Lakeview Elementary School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	Lakeview Elementary School
Street	9205 Lakeview Rd.
City, State, Zip	Lakeside, CA 92040
Phone Number	619.390.2652
Principal	Tiger Rowan
Email Address	trowan@lsusd.net
School Website	www.lsusd.net/lv
Grade Span	
County-District-School (CDS) Code	37681896038368

2025-26 District Contact Information

District Name	Lakeside Union Elementary School District
Phone Number	619.390.2600
Superintendent	Scott Goergens
Email Address	sgoergens@lsusd.net
District Website	www.lsusd.net

2025-26 School Description and Mission Statement

The Lakeview Elementary School Community believes that students can reach their highest potential and become lifelong learners through a variety of challenging educational opportunities. Such opportunities include a rigorous standards-based curriculum, differentiated instruction, and visual and performing creative outlets. Our school continues to utilize technology as a tool which promotes critical thinking and discovery, and also makes learning more accessible to each student. Lakeview educators are committed to growing professionally by learning about innovative classrooms and teaching practices. This allows our classrooms to exemplify best teaching practices. Lakeview School enjoys strong support from our parent community. Our teachers, parents, and staff believe in supporting every student attending this school with the tools necessary to ensure student success. Lakeview enjoys a strong partnership with our Parent/Teacher Association. The Lakeview PTA offers several fundraising opportunities throughout the year in an effort to raise funds for the purpose of enhancing the educational experience for our students. PTA funds provide transportation for students to attend off site educational field trips such as the USS Midway, BizTown, the Marine Science Floating Lab, the Julian Mining Company, and many more. PTA also provides educational assemblies for students on topics such as Anti-Bullying, Red Ribbon Week, Science Exploration, Literacy, etc. In addition, our PTA helps to supplement our educational program by providing classroom materials & supplies, educational software and Physical Education equipment.

Lakeview School offers its students a comprehensive program to meet each child's unique academic, physical and emotional needs. Our strong curricular program is a balance of basic skills instruction, critical-thinking activities, active participatory learning and challenging enrichment opportunities meeting all of the California Common Core State Standards. Every student in grades 2-5 has access to an individual iPad, pre-loaded with standards-based learning content and standards based educational software. We incorporate Apple TV technology and curricular enhancements such as Google Classroom in all grades.   In addition, we offer Spanish Immersion classes in grades K-5. These students are taught part of the day in Spanish, and part of the day in English. Students in our immersion program develop life-long advantages by becoming bilingual, bi-literate and culturally competent citizens. We firmly believe in educating the whole student by offering Band and music instruction to students in fifth grade. All students in Grades K-5 receive the benefit of art instruction offered by art docents. District multiple measures are used to assess the academic progress of each student several times yearly and gauge the overall strength of our academic program. District testing includes the Performance Assessment of Writing Skills, Reading Inventories in both English and Spanish, and the district adopted NWEA MAP Assessment in grades 1-5. Results of these assessments in addition to work samples and other curriculum-based assessment data are shared with parents and used as

2025-26 School Description and Mission Statement

ongoing assessments to modify instruction. Teachers meet weekly at Professional Learning Communities to design instruction to meet the needs of students based on four primary questions: 1) What do we want our students to learn? 2) How will we know when they have learned it? 3) How will we respond when they haven't learned it? 4) How will we respond when they already know it? We use the previously mentioned data as well as team designed formative assessment data to answer these questions and inform our instruction. Lakeview Elementary School has adopted a Positive Behavior Interventions & Supports (PBIS) program as a means to provide a positive, safe and respectful environment for all members of the school community. Additionally, we have recommitted to morning meetings (with an SEL focus). Lastly, for five years, Lakeview has been incorporating CGI into our math instruction: half of the staff have attended trainings at SDSU, and a SDSU-CGI presenter has run monthly professional development. SDSU has been on campus, providing small-group PD with each grade-level, followed by observing a professor teach a lesson. This is done for every grade-level, twice per year.

Tiger Rowan, PRINCIPAL

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	146
Grade 1	93
Grade 2	96
Grade 3	123
Grade 4	95
Grade 5	113
Total Enrollment	666

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5
Male	49.5
American Indian or Alaska Native	0.5
Asian	0.8
Black or African American	0.2
Hispanic or Latino	35.4
Native Hawaiian or Pacific Islander	0.3
Two or More Races	7.4
White	55.6
English Learners	3.6
Socioeconomically Disadvantaged	32.4
Students with Disabilities	15.5

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.

