Lakeside Middle School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Lakeside Middle School
Street	11833 Woodside Ave
City, State, Zip	Lakeside, CA 92040
Phone Number	(619) 390-2636
Principal	Steve Mull
Email Address	smull@lsusd.net
School Website	https://www.lsusd.net/lakeside-middle/
Grade Span	6-8
County-District-School (CDS) Code	37-68189-6038350

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Lakeside Middle School, located on the western edge of Lakeside, just south of Highway 67, is one of two community middle schools located in this semi-rural town of over 60,000 residents. Lakeside Middle School provides a challenging learning environment for sixth, seventh, and eighth grades. Lakeside Middle School was recognized in 2014-2015 as a Gold Ribbon School with an exemplary arts designation. Our students work with staff in a positive environment, which maximizes academic learning. Our oldest building, dedicated in 1937, reflects the rich history and tradition that is associated with Lakeside Middle School. Our campus facilities include a mixture of permanent structures and portables including a wood-shop, computer lab, dance studio, art and computer rooms, a library, and boys and girls physical education buildings. The mission of the Lakeside

2024-25 School Description and Mission Statement

Union School District and Lakeside Middle School is to provide a nurturing and challenging learning environment that is committed to the development of each student's: love of learning; academic, vocational and social skills; respect for self and others; appreciation for the arts; sense of responsibility and recognition of the need for peaceful resolution of conflict. At Lakeside Middle School, we believe that student learning occurs best in an environment where home, school and students work together.

It is the vision of Lakeside Middle School that all students can learn from an instructional program that provides a quality educational environment that integrates the arts into all curricular areas. Lakeside Middle School's well-rounded visual and performing arts programs compliment the finest academic programs. The academic programs will support students at all levels of ability, and all students will be provided access to the arts. Throughout the curriculum, students will utilize technology. The environment of Lakeside Middle School will support social and emotional well-being of students through character education that promotes integrity, social responsibility, and academic excellence.

Lakeside Middle School offers a wide variety of arts courses including instrumental music, dance, choral music and drama. This arts focus is offered to all students at all three grade levels. Our academic courses offer the highest quality and rigor. All students are taught the advanced English and Math courses, providing challenging opportunities for our students. Project Lead the Way is a pre-engineering program available to students in addition to our advanced science courses and agriculture science classes. LMS is also a full chartered FFA (Future Farmers of America) school, the first fully charted middle school in California. In addition, students have the opportunity to enroll in beginning through advanced Spanish and Mandarin courses as their elective. All students are issued a school Chromebook.

Lakeside Middle School also offers a Spanish Immersion program for students that have transferred from an elementary immersion program. The program is currently offered at grades six, seven, and eight. Students in the program are offered two periods immersed in Spanish, history, and literature. The Lakeside School District Board of Trustees has authorized a "Pathways Seal of Biliteracy" or an "Exemplary Arts Designation" for qualifying students on eighth grade diplomas.

Steve Mull, Principal

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	258
Grade 7	222
Grade 8	197
Total Enrollment	677

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	56.3
Male	43.6
American Indian or Alaska Native	0.9
Asian	1.3
Black or African American	2.4
Filipino	1.5
Hispanic or Latino	35.7
Native Hawaiian or Pacific Islander	0.4
Two or More Races	5.2
White	52.6
English Learners	6.1
Foster Youth	0.3
Homeless	0.4
Socioeconomically Disadvantaged	42.4
Students with Disabilities	18.9

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)	24.40	77.97	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)	0.30	1.05	3.50	1.46	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.80	5.80	4.50	1.87	12115.80	4.41
Unknown/Incomplete/NA	4.70	15.15	22.60	9.20	18854.30	6.86
Total Teaching Positions	31.30	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)	27.10	83.16	217.30	90.52	234405.20	84.00
Intern Credential Holders Properly Assigned	0.80	2.60	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)	1.90	5.88	5.70	2.40	11953.10	4.28
Unknown/Incomplete/NA	2.70	8.30	13.90	5.81	15831.90	5.67
Total Teaching Positions	32.60	100.00	240.00	100.00	279044.80	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.

