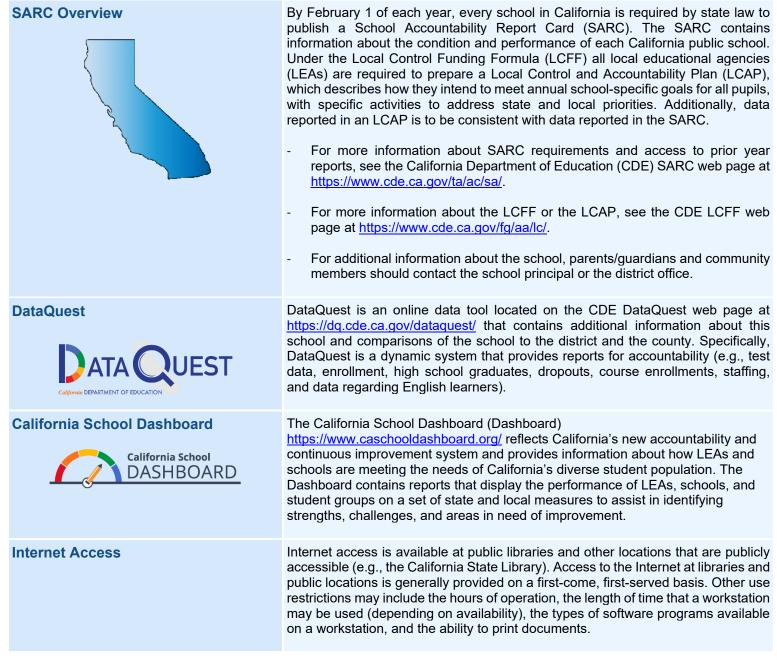# Lakeside Farms Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Lakeside Farms Elementary School
Street	11915 Lakeside Ave
City, State, Zip	Lakeside, CA 92040-0578
Phone Number	(619) 390-2646
Principal	Jim Rosa
Email Address	jrosa@lsusd.net
School Website	https://www.lsusd.net/Domain/299
County-District-School (CDS) Code	37681896038343

2023-24 District Contact Information

District Name	Lakeside Union Elementary School District
Phone Number	(619) 390-2600
Superintendent	Dr. Rhonda Taylor
Email Address	rtaylor@lsusd.net
District Website	www.lsusd.net

2023-24 School Description and Mission Statement

The Lakeside Farms staff will provide an enjoyable place for all students to achieve a comprehensive curriculum integrating ARTS, HUMANITIES and The SCIENCES.
All staff will take responsibility for students' academic, emotional, physical, and social success.

At Lakeside Farms, we take pride in providing an outstanding education for our students. Our mission is to make each day a day of learning and growth for every child. Below are some areas of Cougar Pride:

Lakeside Farms was honored as a California Distinguished School in February of 2020. We were also named a 2010-2014 California Distinguished School under the Older California Assessment model. Less than eight (8) percent of elementary schools in the state of California received this prestigious award.

Lakeside Farms was named an Honor Roll School by the Campaign for Business and Educational Excellence (CBEE) for 2014, 2015 and once again for 2016. Each year, CBEE presents this award to individual schools that have excelled in raising student achievement and closing achievement gaps.

Our students continue to achieve academically under the new California Assessment of Student Performance and Progress (CAASPP) System.

We have well-rounded Arts programs with a variety of opportunities for our students. In addition to the arts instruction provided by the classroom teachers, our students benefit from the following additional programs: K - Exploratory Art Introduction , 1st grade - Choral Music, 2nd grade - visual arts, 3rd grade - flutophones, 4th grade - square dancing, and 5th grade - dance. Also, we offer band and orchestra to interested 5th grade students.

The Lakeside Farms PTA offers a variety of enjoyable activities for our parents and students including our Halloween Carnival, Family Reading Night, Turkey Trot and many more activities. Our PTA is also proud to have transitioned to non food-based fundraisers such as our Jog-a-thon. Our PTA provides funds for student programs, field trips and assemblies during the year.