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)	32.6	100	217.3	90.52	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.8	0.77	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	1.1	0.5	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	5.7	2.4	11953.1	4.28
Unknown/Incomplete/NA	0	0	13.9	5.81	15831.9	5.67
Total Teaching Positions	32.6	100	240	100	279044.8	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.

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)	30	96.18	215.9	89.2	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.8	0.36	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.1	3.82	7.5	3.11	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	7.4	3.09	11746.9	4.23
Unknown/Incomplete/NA	0	0	10.2	4.23	14303.8	5.15
Total Teaching Positions	31.1	100	242	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	32.2	96.99	219.8	87.69	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0.6	0.26	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	3.01	14.6	5.85	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	7.2	2.88	12112.8	4.34
Unknown/Incomplete/NA	0	0	8.3	3.32	13705.8	4.91
Total Teaching Positions	33.2	100	250.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.2	1
Misassignments	0.00	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1.1	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	3	0

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

2025-26 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 Lakeview 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	12/2022

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading: Wonders, McGraw-Hill; adopted in 2013 Maravillas, McGraw-Hill; adopted in 2015	0
Mathematics	Everyday Math, McGraw-Hill; adopted in 2015 Matematicas Diarias, McGraw-Hill adopted in 2015	0
Science	Amplify Science (Adopted in 2022)	0
History-Social Science	TCI Social Studies Alive (K-5) - Adopted 2024	0

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

School Facility Conditions and Planned Improvements

Lakeview Elementary School opened in September of 1959. Some of our classrooms have been updated and maintained to provide a safe and stimulating learning environment. The Lakeside Union School District team works diligently to ensure that all sites are well-maintained and undergo maintenance on a regular basis. An online system of work orders is implemented to assist in maintenance requests. Sites are cleaned, painted and carpeted on a regular basis. Restrooms and fire alarms systems are also maintained and updated as necessary. Upgraded waterless urinals have been installed in the boy's restrooms to provide sanitation and energy efficiency. Heating and cooling systems are regularly evaluated to ensure energy efficient use. The passing of Proposition V by the Lakeside Community allowed our site to build a new Multi-purpose room, office space and teacher workroom. State of the art office spaces, including a health office, and food service area, provide an energy efficient,

School Facility Conditions and Planned Improvements

attractive and healthy environment for our students. The Kindergarten playground has been rearranged and improved for safety and efficiency. New play equipment was added on both the lower and upper playgrounds that meet safety requirements supported by the JPA. Our school site is cleaned daily and any graffiti removed immediately by custodial staff. Each and every student takes pride in the appearance of their school and incentives are provided for campus beautification.

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	12/2/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: 6: 2. EXHAUST FAN IS NOT WORKING (REST ROOM). 5. UNSECURED ITEMS ARE STORED TOO HIGH.
Interior: Interior Surfaces			X	16: 4. WALL PAPER IS TORN. 22: 4. FLOOR TILES ARE BROKEN AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 3: 4. RUBBER MOLDING IS MISSING/TORN. 9. DRINKING FOUNTAIN MOUTHGUARD IS RUSTED.13. DRY ROT ON FACIA (ENTIRE WING) 5: 4. COUNTER IS CHIPPED 7: 4. CEILING TILES HAVE WATER STAINS. BOYS REST ROOM: 4. CEILING TILES ARE LOOSE. 5. COVE BASE AND FLOORING ARE VERY DIRTY COUNSELOR: CEILING TILES MISSING FOOD SERVICE: 4. LINOLEUM IS TORN. GIRLS REST ROOM: 4. CEILING TILES ARE MISSING 13. DRY ROT ON EAVES. K1: 4. FLOOR TILES ARE BROKEN. 10 EMERGENCY EXIT LIGHT IS NOT FUNCTONING PROPERLY. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. K4: 4. FORMICA TRIM IS MISSING ON COUNTERTOP 11. PAINT IS PEELING ON CEILING (IN RR) DIRTY FLOORS LIBRARY: CEILING TILES MISSING MPR: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT FIXTURE IS OUT. P1: 4. FORMICA TRIM IS MISSING ON COUNTERTOP 11. PAINT IS PEELING ON DOOR. P2: 4. FORMICA TRIM IS MISSSING ON COUNTERTOP.5. UNSECURED ITEMS STORED TOO HIGH. 12. DRY ROT ON SIDING. 14. MULTILE EXTERIOR BACK PACK HOOKS ARE BROKEN. P3: 4. FORMICA TRIM IS CHIPPED ON COUNTERTOP. 14. DRY ROT/HOLE ON RAMP. 12.. ROT ON EAVES P4: 4. CARPET IS TORN. TRIM IS MISSING ON COUNTERTOP. 14. RAMP IS LIFTING CREATING A TRIP HAZARD. DRY ROT/HOLE ON RAMP.

			P7: 4. CELING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON RAMP RAILING. 12. SIDING TRIM IS MISSING. SPEECH: 4. CARPET IS LIFTING. 11. PAINT IS PEELING ON EAVES.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X	1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 13. DRY ROT ON FACIA. 13: 5. UNSECURED ITEMS STORED TOO HIGH. TOO MUCH WALL COVERAGE WITH PAPER 15: . 5. UNSECURED ITEMS ARE STORED TOO HIGH. 17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 18: 5. UNSECURED ITEMS STORED TOO HIGH. 20: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EXTERIOR WALL. 22: 4. FLOOR TILES ARE BROKEN AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6: 2. EXHAUST FAN IS NOT WORKING (REST ROOM). 5. UNSECURED ITEMS ARE STORED TOO HIGH. BOYS REST ROOM: 4. CEILING TILES ARE LOOSE. 5. COVE BASE AND FLOORING ARE VERY DIRTY K3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. P2: 4. FORMICA TRIM IS MISSSING ON COUNTERTOP.5. UNSECURED ITEMS STORED TOO HIGH. 12. DRY ROT ON SIDING. 14. MULTILE EXTERIOR BACK PACK HOOKS ARE BROKEN. P7: 4. CELING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON RAMP RAILING. 12. SIDING TRIM IS MISSING. PE STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. STAGE: CLUTTER ON STAGE WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
Electrical	X		GIRLS REST ROOM: 7. MULTIPLE LIGHT BULBS ARE OUT. MPR: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT FIXTURE IS OUT.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		10: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 19: 9. DRINKING FOUNTAIN HAS NO FLOW. 21: 9. DRINKING FOUNTAIN HAS NO FLOW. 11. PAINT IS PEELING ON FACIA. 3: 4. RUBBER MOLDING IS MISSING/TORN. 9. DRINKING FOUNTAIN MOUTHGUARD IS RUSTED.13. DRY ROT ON FACIA (ENTIRE WING) 8: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. BOYS REST ROOM: 9. SINK CAPS ARE MISSING. ONE FIXTURE NOT CONNECTED.

School Facility Conditions and Planned Improvements

				GIRLS REST ROOM: 9. SINK CAPS ARE MISSING. TWO FAUCETS ARE LOOSE AT BASE.
Safety: Fire Safety, Hazardous Materials	X			20: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EXTERIOR WALL. 21: 9. DRINKING FOUNTAIN HAS NO FLOW. 11. PAINT IS PEELING ON FACIA. BOYS REST ROOM: 11. PAINT IS PEELING ON HAND DRYER. ESS: 10 FIRE EVACUATION MAP NOT POSTED K1: 4. FLOOR TILES ARE BROKEN. 10 EMERGENCY EXIT LIGHT IS NOT FUNCTONING PROPERLY. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. K4: 4. FORMICA TRIM IS MISSING ON COUNTERTOP 11. PAINT IS PEELING ON CEILING (IN RR) DIRTY FLOORS P1: 4. FORMICA TRIM IS MISSING ON COUNTERTOP 11. PAINT IS PEELING ON DOOR. P6: 10. PLUG IN CANDLE WARMER. 14. RAMP HAS DRY ROT. P7: 4. CELING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON RAMP RAILING. 12. SIDING TRIM IS MISSING. PARKING LOTS: BACK FLOW DRIPPING SPEECH: 4. CARPET IS LIFTING. 11. PAINT IS PEELING ON EAVES.
Structural: Structural Damage, Roofs	X			1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 13. DRY ROT ON FACIA. 3: 4. RUBBER MOLDING IS MISSING/TORN. 9. DRINKING FOUNTAIN MOUTHGUARD IS RUSTED.13. DRY ROT ON FACIA (ENTIRE WING) GIRLS REST ROOM: 4. CEILING TILES ARE MISSING 13. DRY ROT ON EAVES. K1: 4. FLOOR TILES ARE BROKEN. 10 EMERGENCY EXIT LIGHT IS NOT FUNCTONING PROPERLY. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. K2: 12. DRY ROT ON SIDING. P2: 4. FORMICA TRIM IS MISSSING ON COUNTERTOP.5. UNSECURED ITEMS STORED TOO HIGH. 12. DRY ROT ON SIDING. 14. MULTILE EXTERIOR BACK PACK HOOKS ARE BROKEN. P3: 4. FORMICA TRIM IS CHIPPED ON COUNTERTOP. 14. DRY ROT/HOLE ON RAMP. 12.. ROT ON EAVES P5: 12. DRY ROT ON SIDING TRIM. P7: 4. CELING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON RAMP RAILING. 12. SIDING TRIM IS MISSING.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			2: 15. DOOR CLOSER COVER IS MISSING. P2: 4. FORMICA TRIM IS MISSSING ON COUNTERTOP.5. UNSECURED ITEMS STORED TOO HIGH. 12. DRY ROT ON SIDING. 14. MULTILE EXTERIOR BACK PACK HOOKS ARE BROKEN.

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| | | | P3: 4. FORMICA TRIM IS CHIPPED ON COUNTERTOP. 14. DRY ROT/HOLE ON RAMP. 12.. ROT ON EAVES
P4: 4. CARPET IS TORN. TRIM IS MISSING ON COUNTERTOP. 14. RAMP IS LIFTING CREATING A TRIP HAZARD. DRY ROT/HOLE ON RAMP.
P6: 10. PLUG IN CANDLE WARMER. 14. RAMP HAS DRY ROT.
PLAY COURTS: 14. TRIP HAZARD AT ASPHALT/RAMP SEAM TO UPPER LEVEL. CRACKS ARE CREATING 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	50	57	44	48	47	48
Mathematics (grades 3-8 and 11)	50	50	33	35	35	37

2024-25 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	328	321	97.87	2.13	57.01
Female	159	155	97.48	2.52	62.58
Male	169	166	98.22	1.78	51.81
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	104	101	97.12	2.88	52.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	17	94.44	5.56	47.06

White	200	197	98.50	1.50	60.91
English Learners	14	13	92.86	7.14	23.08
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	12	12	100.00	0.00	58.33
Socioeconomically Disadvantaged	116	114	98.28	1.72	52.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	59	96.72	3.28	27.12

2024-25 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	327	320	97.86	2.14	49.69
Female	158	153	96.84	3.16	49.02
Male	169	167	98.82	1.18	50.30
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	103	101	98.06	1.94	41.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	17	94.44	5.56	52.94
White	200	196	98.00	2.00	55.10
English Learners	14	14	100.00	0.00	21.43
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	12	12	100.00	0.00	66.67

Socioeconomically Disadvantaged	115	113	98.26	1.74	38.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	58	95.08	4.92	17.24

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	55.32	31.82	37.22	34.95	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	114	110	96.49	3.51	31.82
Female	55	52	94.55	5.45	38.46
Male	59	58	98.31	1.69	25.86
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	39	37	94.87	5.13	27.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	66	65	98.48	1.52	36.92
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	42	40	95.24	4.76	22.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	27	93.10	6.90	22.22

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.

2024-25 California Physical Fitness Test Participation Rates

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 5	90	91	79	91	91

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.

2025-26 Opportunities for Parental Involvement

One of Lakeview School's greatest assets is community and parent involvement. The many parent and community volunteers who regularly read and volunteer in classrooms and with school-wide activities demonstrate are a prime example of this strength. While LUSD has had to modify our protocols to address the health risks brought on by the Coronavirus Pandemic, parent outreach is especially important. Lakeview involves and engages parents in this virtual setting by providing ongoing home/school communication. Weekly email blasts relay school & community events, activities and important information. Weekly updates also provide essential information regarding safety protocols related to our new operation procedures during the pandemic. School and PTA newsletters empower parents and teachers to stay informed and involved as partners in ensuring each student's success. Our electronic marquee located on the corner of Lakeview Drive and East Lakeview Drive provides visible, current information daily. In addition, families can also receive information or ask questions on our Lakeview Facebook page which was created at the onset of the pandemic in an effort to build a strong sense of community. Lakeview also makes every attempt to engage families who do not have access to technology. We achieve this by reaching out to families via telephone, conducting home visits, or inviting them to participate in socially distanced meetings in our office. Lakeview teachers, administration and counseling staff work diligently to monitor student engagement.

Each teacher shares their instructional program, classroom policies and procedures with parents at our "Back To School" presentation in September. Additionally, parent/teacher conferences are held for every student in October and March. Open House, Family Lunch Day, Field Day, Science Nights, The Father Daughter Dance, Mother/Son Day Spanish Immersion performance, grade-level musicaql performances, Book Fairs, Art Docent Programs, classroom performances, and the annual Fall Carnival, provide numerous opportunities for parent involvement. Every grade level presents at least one special culminating instructional activity each year that encourages parent attendance.

Parents also play a significant role in the life of the school community through their involvement in ongoing committee work including the Lakeview School Site Council, the District Advisory Council, the District English Learners Advisory Council, School Safety Committee, PTA, and the Festival of the Arts Committee. Lakeview parents are actively involved in our ongoing Art Docent Program that places trained parent volunteers in classrooms teaching specifically planned art lessons. Parents are trained on various technology-based programs such as Accelerated Reader, Read Naturally, and Smarty Ants for the purpose of providing meaningful assistance while volunteering in the classroom. Parents, teachers and administrators from all district schools were represented on several special committees during the 2025-2026 school year, District Advisory Council, English Learner Advisory Council, Health and Wellness Committee, Schools of the Future, Playground Safety Committee, and the School Facilities Committee, The Lakeview PTA has received recognition for outstanding service to children from local, state and national organizations. Our PTA is responsible for organizing our parent task force. Each year, the Lakeview PTA identifies needs and opportunities for the school, sets goals that inform and involve parents that inspire and encourage students, and raises funds to assist financially in the achievement of these goals.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	679	676	51	7.5
Female	340	338	20	5.9
Male	339	338	31	9.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	243	242	26	10.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	52	51	4	7.8
White	373	372	20	5.4
English Learners	31	31	5	16.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	252	251	35	13.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	123	123	13	10.6

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.59	0.74	0.88	2.33	3.04	2.21	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0.02	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.88	0.00
Female	0.00	0.00
Male	1.77	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.23	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.80	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.59	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.63	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.

2025-26 School Safety Plan

The primary purpose of California's schools is to educate children and provide them with the opportunity to participate fully in society as adults. However, for education to be successful, we must provide a safe and secure learning community in which teachers can teach and children can learn. Lakeview Elementary School created our Comprehensive School Safety Plan during the 2019-2020 school year and further revised and updated the plan during the 2025-2026 school year. This plan was reviewed and updated by the School Safety Committee with representatives from the staff, parents, community, local law enforcement, and emergency service agencies. The plan is based on the recommended safe school model, consisting of four interacting components encompassing the whole school environment, the effects of these four components on the school environment, and ways in which the components interrelate with other school improvement efforts. These four components are personal characteristics of students and staff, the school's physical environment, the school's social environment, and the school's culture. We will continue to review and revise our plan with our School Site Council annually.

The plan also includes various Lakeside Union School District and Lakeview Elementary School policies and procedures relating to campus and community safety issues such as child abuse, disaster routines, dress code, school rules, sexual harassment and weapons on campus. Teachers share important parts of this plan with students as appropriate. Fire and various disaster drills are held monthly. The complete plan is on file in the school office and is reviewed with staff and our School Site Council annually. Quarterly Community Safety Meetings are held with representatives from the sites, PTA, Sheriff's Department, Highway Patrol, Fire Department, and San Diego County to discuss safety issues for each of the sites. Our school also received a "Safe Routes To School" grant in 2012, which provided the installation of sidewalks in our neighborhood in an effort to protect walking students and parents from moving vehicles.

Campus security and student safety is always a priority at Lakeview Elementary. We employ seven campus student supervisors and one playground coordinator for our lunchtime and recess, one additional duty during morning breakfast, and one campus student supervisor for our kindergarten playground. Campus Student Supervisors have daily check-ins and monthly meetings to ensure that they have the appropriate training and support they need to be confident with their duties. Walkie-talkies have been purchased so that playground supervisors and teachers are in constant communication with each other and the school office. Our Playground Coordinator takes regular inventory and maintains playground equipment, and provide safe and fun activities for our students that teach teamwork, cooperation skills and promote a healthy lifestyle. All visitors to our campus must register at the front desk by requesting a name tag from our IDENT-A-KID registration system. Name tags, which are easily visible, are printed and a record of our visitors is kept secure. Additionally, a buzzer was added to our door (in 2023), which is controlled by the office staff.

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.

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	25	0	5	0
1	25	0	5	0
2	23	2	2	0
3	23	2	3	0
4	23	1	3	0
5	22	2	3	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary 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 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	24	0	4	0
1	25	0	4	0
2	21	1	5	0
3	20	3	2	0
4	22	2	3	0
5	24	0	4	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	25		4	
1	23		4	
2	24		4	
3	20	1	5	
4	19	2	3	
5	23	1	4	

2024-25 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	664

2024-25 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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	8431	392	8039	94589
District	N/A	N/A	11926	$97,046
Percent Difference - School Site and District	N/A	N/A	-38.9	0.6
State	N/A	N/A	$11,146	$100,089
Percent Difference - School Site and State	N/A	N/A	-29.0	0.5

Fiscal Year 2024-25 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

Fiscal Year 2024-25 Types of Services Funded

our website at https://www.lsusd.net/domain/1503. Currently, Lakeview does not qualify for Title I funding.

In addition, each year each school's School Site Council (SSC) develops a School Plan for Student Achievement (SPSA). The SSC at Lakeview 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/Domain/391. Lakeview's School Site Council reviewed and approved our SPSA on June 2025.

Lakeview Elementary School operates from several different financial categories. The largest group of monies at our school is our LCFF funds. These are funds provided to schools by the state. These monies are used with input from the School Site Council for supplies, equipment, programs, technologies, and professional development that are servicing the general population of students in a regular classroom setting. 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 for the purpose of data collection, alignment & calibration work, and grade level collaboration. Supplemental materials to address site identified academic and social emotional goals were also purchased to support English/Language Arts, Mathematics, Science, Technology, English Language Development, Social-Emotional Supports and School/Community Partnerships.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$58,750	$61,516
Mid-Range Teacher Salary	$87,416	$95,479
Highest Teacher Salary	$131,095	$125,208
Average Principal Salary (Elementary)	$133,949	$152,668
Average Principal Salary (Middle)	$141,682	$156,487
Average Principal Salary (High)		$165,427
Superintendent Salary	$244,643	$242,781
Percent of Budget for Teacher Salaries	31.76%	29.76%
Percent of Budget for Administrative Salaries	4.38%	5.74%

Professional Development

This year our district has engaged in professional development around Curriculum and Standards Alignment. Teachers have received extensive training and collaboration time on both Alignment & Calibration as well as the development of performance tasks to monitor students' growth and progress. LUSD offers two district-wide professional development days as well as four district-wide professional learning community days. In addition to professional growth opportunities around curriculum alignment, teachers also received training on MTSS supports, utilization of our universal screener, strategies for analyzing achievement data (NWEA MAP, DIBELS, IDEL, etc.) targeted intervention strategies and online programs and resources such as Imagine Language & Literacy, Imagine Math, Imagine Español, Explode the Code, Achieve the Core, etc. This year our district also adopted a new student information system called Infinite Campus. Teachers have also received professional

Professional Development

development on the various tools and options within Infinite Campus such as acquisition of student information, data entry, grade book management, attendance, report cards, reporting student behavior data, etc.

Lakeview believes in making decisions for staff development based on multiple forms of student achievement data. A variety of assessments including SBAC, NWEA MAP data, district benchmarks, adopted curricular assessments, and site-based formative assessments have led Lakeview to pursue professional development in several areas. All Lakeview teachers have previously received in-depth training in the area of mathematics from the Math Transformations team. Teachers are also provided with release days to work in their grade level teams with a Math Transformations coach. Lakeview teachers participated in an in-service series focused on the recently adopted common core aligned Language Arts curriculum, and common core mathematics in-service and coaching. Lakeview benefits from regular coaching from technology integration specialists who are employed by the district. Teachers have also attended technology-focused conferences such as the CUE. Many teachers also augment the teaching of Science through their participation in the development of the Next Generation Science Standards and the IDEAS grant. Immersion teachers have attended multiple conferences which focused on language acquisition. Staff members from Mainstream, SDC, and RSP classes attended trainings which focused on inclusion and meeting the needs of all students.

Across the District:

dELD - Each school had a dELD lead teacher. This teacher attended trainings, and provided the staff with two PD sessions.

mathematics - 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.

For five years, Lakeview has been incorporating CGI into our math instruction: half of the staff have attended trainings at SDSU, and a SDSU-CGI presenter has run monthly professional development. SDSU has been on campus, providing small-group PD with each grade-level, followed by observing a professor teach a lesson. This is done for every grade-level, twice per year.

Social/Emotional/Behavioral Support -

Social-emotional learning and support and behavioral support are focus areas in the 2025-2026-2025 school year. 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. One MTSS Teacher on Special Assignment (TOSAs) was added to support the development of social/emotional/behavioral intervention systems at four of our Elementary sites.

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.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	