leaking.
Safety	✓			
Structural	✓			
External	✓			
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.

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 schoolwide discipline plan in alignment with the district's discipline matrix. School staff support an environment that teaches students, through the daily curriculum, the skills to resolve conflicts and take responsibility for their decisions. Students are encouraged to learn from their mistakes and take an active role in correcting poor behavior.

Suspensions and Expulsions			
	Lakeside		
	08-09	09-10	10-11
Suspensions (#)	357	465	354
Suspensions (%)	24.84%	31.15%	22.32%
Expulsions (#)	0	2	10
Expulsions (%)	0.00%	0.13%	0.63%
VVUSD			
	All Middle Schools		
	08-09	09-10	10-11
Suspensions (#)	1,481	1,553	1,296
Suspensions (%)	32.81%	34.61%	28.95%
Expulsions (#)	6	23	29
Expulsions (%)	0.13%	0.51%	0.65%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

School rules 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 students Binder Reminders, 2) shared by teachers as part of the

classroom orientation process, and 3) reinforced by administrators during classroom visits. School administrators and teaching staff remind students throughout the year to conduct themselves in a safe and respectful manner. School rules and discipline policies may be reinforced during morning broadcasts, in-class 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 school rules, teachers refer students to the assistant principal. Consequences and disciplinary action 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 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.

STUDENT RECOGNITION

Staff members frequently reward and encourage students exhibiting positive behavior, academic achievement, and improvement. Teachers select "Students of the Day" to encourage consistency in good behavior and academic effort. Students who exhibit positive behavior are eligible for front-of-the-lunch-line privileges. Student of the Month, Citizen 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. Lakeside Middle School's Lion City Council recognizes students demonstrating good citizenship through the monthly "Busted" program.

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:

- Associated Study Body
- Band (Concert, Marching)
- Art
- CJSF (California Junior Scholastic Federation)
- Yearbook
- Homework Club
- Homework Help
- THINK Together
- Peer Mediation
- Computers
- School dances
- Lion City Council
- School Newspaper
- GATE Enrichment
- Running Club

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				
2008-09				
Subject	Average Class Size	Number of Classes		
		1-20	21-32	33+
English	28.5	7	17	9
Math	28.3	6	17	8
Science	29.2	2	22	6
History	29.3	2	21	7
2010-11				
English	32.4	7	4	27
Math	33.9	3	2	25
Science	34.8	2	2	25
English	34.9	2	4	23

**Data for 2009-10 is unavailable from the CDE.*

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Val Verde Unified School District are aligned to the California State Content Standards and Frameworks. The district's Educational Services department selects staff development concentrations based on principal feedback, teacher survey results, California State Content Standards, district benchmark assessment results, and state standardized test results. During the 2010-11 school year, Val Verde Unified School District sponsored three formal days of staff development training in which teachers from Lakeside Middle School attended. Training topics focused on leadership training and collaborative planning/articulation within core subject areas. A portion of staff development time was devoted to specific areas of need identified by each individual school site.

Staff Development Days Three-Year Trend		
2008-09	2009-10	2010-11
3	3	3

As a supplement to district-sponsored activities and in response to site-based goals, Lakeside's staff participated in weekly professional development activities on early release days and during department meetings. During the 2011-12 school year, site-based training will focus on:

- Articulated Instructional Model (AIM)
- Data Analysis to Determine Instructional Focus
- Instructional Strategies
- Special Education
- Specially Designed Academic Instruction in English (SDAIE) Strategies
- Step Up To Writing

The district offers supplemental support year-round for new and ongoing programs tied to either specific strategies to improve student learning or district-adopted materials. Supplemental district-sponsored training sessions offered during the 2010-11 school year included:

- Collaborative Coaching and Learning (CCL) Training
- Core Content Articulation

- Doug Fisher's Gradual Release Model
- Articulated Instruction Model
- GLAD Strategies (Guided Language Acquisition Design)
- Intensive English/Language Arts Intervention - National Geographic *Inside*
- Special Education
- Step Up to Writing
- Thinking Maps
- Student Engagement Strategies
- District Benchmark Development
- Technology