2022-23 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)	25.60	80.66	215.90	89.20	231142.40	100.00
Intern Credential Holders Properly Assigned	0.80	2.74	0.80	0.36	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.20	4.03	7.50	3.11	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.70	5.39	7.40	3.09	11746.90	4.23
Unknown/Incomplete/NA	2.20	7.15	10.20	4.23	14303.80	5.15
Total Teaching Positions	31.70	100.00	242.00	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	1
Misassignments	0.30	0.00	0.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.30	0.00	1.2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.90	1.00	0.8
Local Assignment Options	0.80	0.80	0.8
Total Out-of-Field Teachers	1.80	1.90	1.7

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In October, 2023 the Lakeside Union School District Board of Trustees verified by resolution that each student at Lakeside Middle 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	12/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Expeditionary Learning, adopted 2024	Yes	0
Mathematics	CPM, adopted in 2018-19	Yes	0
Science	OpenSciEd (Adopted in 2021)	Yes	0
History-Social Science	TCI History Alive (6-8), adopted 2024	Yes	0
Foreign Language	Chinese Wonderland & Singapore Chinese; both adopted in 2013	Yes	0
Health	Positive Prevention Plus	Yes	0

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

School Facility Conditions and Planned Improvements

Lakeside Middle School has a rich history in our community. It was opened in 1917 as a high school with the oldest building, built in 1937, still standing. Despite the age, the building is in fine condition and is well maintained by our maintenance department. Other buildings were added through the decades including physical education rooms, a complete wood shop, a multipurpose room / theater, a band room, and a library. The cooking classroom has been converted to a choral music and dance classroom. Beginning in April 2011, Lakeside Middle School received eleven million dollars in upgrades from a bond initiative that was passed by voters. The remodeling was completed in January, 2012. All air conditioner systems have been replaced and solar panels were installed during the summer of 2023.

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	11/18/2024

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: 4. FORMICA IS CHIPPING ON COUNTER. 11: 4. FORMICA IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) 13: 4. CEILING TILES ARE DAMAGED. RUBBER MOULDING IS MISSING. 14: 4. CEILING TILES ARE LOOSE.11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15: 4. WATER FROM SKYLIGHT IS STAINING WALL (HALLWAY) 16: 4. CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. CEILING TILES ARE DAMAGED (HALLWAY). WATER DAMAGE TO WALL (HALLWAY). 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY) 20: 4. CEILING TILES ARE LOOSE . 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY) 21: 4. CEILING TILE IS MISSING. 11. PAINT IS PEELING ON DOOR, DOOR FRAME, AND FACIA. 5: 4. CEILING TILES ARE LOOSE. CEILING TILE IS BROKEN. RUBBER MOULDING IS MISSING. 11. PAINT IS PEELING ON THE DOOR. 12. CRACK IN INTERIOR WALL. 7: 4. FORMICA IS CHIPPING ON COUNTERTOP. 9: .4 FORMICA IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON DOOR. ALL GENDER REST ROOM: 4. WALL HAS WATER DAMAGE. BOYS LOCKER ROOM (23): 4. CEILING TILE IS LOOSE. CEILING TILE IS MISSING. . . 12. CRACKS IN EXTERIOR WALL. BOYS REST ROOM: 4. STALL DIVIDER BASE CAP IS BROKEN. WALL TILE IS BROKEN.