The San Diego County Board of Supervisors recognized our school with Lakeside Farms Day in the county in recognition of our programs, awards, and student success.

2023-24 School Description and Mission Statement

Jim Rosa, PRINCIPAL.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	142
Grade 1	115
Grade 2	107
Grade 3	83
Grade 4	96
Grade 5	106
Total Enrollment	649

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45%
Male	55%
American Indian or Alaska Native	0.8%
Asian	0.8%
Black or African American	5.2%
Filipino	1.2%
Hispanic or Latino	27.7%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	5.5%
White	58.1%
English Learners	4.3%
Foster Youth	0.2%
Homeless	0.2%
Socioeconomically Disadvantaged	33%
Students with Disabilities	21%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.40	89.45	212.80	86.65	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.81	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	3.50	1.46	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.50	1.87	12115.80	4.41
Unknown	3.00	10.55	22.60	9.20	18854.30	6.86
Total Teaching Positions	28.40	100.00	245.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.60	86.04	217.30	90.52	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.49	1.80	0.77	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.10	0.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	1.74	5.70	2.40	11953.10	4.28
Unknown	2.50	8.72	13.90	5.81	15831.90	5.67
Total Teaching Positions	28.60	100.00	240.00	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

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

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

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

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

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

Class Assignments

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

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

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

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

On October 13, 2022 the Lakeside Union School District Board of Trustees verified by resolution that each student at Lakeside Farms has a textbook and/or instructional materials for each core subject area, and that the textbooks and materials are aligned to the content and cycles of the curriculum framework adopted by the State of California. Care is taken to ensure that all students have access to Board adopted textbooks and instructional materials at all times. A book room is kept for extra copies of each textbook and these are used when new students enroll at our school.

Year and month in which the data were collected	10/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading: Wonders, McGraw-Hill; adopted in 2013 Maravillas, McGraw-Hill; adopted in 2015	Yes	0
Mathematics	Everyday Math, McGraw-Hill; adopted in 2015 Matematicas Diarias, McGraw-Hill; adopted in 2015	Yes	0
Science	Discovery Works (K-3), Houghton Mifflin adopted in 2002 Science California (4-5), Houghton Mifflin; adopted in 2007 Full Option Science System Science and Technology for Children	Yes	0
History-Social Science	History Social Science for California, Scott Foresman; adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements

Students and staff take pride in the appearance of Lakeside Farms and it shows. Partnering with our District Maintenance team and our student led, "Cougar Cleaners," our grounds are well-maintained and our school is proud of its appearance.

We work hand-in-hand with our Maintenance Department to report any needs. These needs are always handled quickly and efficiently.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Year and month of the most recent FIT report	11/8/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces	X			10: 5. UNSECURED ITEMS ARE STORED TOO HIGH. AUDITORIUM: 4. CEILING AND WALL TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. ESS: 4. WATER DAMAGE TO SINK CABINET. 7. ETHERNET COVER IS MISSING. 9. PIPES CAVITATE WHEN WATER IS TURNED ON. 15. WINDOW SCREENS ARE MISSING. P1: 4. WATER DAMAGE TO SINK CABINET DOOR. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON RAMP RAILING. 12. EXTERIOR WALL IS RUSTED. 14. TRIP HAZARD ON WALKWAY AT GATE. P8: 4. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. 15. WINDOW SCREENS ARE MISSING. P9: 4. WALL PAPER IS TORN. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. SPEECH: 4. CEILING TILE IS TORN.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SIX LIGHT PANELS ARE OUT. 12. CRACKS IN INTERIOR WALL. 15. DOOR FRAME HAS TREMITE DAMAGE. 16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL. 17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL. 19: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. PLUG IN AIR FRESHENER. 5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL.

School Facility Conditions and Planned Improvements

				7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL. P13: 4. CEILING TILES HAVECWATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. P2: 6. TERMITE WASTE PRESENT ON WINDOW SIL.7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON BUILDING SKIRTING AND EAVES.
Electrical			X	13: 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES. 12. CRACK IN INTERIOR WALL ABOVE DOOR. 14: 7. FIVE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES (ENTIRE WING). PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN INTERIOR WALL. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM (ENTIRE WING). 15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SIX LIGHT PANELS ARE OUT. 12. CRACKS IN INTERIOR WALL. 15. DOOR FRAME HAS TREMITE DAMAGE. 16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL. 17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL. 18: 7. THREE LIGHT PANELS ARE OUT. 19: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. PLUG IN AIR FRESHENER. 3: 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES AND EXTERIOR WALL. 12. CRACK IN WALL ABOVE DOOR. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. 4: 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET HAS HIGH PRESSURE FLOWING AT BASIN. 12. CRACK IN INTERIOR WALL. 5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL. 7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL. 9: 7. ONE LIGHT PANEL IS OUT. AUDITORIUM: 4. CEILING AND WALL TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. ESS: 4. WATER DAMAGE TO SINK CABINET. 7. ETHERNET COVER IS MISSING. 9. PIPES CAVITATE WHEN WATER IS TURNED ON. 15. WINDOW SCREENS ARE MISSING. K2: 4. CEIIING TILE HAS WATER STSIN.7. TWO LIGHT PANELS ARE OUT (TEACHER CHOICE). 9. FAUCET IS LOOSE AT THE BASE. SINK CAP IS DETERIORATING. 11. PAINT IS PEELING ON EXTERIOR DRINKING FOUNTAIN BASIN AND EAVES.

				P1: 4. WATER DAMAGE TO SINK CABINET DOOR. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON RAMP RAILING. 12. EXTERIOR WALL IS RUSTED. 14. TRIP HAZARD ON WALKWAY AT GATE. P12: 7. TWO LIGHT PANELS ARE OUT. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON RAMP RAILING. P13: 4. CEILING TILES HAVECWATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. P2: 6. TERMITE WASTE PRESENT ON WINDOW SIL.7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON BUILDING SKIRTING AND EAVES. P3: 4. FORMICA IS PEELING ON COUNTER.7. ONE LIGHT PANEL IS OUT. 15. WINDOW SCREEN IS MISSING. P4: 7. ETHERNET COVERS ARE MISSING. 15. WINDOW SCREEN IS MISSING. P5: 7. ONE LIGHT PANEL IS OUT. 14. TRIP HAZARD ON WALKWAY. 15. WINDOW SCREEN IS MISSING. P7: 7. ONE LIGHT DIFFUSER IS MISSING. 11. PAINT IS PEELING ON FACIA. PAINT IS CHIPPINGNON DOOR. 12. HOLE IN RAMP SKIRTING. DRY ROT ON SIDING TRIM. 15. WINDOW SCREENS ARE MISSING. P8: 4. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. 15. WINDOW SCREENS ARE MISSING. PSYCH/ TESTING: 7. ELECTRICAL COVER IS MISSING. S1: 7. ONE LIGHT PANEL IS OUT.10. PLUG IN CANDLE WARMER. S3: 7. TWO LIGHT PANELS ARE OUT. 10. PLUG IN CANDLE WARMER. STAFF LOUNGE: 7. ONE LIGHT PANEL IS OUT. SURGE PROTECTORS ARE DAISY CHAINED.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			4: 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET HAS HIGH PRESSURE FLOWING AT BASIN. 12. CRACK IN INTERIOR WALL. BOYS REST ROOM: 9. SINK CAPS ARE MISSING. ESS: 4. WATER DAMAGE TO SINK CABINET. 7. ETHERNET COVER IS MISSING. 9. PIPES CAVITATE WHEN WATER IS TURNED ON. 15. WINDOW SCREENS ARE MISSING. K2: 4. CEIIING TILE HAS WATER STSIN.7. TWO LIGHT PANELS ARE OUT (TEACHER CHOICE). 9. FAUCET IS LOOSE AT THE BASE. SINK CAP IS DETERIORATING. 11. PAINT IS PEELING ON EXTERIOR DRINKING FOUNTAIN BASIN AND EAVES.
Safety: Fire Safety, Hazardous Materials	X			13: 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES. 12. CRACK IN INTERIOR WALL ABOVE DOOR. 14: 7. FIVE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES (ENTIRE WING). PAINT IS

			PEELING ON INTERIOR WALL. 12. CRACK IN INTERIOR WALL. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM (ENTIRE WING). 17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL. 19: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. PLUG IN AIR FRESHENER. 3: 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES AND EXTERIOR WALL. 12. CRACK IN WALL ABOVE DOOR. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. K2: 4. CEIIING TILE HAS WATER STSIN.7. TWO LIGHT PANELS ARE OUT (TEACHER CHOICE). 9. FAUCET IS LOOSE AT THE BASE. SINK CAP IS DETERIORATING. 11. PAINT IS PEELING ON EXTERIOR DRINKING FOUNTAIN BASIN AND EAVES. P1: 4. WATER DAMAGE TO SINK CABINET DOOR. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON RAMP RAILING. 12. EXTERIOR WALL IS RUSTED. 14. TRIP HAZARD ON WALKWAY AT GATE. P12: 7. TWO LIGHT PANELS ARE OUT. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON RAMP RAILING. P7: 7. ONE LIGHT DIFFUSER IS MISSING. 11. PAINT IS PEELING ON FACIA. PAINT IS CHIPPINGNON DOOR. 12. HOLE IN RAMP SKIRTING. DRY ROT ON SIDING TRIM. 15. WINDOW SCREENS ARE MISSING. S1: 7. ONE LIGHT PANEL IS OUT.10. PLUG IN CANDLE WARMER. S3: 7. TWO LIGHT PANELS ARE OUT. 10. PLUG IN CANDLE WARMER.
Structural: Structural Damage, Roofs		X	13: 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES. 12. CRACK IN INTERIOR WALL ABOVE DOOR. 14: 7. FIVE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES (ENTIRE WING). PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN INTERIOR WALL. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM (ENTIRE WING). 15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SIX LIGHT PANELS ARE OUT. 12. CRACKS IN INTERIOR WALL. 15. DOOR FRAME HAS TREMITE DAMAGE. 16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL. 3: 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES AND EXTERIOR WALL. 12. CRACK IN WALL ABOVE DOOR. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. 4: 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET HAS HIGH PRESSURE FLOWING AT BASIN. 12. CRACK IN INTERIOR WALL.

School Facility Conditions and Planned Improvements

			6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL. 7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL. LIBRARY: 13. EAVES ARE RUSTED. P1: 4. WATER DAMAGE TO SINK CABINET DOOR. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON RAMP RAILING. 12. EXTERIOR WALL IS RUSTED. 14. TRIP HAZARD ON WALKWAY AT GATE. P14: 4. CEILING TILE HAS A WATER STAIN.13. ACTIVE WATER LEAK.15. WINDOW SCREENS ARE MISSING. P2: 6. TERMITE WASTE PRESENT ON WINDOW SIL.7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON BUILDING SKIRTING AND EAVES. P7: 7. ONE LIGHT DIFFUSER IS MISSING. 11. PAINT IS PEELING ON FACIA. PAINT IS CHIPPINGNON DOOR. 12. HOLE IN RAMP SKIRTING. DRY ROT ON SIDING TRIM. 15. WINDOW SCREENS ARE MISSING. P9: 4. WALL PAPER IS TORN. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. S2: STAGE: 13. CEILING TILES HAVE ACTIVE LEAKS.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		14: 7. FIVE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES (ENTIRE WING). PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN INTERIOR WALL. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM (ENTIRE WING). 15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SIX LIGHT PANELS ARE OUT. 12. CRACKS IN INTERIOR WALL. 15. DOOR FRAME HAS TREMITE DAMAGE. 3: 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES AND EXTERIOR WALL. 12. CRACK IN WALL ABOVE DOOR. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. ESS: 4. WATER DAMAGE TO SINK CABINET. 7. ETHERNET COVER IS MISSING. 9. PIPES CAVITATE WHEN WATER IS TURNED ON. 15. WINDOW SCREENS ARE MISSING. K1: 14. TRIP HAZARD ON WALKWAY. P1: 4. WATER DAMAGE TO SINK CABINET DOOR. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON RAMP RAILING. 12. EXTERIOR WALL IS RUSTED. 14. TRIP HAZARD ON WALKWAY AT GATE. P14: 4. CEILING TILE HAS A WATER STAIN.13. ACTIVE WATER LEAK.15. WINDOW SCREENS ARE MISSING. P3: 4. FORMICA IS PEELING ON COUNTER.7. ONE LIGHT PANEL IS OUT. 15. WINDOW SCREEN IS MISSING. P4: 7. ETHERNET COVERS ARE MISSING. 15. WINDOW SCREEN IS MISSING.

School Facility Conditions and Planned Improvements

			P5: 7. ONE LIGHT PANEL IS OUT. 14. TRIP HAZARD ON WALKWAY. 15. WINDOW SCREEN IS MISSING. P7: 7. ONE LIGHT DIFFUSER IS MISSING. 11. PAINT IS PEELING ON FACIA. PAINT IS CHIPPINGNON DOOR. 12. HOLE IN RAMP SKIRTING. DRY ROT ON SIDING TRIM. 15. WINDOW SCREENS ARE MISSING. P8: 4. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. 15. WINDOW SCREENS ARE MISSING. P9: 4. WALL PAPER IS TORN. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. PLAY COURTS: 14. TRIP HAZARDS.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	40	44	44	44	47	46
Mathematics (grades 3-8 and 11)	35	35	32	34	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	284	277	97.54	2.46	44.04
Female	133	128	96.24	3.76	49.22
Male	151	149	98.68	1.32	39.60
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	19	18	94.74	5.26	38.89
Filipino	--	--	--	--	--
Hispanic or Latino	78	77	98.72	1.28	33.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	164	160	97.56	2.44	48.13
English Learners	14	13	92.86	7.14	15.38
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	34	34	100.00	0.00	55.88
Socioeconomically Disadvantaged	118	116	98.31	1.69	39.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	67	63	94.03	5.97	22.22

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	284	278	97.89	2.11	34.89
Female	133	129	96.99	3.01	35.66
Male	151	149	98.68	1.32	34.23
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	19	18	94.74	5.26	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	78	78	100.00	0.00	20.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	164	160	97.56	2.44	43.13
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	34	34	100.00	0.00	26.47
Socioeconomically Disadvantaged	118	116	98.31	1.69	31.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	67	63	94.03	5.97	7.94

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	27.94	36.63	31.33	33.02	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	105	101	96.19	3.81	36.63
Female	46	42	91.30	8.70	50.00
Male	59	59	100.00	0.00	27.12
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	32	96.97	3.03	31.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	59	56	94.92	5.08	37.50
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	45	44	97.78	2.22	34.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	26	92.86	7.14	11.54

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	92	93	93	92	92

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

We welcome parents to volunteer on campus in any number of capacities. Each and every day we have parent volunteers in our classrooms enhancing the educational experience for our students. Interested parents may contact their child's teacher or the principal about volunteer opportunities.

At Lakeside Farms, we offer a parent engagement program. The operating principle is inclusion — reaching across all parent groups and bringing them together in support of our common interest in helping children succeed. Our trained facilitators lead interactive sessions for parent participants based on developed curriculum. The sessions include individual and group activities, art activities and discussions. These allow opportunities for parents to build relationships with each other, their child(ren) and with school and district leaders.

Lakeside Farms also features a reading support program called Everyone A Reader (EAR). Volunteers are matched up with emerging readers to support them as they grow in their reading ability. We also have a Helping Hands program through our PTA. Interested volunteers check in to the office where teachers leave projects and directions for our volunteers to complete.

Our PTA continuously looks to add volunteers to our program. If you are interested or available to help, please contact our school office manager, Lucretia Browning at (619) 390-2646.

We love that our parents and community members take an active role at their school.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	711	692	140	20.2
Female	328	317	67	21.1
Male	383	375	73	19.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	5	5	0	0.0
Asian	5	5	0	0.0
Black or African American	46	44	9	20.5
Filipino	9	9	1	11.1
Hispanic or Latino	196	191	51	26.7
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	42	41	6	14.6
White	403	392	73	18.6
English Learners	36	33	11	33.3
Foster Youth	1	1	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	242	234	58	24.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	178	175	50	28.6

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.16	0.16	0.84	0.42	1.66	2.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.84	0
Female	0.3	0
Male	1.31	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	4.35	0
Filipino	0	0
Hispanic or Latino	0.51	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.5	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.07	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.69	0

2023-24 School Safety Plan

School safety is a high priority for our school and district. Our school has a comprehensive School Safety Plan, which is updated and reviewed with our staff at the beginning of each school year. The current School Safety plan was reviewed and discussed by our School Site Council in September of 2023. The plan covers topics such as disaster response, safe ingress and egress and ensuring a safe and orderly environment. Our safety plan had been modified during COVID to reflect current additional needs. We have hand washing stations, barriers on desks, daily temperature checks, and are socially distancing. We continue to have our monthly drills.

Our campus is safe and secure for our students. In instances of emergency, we use an automated telephone system and emails to contact parents with pertinent information. To better prepare our teachers, students and staff for emergencies, our school conducts lockdown, fire and earthquake drills regularly throughout the school year. Education Code mandates that all elementary and middle schools hold a fire drill each month they are in session as well as an earthquake drill at least four times during the school year. All volunteers and visitors to our campus are required to sign in and out at the front office using the Ident-a-kid system. All classrooms are equipped with up-to-date emergency kits and have telephone access to the office. We have Epipens and an AED (automated external defibrillator) on site for emergency use.

At Lakeside Farms, we teach our students about safety by emphasizing several important character traits through our Positive Behavior Interventions and Supports (PBIS) Character Education program. Students are recognized at school for making wise choices in the classroom and on the playground in relation to these three character traits (Safe, Responsible and Respectful). We continuously communicate good character virtues to our students with the goal of producing honorable citizens.

D. Other SARC Information	**Information Required in the SARC**
	The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	3	3	
1	15	5	1	
2	16	3	3	
3	17	3	3	
4	15	3	2	
5	22	1	3	
Other	8	4		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	4	
1	18	1	3	
2	25	3		1
3	22		4	
4	23	1	3	
5	21	1	2	
Other	16	2	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	2	4	0
1	22	0	5	0
2	21	2	3	1
3	20	1	3	0
4	23	1	3	0
5	25	1	3	0
6	0	0	0	0
Other	12	3	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8417	114	8304	79466
District	N/A	N/A	7813	$80,999
Percent Difference - School Site and District	N/A	N/A	6.1	4.2
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	-1.7	-3.7

Fiscal Year 2022-23 Types of Services Funded

Our district relies on federal funding under Title I, Title II, and Title III of the Every Student Succeeds Act (ESSA). The purpose of these funds is to assist districts in closing the educational gap of special populations and providing resources, professional development, and materials to improve instruction. For a more detailed analysis of services funded, refer to the LUSD LCAP on our website at https://www.lsusd.net/domain/1503

In addition, each year each school's School Site Council (SSC) develops a School Plan for Student Achievement (SPSA). The SSC at Lakeside Farms is comprised of the principal, teachers, staff, and parents who share the goal of improving our school and our students' performance. The California Department of Education describes the SPSA as the "plan of action to improve student academic performance by coordinating all educational services and resources." The SPSA is developed by reviewing site-specific student demographic, achievement, outcome, and perception data and developing an improvement process. The SSC is the decision-making body responsible for gathering input from the staff and the parent community about school goals and and establishing a plan for accomplishing those goals. The SSC reviews, modifies, and monitors implementation of the plan and establishes a budget for proposed expenditures to support the specified goals. SPSAs are reported to the LUSD Board of Trustees annually and is available through the following link: https://www.lsusd.net/Page/1208

At Lakeside Farms, the majority of site funding is used for supplemental student interventions, staff professional development, and personnel costs. Staff development is focused on targeting instruction and building relationships with students and connectedness to school. We provide professional learning on research-based best practices in the core instructional areas through the use of Professional Learning Communities (PLCs). Personnel costs include additional substitute teachers to support teacher release time. Supplemental materials to address needs were also purchased to support English/Language Arts, Mathematics, Science, Technology, English Language Development, Social-Emotional Supports and School/Community Partnerships.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$51,461	$54,046
Mid-Range Teacher Salary	$76,571	$84,515
Highest Teacher Salary	$114,736	$110,867
Average Principal Salary (Elementary)	$119,201	$136,841
Average Principal Salary (Middle)	$138,823	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$210,405	$217,473
Percent of Budget for Teacher Salaries	33.49%	32.43%
Percent of Budget for Administrative Salaries	4.42%	5.62%

Professional Development

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Math and Writing are the two primary/major areas of focus for the staff due to the data we received from our site and state assessments. Teachers will attend conferences, trainings and after-school workshops. In-class coaching and time for weekly collaboration is provided to assist teachers throughout the school year.

Across the District:
Professional development needs were determined via district-wide Needs Assessment Surveys, LUSD Core Leadership Team/California Next Generation Science Standards Early Implementation Initiative, and feedback data collected via prior professional learning events in the district.

Professional Learning for the 2022-23 school year will address all levels/cohorts of teachers and administrators in the district through continued leadership, pedagogy, and content training. This will occur primarily through science lesson study for all TK-8 teachers of science to include MS ELA teachers, an intensive summer institute, district Professional Development days, and a review of publisher materials.

MATH –
LUSD focused on mathematics as a professional development goal in response to low performance scores on the CAASPP and to support teachers in the Common Core Standards for Mathematics.

Professional development in mathematics is delivered in three primary ways: 1) Workshops (after school, on professional growth days, and during teacher release time), 2) Individual and small group site-based coaching/mentoring, and 3) Conference attendance.

Teachers are supported in refining their mathematics instruction and use of curriculum materials through: 1) Workshops focused on the content and pedagogy relevant to the math content they teach, vertical progression of content, and the Common Core content and practice standards 2) Workshops/guided collaboration focused on unit and lesson design with their curriculum materials (within school and cross-school), 3) In-class coaching both in one-on-one and small groups, and 4) Lesson Study in grade-level groups. Additionally, principals attend all teacher professional learning activities and receive additional training from a leadership perspective.

Social/Emotional/Behavioral Support -
Social-emotional learning and support and behavioral support are focus areas in the 22/23 school year.
PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. Behavior Intervention Aides are also available to support students with the most intensive behavioral needs.

Professional Development

Leadership -
Lakeside Union School District continues to support principal growth through Professional Development and has deepened our support of teacher leaders in the 22/23 school year. Teacher leaders (Facilitators) from each site received training in mentoring and coaching as well as content support in mathematics and 21st Century Learning. The Facilitators, in turn, provide on-site coaching to their respective staffs.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	