A collaborative team of district administrators, instructional coaches, and school administrators is responsible for making informed decisions on improving classroom instruction, developing effective classroom strategies to increase student learning, and evaluating the progress of students meeting grade level standards. Establishing the agendas for ongoing professional development activities is based upon teacher input and results from formative and summative assessments acquired throughout the year. Using a combination of resources and techniques which include data analysis, lesson observation, lesson modeling, and teacher input, specific areas of strength and weakness are identified in classroom instruction and/or presentation of subject matter. In response, instructional practices are modified to increase the effectiveness of class lessons to subsequently improve student learning.

Val Verde Unified School District welcomes new teachers and provides three days of intensive training to help them experience success in their new classrooms. For ongoing professional guidance, the district supports new and veteran teachers and instructional assistants 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 by the district and Riverside County Office of Education. Professional and subject-specific offerings are consistent with the California Content 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 vendors, 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 district-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 monthly 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.

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Val Verde Unified School District are aligned to the California Content Standards and Frameworks. 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, 2011, 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 #11-12-06 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.

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	
Reading/Language Arts					
2009	Yes	Hampton Brown: <i>Inside</i>	0%	6-8	
2002	Yes	McDougal Littell: <i>The Language of Literature</i>	0%	6-8	
2002	Yes	McDougal Littell: <i>Bridges to Literature</i>	0%	6-8	
2001	Yes	Houghton Mifflin: <i>Triumphs</i>	0%	6	
2002	Yes	Touchstones: <i>Touchstones</i>	0%	6-8	
2009	Yes	Hampton Brown: <i>High Point</i>	0%	6-8	
Math					
2008	Yes	McGraw Hill: <i>California Mathematics</i>	0%	6-7	
2008	Yes	Glencoe-McGraw Hill: <i>CA Algebra I</i>	0%	6-8	
2008	Yes	Glencoe-McGraw Hill: <i>Algebra Readiness</i>	0%	6-8	
2008	Yes	Glencoe-McGraw Hill: <i>Geometry</i>	0%	6-8	
Science					
2008	Yes	Prentice Hall: <i>Focus on Earth Science</i>	0%	6	
2008	Yes	Prentice Hall: <i>Focus on Life Science</i>	0%	7	
2008	Yes	Prentice Hall: <i>Focus on Physical Science</i>	0%	8	
Social Science					
2006	Yes	Holt Rinehart Winston: <i>World History - Ancient Civilizations</i>	0%	6	
2006	Yes	Holt Rinehart Winston: <i>World History - Medieval to Early Modern Times</i>	0%	7	
2006	Yes	Holt Rinehart Winston: <i>U.S. History</i>	0%	8	
Health					
2010	Yes	American National Red Cross: <i>Positive Prevention</i>	0%	7	

The textbooks and instructional materials used by the school are selected from the State Board of Education's most recent adoption.

Textbook information was obtained from district office personnel in September 2011.

In addition to the core subject areas, districts are required to disclose in their SARC's the sufficiency of instruction materials used for its visual/performing arts curricula. During the 2011-12 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 state's content standards and curriculum frameworks.

SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Content Standards and Frameworks 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. For a portion of the regular school day, students may receive individual and/or small group instruction from special education staff in the Learning Center. 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 non-GATE high achievers 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 post-secondary education. Communication skills, writing in particular, are strongly emphasized. Organizational, study, and note-taking skills are key elements of the college preparation process.

INTERVENTION PROGRAMS

Lakeside Middle School supports intervention programs to meet the needs of those students not meeting state proficiency standards in reading, language arts, and math. Student Success Teams comprised of school administrators, teachers, and parents work together to identify individualized intervention strategies for and monitor progress of students having difficulty with academic or social development. 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.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Lakeside Middle School recruits and employs only the most qualified credentialed teachers. For the 2010-11 school year, the school employed 56 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in 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.

In the table below which 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 <http://www.cde.ca.gov/nclb/sr/tq/>.