School Facility Conditions and Planned Improvements

			GIRLS LOCKER ROOM (24): 4. CEILING TRIM IS LOOSE. HOLES IN RR WALL. 10. EVACUATION MAP IS NOT POSTED.11. PAINT IS PEELING ON DOORS GIRLS REST ROOM: 4. HOLE IN WALL/VALVE CAP IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON CEILING AND SANITARY NAPKIN RECEPTICLES. (MENSTRUAL NOTICE NOT POSTED) P2: 4. RUBBER MOULDING IS MISSING. HOLES IN FLOORING.. 14. SKID PAINT IS PEELING ON RAMP. P3: 4. RUBBER MOULDING IS CHIPPED. . 14. SKID PAINT IS PEELING ON RAMP. (WILLIAMS NOTICE NOT POSTED) P4: 4. CARPET IS TORN. RUBBER MOULDING IS MISSING.. 11. PAINT IS PEELING ON RAMP RAILING. 14. SKID PAINT IS PEELING ON RAMP. P5: 4. CEILING PANEL IS LOOSE AND DAMAGED. RUBBER MOULDING IS LOOSE. WALLPAPER IS TORN. 12. DRY ROT ON SIDING. P6: 4 CARPET IS WORN, WALL DAMAGE. 13. ROOF FLASHING IS BROKEN/BENT. P7: 4. CEILING TILE IS BROKEN. WALLS ARE STAINED. 11. PAINT IS PEELING ON INTERIOR WALL. PAINT: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES AND TRIM ARE BROKEN. SHOP (22): 4. CEILING TILES ARE LOOSE. CEILING TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. TECH CENTER: 4. RUBBER MOULDING IS MISSING. 11. PAINT IS CHIPPING ON WALL.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		1: . 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. COPY ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. DANCE (21): 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING. SHOP (22): 4. CEILING TILES ARE LOOSE. CEILING TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. STORAGE: 5. ROOM IS OVERLY CLUTTERED. TEACHER'S LOUNGE/ PSYCH OFFICE: 6 MICE DOPPINGS IN OFFICE AND HALLWAY
Electrical		X	1: . 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. 2: 7. ONE LIGHT DIFFUSERS IS MISSING. ONE LIGHT DIFFUSER IS BROKEN.. 11. PAINT IS PEELING ON BUILDING EXTERIOR. 12. DRY ROT ON SIDING. ADMIN: 7. ONE HANGING LIGHT FIXTURE IS OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED. ALL GENDER REST ROOM: 7. ONE CAN LIGHT IS OUT.

School Facility Conditions and Planned Improvements

			BOYS REST ROOM: 7. LIGHT DIFFUSER IS BROKEN. . 11. PAINT IS PEELING ON DOOR. COUNSELOR: 7. LIGHT SWITCH AND COVER ARE LOOSE. CUSTODIAN: 7. LIGHT DIFFUSER IS BROKEN (HALLWAY). DANCE (21): 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING. JANITOR: 7. MULTIPLE LIGHT DIFFUSERS ARE MISSING. ONE LIGHT DIFFUSER IS LOOSE. STORAGE: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		3: . 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON FACIA. 6: 9. SINK BASIN IS RUSTED. GIRLS REST ROOM: 8. ONE TOILET IS OUT OF ORDER. GIRLS REST ROOM: 4. HOLE IN WALL/VALVE CAP IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON CEILING AND SANITARY NAPKIN RECEPTICLES. (MENSTRUAL NOTICE NOT POSTED)
Safety: Fire Safety, Hazardous Materials		X	11: 4. FORMICA IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) 14: 4. CEILING TILES ARE LOOSE.11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 16: 4. CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. CEILING TILES ARE DAMAGED (HALLWAY). WATER DAMAGE TO WALL (HALLWAY). 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY) 17: 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACKS IN INTERIOR WALL. 19: . 11. PAINT IS PEELING ON INTERIOR WALL. 2: 7. ONE LIGHT DIFFUSERS IS MISSING. ONE LIGHT DIFFUSER IS BROKEN.. 11. PAINT IS PEELING ON BUILDING EXTERIOR. 12. DRY ROT ON SIDING. 20: 4. CEILING TILES ARE LOOSE . 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY) 21: 4. CEILING TILE IS MISSING. 11. PAINT IS PEELING ON DOOR, DOOR FRAME, AND FACIA. 4: 11. PAINT IS PEELING ON INTERIOR WALL. 13. DRY ROT ON BACK FACIA. 5: 4. CEILING TILES ARE LOOSE. CEILING TILE IS BROKEN. RUBBER MOULDING IS MISSING. 11. PAINT IS PEELING ON THE DOOR. 12. CRACK IN INTERIOR WALL. 7: 4. FORMICA IS CHIPPING ON COUNTERTOP. 8: . 11. PAINT IS PEELING ON DOOR. 9: .4 FORMICA IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON DOOR.

School Facility Conditions and Planned Improvements			
			ADMIN: 7. ONE HANGING LIGHT FIXTURE IS OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED. ALL GENDER REST ROOM: 11. PAINT IS CHIPPING ON SANITARY NAPKIN CONTAINER. ALL GENDER REST ROOM: 11. PAINT IS PEELING ON INTERIOR WALL. ALL GENDER REST ROOM: . 11. PAINT IS PEELING ON INTERIOR WALL. BOYS REST ROOM: 7. LIGHT DIFFUSER IS BROKEN. . 11. PAINT IS PEELING ON DOOR. CUSTODIAN: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. GIRLS LOCKER ROOM (24): 4. CEILING TRIM IS LOOSE. HOLES IN RR WALL. 10. EVACUATION MAP IS NOT POSTED.11. PAINT IS PEELING ON DOORS GIRLS REST ROOM: 8. ONE TOILET IS OUT OF ORDER. GIRLS REST ROOM: 4. HOLE IN WALL/VALVE CAP IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON CEILING AND SANITARY NAPKIN RECEPTICLES. (MENSTRUAL NOTICE NOT POSTED) P4: 4. CARPET IS TORN. RUBBER MOULDING IS MISSING.. 11. PAINT IS PEELING ON RAMP RAILING. 14. SKID PAINT IS PEELING ON RAMP. P7: 4. CEILING TILE IS BROKEN. WALLS ARE STAINED. 11. PAINT IS PEELING ON INTERIOR WALL. P8: 11. PAINT IS PEELING ON RAMP RAILING. 12. DRY ROT ON SIDING. TEACHER'S LOUNGE: 10. FIRE EXTINGUISHER IS NOT MOUNTED. TECH CENTER: 4. RUBBER MOULDING IS MISSING. 11. PAINT IS CHIPPING ON WALL.
Structural: Structural Damage, Roofs	X		12: . .12. DRY ROT ON COVERED WALKWAY. 17: 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACKS IN INTERIOR WALL. 2: 7. ONE LIGHT DIFFUSERS IS MISSING. ONE LIGHT DIFFUSER IS BROKEN.. 11. PAINT IS PEELING ON BUILDING EXTERIOR. 12. DRY ROT ON SIDING. 3: . 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON FACIA. 4: 11. PAINT IS PEELING ON INTERIOR WALL. 13. DRY ROT ON BACK FACIA. 5: 4. CEILING TILES ARE LOOSE. CEILING TILE IS BROKEN. RUBBER MOULDING IS MISSING. 11. PAINT IS PEELING ON THE DOOR. 12. CRACK IN INTERIOR WALL. BOYS LOCKER ROOM (23): 4. CEILING TILE IS LOOSE. CEILING TILE IS MISSING. . . 12. CRACKS IN EXTERIOR WALL. P5: 4. CEILING PANEL IS LOOSE AND DAMAGED. RUBBER MOULDING IS LOOSE. WALLPAPER IS TORN. 12. DRY ROT ON SIDING. P6: 4 CARPET IS WORN, WALL DAMAGE. 13. ROOF FLASHING IS BROKEN/BENT.

School Facility Conditions and Planned Improvements

				P8: 11. PAINT IS PEELING ON RAMP RAILING. 12. DRY ROT ON SIDING.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			P1: 15. WINDOW SCREENS ARE MISSING. DOOR IS GOUGING RAMP/ NOT CLOSING PROPERLY. P2: 4. RUBBER MOULDING IS MISSING. HOLES IN FLOORING.. 14. SKID PAINT IS PEELING ON RAMP. P3: 4. RUBBER MOULDING IS CHIPPED. . 14. SKID PAINT IS PEELING ON RAMP. (WILLIAMS NOTICE NOT POSTED) P4: 4. CARPET IS TORN. RUBBER MOULDING IS MISSING.. 11. PAINT IS PEELING ON RAMP RAILING. 14. SKID PAINT IS PEELING ON RAMP. 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	46	46	44	44	46	47
Mathematics (grades 3-8 and 11)	28	29	34	33	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	668	641	95.96	4.04	46.65
Female	375	355	94.67	5.33	53.80
Male	291	284	97.59	2.41	37.32
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	13	92.86	7.14	30.77
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	247	234	94.74	5.26	38.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	30	96.77	3.23	56.67
White	346	336	97.11	2.89	52.08
English Learners	41	35	85.37	14.63	2.86
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	35	35	100.00	0.00	57.14
Socioeconomically Disadvantaged	286	272	95.10	4.90	36.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	122	116	95.08	4.92	12.07

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	668	641	95.96	4.04	28.71
Female	375	355	94.67	5.33	27.32
Male	291	284	97.59	2.41	30.63
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	14	100.00	0.00	42.86
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	247	232	93.93	6.07	17.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	29	93.55	6.45	37.93
White	346	338	97.69	2.31	34.32
English Learners	41	37	90.24	9.76	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	35	34	97.14	2.86	38.24
Socioeconomically Disadvantaged	286	270	94.41	5.59	21.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	122	114	93.44	6.56	8.77

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	35.34	36.98	33.02	37.22	30.29	30.73

2023-24 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	200	192	96.00	4.00	36.98
Female	115	109	94.78	5.22	33.94
Male	84	82	97.62	2.38	40.24
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	73	69	94.52	5.48	37.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	10	90.91	9.09	--
White	105	103	98.10	1.90	36.89
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	11	11	100.00	0.00	54.55
Socioeconomically Disadvantaged	79	74	93.67	6.33	27.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	34	97.14	2.86	2.94

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.

2023-24 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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	87	90	82	80	80

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.

2024-25 Opportunities for Parental Involvement

Parents are valued members of the LMS school community and actively work with Lakeside Middle School staff to create a safe, positive climate for student achievement. They serve as members of PTSA, School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee, District Advisory Committees, Schools of the Future Committee and the District Safety Committee.

Our dynamic PTSA leaders advocate for student achievement, school safety, and parent involvement. Goals include supporting the health, safety, and well-being of students through programs and materials, increasing parent involvement, and volunteerism by providing monthly family events that encourage parent-child interaction and supporting arts and science enrichment that sets Lakeside Middle School above other campuses.

Parent involvement and support of student performances in dance, art, theater, band, orchestra, FFA, and athletics programs are key to our success!   Home-school communication is facilitated through weekly email blasts, phone contacts, the daily use of student planners, newsletters, Homework Hotline, our school and district website, and Jupitergrades. Jupitergrades provides a secure password-protected grade book communication program, to give parents access to current grades and homework online, to further support student learning and communication. E Mail blasts are sent to parents and students weekly through Jupitergrades.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	710	700	129	18.4
Female	399	395	71	18.0
Male	309	303	57	18.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	1	9.1
Black or African American	17	17	3	17.6
Filipino	11	11	0	0.0
Hispanic or Latino	260	256	56	21.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	36	36	9	25.0
White	365	359	58	16.2
English Learners	49	48	16	33.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	311	307	83	27.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	137	136	38	27.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	3.31	6.34	6.20	1.66	2.33	3.04	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.20	0.00
Female	3.76	0.00
Male	9.39	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.88	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.69	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.33	0.00
White	5.21	0.00
English Learners	8.16	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	9.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.49	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The LMS School Safety Plan, revised annually, is a part of a regional East County safety grant and a collaboration with law enforcement, fire, and community-school leaders to ensure that all school sites from kindergarten through 12th grade communicate using consistent procedures. We conduct monthly fire drills. Earthquake, lockdown, and campus security procedures and safety procedures are discussed in classes and assemblies. Updated safety procedures are posted near each office phone and in each classroom.

Teaching staff and administration move about the campus, checking student passes, monitoring restrooms, directing campus visitors and alerting the office of potential concerns. Administrators are visible during high-density periods and remain on campus in the evening following dismissal to ensure that each student has exited the campus safely or arrived at their after school program. Cameras are installed throughout the campus add to the safe campus atmosphere. The double lunch schedule has reduced crowding at lunch, increased the ratio of supervisors to students, and enhanced safety.

The LMS PTSA will help support all LMS students by providing programs, assemblies, and the proper items and materials that relate to the well-being and safety of our students. They have purchased a defibrillator for the school, and emergency backpacks and cases of water for each classroom. The LMS PTSA sponsored the nationally recognized Rachel's Challenge program based on the life and writings of Rachel Scott, the first victim of the Columbine school shooting. This powerful program is continuing through peer training to inspire, equip, and empower students to make a difference in their world through leadership and social-emotional skill training. Both programs are further woven into school culture by trained Peer Ambassador Leaders (PALS), who are guided and trained by our school counselor and work with fellow students to help with problem-solving and positive role modeling. These school and community resources have lead to a peaceful learning environment and a feeling of safety among students.

2024-25 School Safety Plan

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	12	13	5
Mathematics	22	10	8	5
Science	27	6	2	8
Social Science	27	3	12	4

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	14	9	4
Mathematics	23	7	13	1
Science	26	6	6	3
Social Science	25	6	9	3

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	13	6	6
Mathematics	20	15	3	4
Science	22	7	4	4
Social Science	26	6	4	6

2023-24 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	677

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	9409	1241	8168	102676
District	N/A	N/A	11926	94042
Percent Difference - School Site and District	N/A	N/A	-37.4	8.8
State	N/A	N/A	$10,771	$94,129
Percent Difference - School Site and State	N/A	N/A	-27.5	8.7

Fiscal Year 2023-24 Types of Services Funded

Our district relies on federal funding under Title I, Title II, Title III and Title IV 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/.

Fiscal Year 2023-24 Types of Services Funded

In addition, each year each school's School Site Council (SSC) develops a School Plan for Student Achievement (SPSA). The SSC at Lakeside Middle is comprised of the principal, teachers, staff, parents, and students 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.

At Lakeside Middle School, the majority of site lottery funding is used for classroom budgets. Funds are also used to support after-school tutoring and to support arts programs. A portion of the funds go to staff development to keep teachers abreast of the latest innovations in education. A variety of specific programs, such as College and Career Readiness and Project Lead the Way are also funded with these resources.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$55,398	$57,839
Mid-Range Teacher Salary	$82,429	$90,040
Highest Teacher Salary	$123,616	$118,647
Average Principal Salary (Elementary)	$96,900	$144,639
Average Principal Salary (Middle)	$145,354	$148,270
Average Principal Salary (High)	$0	$161,275
Superintendent Salary	$231,319	$229,986
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time we set aside for the past three years for their continuing education and professional development.

SCIENCE –

Science - The primary areas of focus for staff and administrator development have been related to the adoption of the Next Generation Science Standards (NGSS) and moving teachers and administrators into implementation. Focus areas include: 1) Building leadership capacity, 2) Scaling up Professional Learning and Support to include all district teachers, 3) Planning instruction aligned to the Next Generation Science Standards, 4) Collaborative planning tools for instruction, and 5) Addressing supplemental instructional materials.

Professional development needs were determined via district-wide Needs Assessment Surveys, LUSD Core Leadership

Professional Development

Team/California Next Generation Science Standards Early Implementation Initiative, and feedback data collected via prior professional learning events in the district.

Administrator professional learning will address NGSS innovations, strategies to identify and support high quality science instruction (observations and feedback) and sustainability. This support will occur both on site and through district management meetings via the Early Implementer Initiative.

Next Generation Science Standards Teacher Leaders, Expansion Teachers, and administrators are supported via NGSS Early Implementation Initiative Project Director, on-site Core Leadership Team members and/or Teacher Leaders.

MATH –

LUSD focused on mathematics as a professional development goal in response performance scores on the CAASPP and to support teachers in the Common Core Standards for Mathematics. LMS uses consultants from Math Transformations to work with math teachers to improve instruction and student achievement.

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 24-25 school year. Teachers have been trained through "Crew" to implement weekly social / emotional lessons with students. Crew classes meet once week and training is on-going for staff.

PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students.   Two Behavior Specialists and two Behavior Intervention Aides are also available to support students with the most intensive behavioral needs.

Professional Development and Coaching have focused on Conscious Classroom Management strategies. Conscious Classroom Teaching provides teachers with professional development and coaching on Tier I and II behavioral strategies. MTSS TOSAs are also available to coach on classroom management strategies and student behavior plans.

Leadership -

Lakeside Union School District continues to support principal growth through Professional Development and has deepened our support of teacher leaders in the 23 24 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	