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 and Support Personnel (Nonteaching Professional Staff) 2010-11		
	No. of Staff	FTE
Academic Counselor	2	2.0
Adaptive PE Aide	1	0.1
Adaptive PE Teacher	1	0.1
Campus Supervisors	4	3.0
Health Technician	1	1.0
Nurse	1	0.2
Psychologist	1	0.6
Speech & Language Pathologist	1	0.4
Average Number of Students per Academic Counselor		793

FTE = Full-Time Equivalent

	Teacher Credentials and Assignments							
	Lakeside				VVUSD			
	08-09	09-10	10-11	11-12	08-09	09-10	10-11	11-12
Total Teachers	62	59	56		831	778	753	
Teachers with Full Credential	57	59	56		787	767	753	
Teachers without Full Credential	5	0	0		44	11	0	
Teachers Teaching Outside Subject Area	0	0	0		2	0	0	
Teacher Misassignments for English Learners	0	0	0	0	0	0	0	0
Total Teacher Misassignments	0	0	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	0	0	0	0

NCLB Compliance Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
2010-11		
Lakeside	100.0%	0.0%
District Totals		
All Schools	99.9%	0.1%
High-Poverty Schools	99.9%	0.1%
Low-Poverty Schools	0.0%	0.0%

Teacher Education Levels 2010-11		
	Lakeside	VVUSD
Doctorate	0.0%	0.3%
Master's Degree Plus 30 or More Semester Hours	47.3%	42.0%
Master's Degree	18.2%	15.2%
Bachelor's Degree Plus 30 or More Semester Hours	30.9%	39.1%
Bachelor's Degree	3.6%	3.5%
Less Than a Bachelor's Degree	0.0%	0.0%

Counselors are responsible for monitoring student progress, social skills presentations, 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. 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.

TEACHER EVALUATIONS

Evaluation procedures and criteria adopted by the Val Verde Unified School District are defined in the district's collective bargaining agreement. Teacher evaluation criteria are based on the California Standards for the Teaching Profession. Probationary teachers are formally evaluated annually and observed frequently. Tenured teachers are evaluated once every two years. Teachers meeting specific criteria may choose to receive evaluations once every five years. Evaluations are conducted by the principal or assistant principal who have been trained and certified for competency to perform teacher evaluations.

SUBSTITUTE TEACHERS

The district's Human Resources Department makes every effort to select the most qualified substitute teacher for the respective day's assignment. During the 2010-11 school year, Val Verde Unified School District's pool of substitutes was comprised of 206 teachers; the majority of substitutes were aspiring teachers, retired and semi-retired teachers, and career substitutes. Applicants seeking a position as a substitute must have passed the CBEST (California Basic Educational Skills Test) and possess a bachelor's degree.

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 API, AYP, STAR results, 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: 14
Number of printers available: 1

DISTRICT EXPENDITURES

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.

EXPENDITURES PER STUDENT

For the 2009-10 school year, Val Verde Unified School District spent an average of \$6,740 of total general funds to educate each student (based on 2009-10 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 salaries can be found at the CDE website 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.)

Salary Comparison 2009-10		
	VVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	42,247	41,035
Mid-Range Teacher Salary	68,497	65,412
Highest Teacher Salary	83,488	84,837
Average Principal Salaries:		
Elementary School	108,415	106,217
Middle School	122,648	111,763
High School	116,016	121,538
Superintendent Salary	201,400	197,275
Percentage of Budget For:		
Teacher Salaries	15.0	39.0
Administrative Salaries	2.0	5.0

Current Expense of Education Per Pupil 2009-10					
Expenditures Per Pupil	Dollars Spent Per Student				
	Lakeside	VVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	4,587	4,706	97.5%	N/A	N/A
Restricted (Supplemental)	668	810	82.4%	N/A	N/A
Unrestricted (Basic)	3,920	3,896	100.6%	5,455	71.4%
Average Teacher Salary	66,135	66,474	99.5%	67,667	98.2%

In addition to general fund state funding, Val Verde Unified School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- ARRA: State Fiscal Stabilization Fund
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training and Student Assistance
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB Title I, II, III, IV, X
- Other Local
- Special Education
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs