

Lakeside Middle School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Lakeside Middle School
Street	3 Lemongrass
City, State, Zip	Irvine
Phone Number	9499366105
Principal	Scott Sodorff
E-mail Address	scottsodorff@iusd.org
Web Site	https://lakeside.iusd.org/
CDS Code	30-73650-6098511

District Contact Information	
District Name	Irvine Unified School District
Phone Number	(949) 936-5000
Superintendent	Mr. Terry Walker
E-mail Address	TerryWalker@iusd.org
Web Site	www.iusd.org

School Description and Mission Statement (School Year 2018-19)

Lakeside Middle School is a dynamic, innovative, educational community designed to meet the unique needs of the young adolescent. The Lakeside staff and parent community have developed a positive, supportive and disciplined learning environment with high expectations for academic achievement. Now in our fourth year of PBIS implementation, Lakeside has created and embraced a set of core ethical values, captured in the acronym SAIL, which stands for Showing Kindness, Achieving Honorably, Inspiring Integrity and Living Respectfully. An array of instructional strategies, along with a group of highly qualified teachers, ensure that ALL students have access to rich curriculum and motivation for learning. It is our belief that every middle school child has the capacity to be compassionate and giving; to be perceptive, creative, and informed; to be industrious, ethical and a risk-taker; to be poised; to persevere and to celebrate each day with optimism.

The School Report Card

Under the provisions of Proposition 98, schools in California are required to prepare an annual school accountability Report Card assessing the school in 13 performance areas. The purpose of the Report Card is to inform our school community about the conditions and progress being made at our school. Our profile also provides an excellent opportunity for us to identify the strengths and weaknesses of our school program and to discuss these issues. As you read this School Profile, I believe you will find a school with an impressive record of consistent achievement and a faculty and community committed to meeting the needs of all our students. We have been recognized on two separate occasions by the State Department of Education as a California Distinguished School, and at the National level as a National Blue Ribbon School. Parent involvement has contributed significantly to our success, and we know that the partnership between home and school is, indeed, necessary. We believe that students, teachers, and parents must work closely together in an atmosphere of mutual respect and cooperation. Education is a function of both the community and the schools that serve it, and we welcome parental participation in each child's educational development.

Lakeside Middle School currently has an enrollment of 740 students for grades 7 and 8 and is located in the Woodbridge Village area of Irvine. Lakeside enjoys serving an ethnically diverse student group that provides for a rich, multi-cultural environment. Although the majority of our students are Caucasian, ethnic minority students represent 51% of our population.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 7	365
Grade 8	381
Total Enrollment	746

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.0
Asian	35.8
Filipino	3.4
Hispanic or Latino	14.2
Native Hawaiian or Pacific Islander	0.4
White	34.9
Socioeconomically Disadvantaged	16.6
English Learners	10.7
Students with Disabilities	9.2
Foster Youth	0.0

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.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	32.83	35.42	33.80	1507.07
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	4.35	4.80	5.00	77.61

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: August 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%
Foreign Language	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Each teacher’s classroom and the campus reflect a supportive, energetic, highly academic and enjoyable learning environment. The Lakeside staff and students enjoy the advantage a small school environment of 740 students provides. However, to ensure a safe school environment for our children, the principal, assistant principal, counselors and campus supervisor maintain a high priority on being out on campus at break and lunch, both to supervise and to be available to interact with students. The custodian has developed a positive working relationship with students and helps supervise as well. Our physical education teachers maintain a constant variety of sports tournaments for all students during the lunch break. Before and after school, teachers play an active role supervising students. along with the assistant principal and campus supervisor. School wide emergency response drills are practiced throughout the year.

Lakeside underwent the first phase of modernization in the spring of 2009 and the 300 building was updated and modernized. Additional modernization occurred during the summer and first trimester of the 2009 school year resulting in the creation of four new classrooms, buildings that are IDEA compliant, fire and safety upgrades and beautiful new paint and carpet that has given our school the face-lift it deserved. During the second trimester of the 2009-2010 school year, the performing arts building and the locker rooms were renovated, thus completing the modernization process. The nearly new facility is the pride of students and staff, and all work together to keep it safe, clean and beautiful.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/13/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	202: 4. LAMINATE IS CRACKED AND BROKEN ON COUNTER TOP 209: 4. CEILING TILES ARE LOOSE 210: 4. WATER STAIN CEILING TILE 212: 4. WATER STAIN CEILING TILE 304: 4. CEILING TILES ARE MISSING/ CEILING TILES ARE LOOSE IN OFFICE AREA 312: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON WALL 314: 4. WATER STAIN CEILING TILES/ CEILING TILES ARE MISSING KITCHEN: 4. CEILING TILES ARE DAMAGED SAC RM: 4. CEILING TILE IS MISSING/ CEILING TILE IS LOOSE
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	310: 11. PAINT IS CHIPPING AT BASE OF STORAGE DOOR 312: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON WALL
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	P 403: 15. METAL WEATHER STRIP AT BASE OF DOOR IS BENT

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/13/2018	
Overall Rating	Good

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, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	80.0	84.0	77.0	77.0	48.0	50.0
Mathematics (grades 3-8 and 11)	72.0	77.0	74.0	74.0	37.0	38.0

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

Note: 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	725	713	98.34	83.59
Male	343	333	97.08	78.68
Female	382	380	99.48	87.89
Black or African American	16	15	93.75	66.67
Asian	268	265	98.88	88.68
Filipino	18	18	100.00	100.00
Hispanic or Latino	96	95	98.96	80.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	251	246	98.01	78.46
Two or More Races	72	70	97.22	88.57
Socioeconomically Disadvantaged	131	126	96.18	73.02
English Learners	116	112	96.55	71.43
Students with Disabilities	55	54	98.18	29.63

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

Note: 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	726	716	98.62	77.09
Male	344	336	97.67	76.79
Female	382	380	99.48	77.37
Black or African American	16	15	93.75	73.33
Asian	268	266	99.25	93.23
Filipino	18	18	100	83.33
Hispanic or Latino	97	95	97.94	55.79
Native Hawaiian or Pacific Islander	--	--	--	--
White	251	248	98.8	68.15
Two or More Races	72	70	97.22	77.14
Socioeconomically Disadvantaged	132	125	94.7	56
English Learners	116	115	99.14	72.17
Students with Disabilities	56	54	96.43	24.07

Note: 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.

Note: 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.

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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	6.2	18.0	67.8

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

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Lakeside welcomes parent involvement during their children's two years in middle school. Staying connected with their children's activities both within and outside the school day sends an important message to young learners that academic progress and personal responsibility are important and are high priorities. There are many avenues for parents to become involved in school activities, including parent/student/teacher conferences, parent education nights, Coffee with the Counselors, Back to School Night and Open House. Joining our PTA is one way to get involved as there are a number of activities which support the entire school including volunteering for various events or participating in fundraisers. We also have an active School Site Council, which gives parents an opportunity to get involved with school activities and participate in school walk-throughs three times a year. This year marks the first year we have an active ELAC (English Learner Advisory Committee) which offers parents the opportunity to find out about supports for language learners and share their concerns regarding student learning. Many parents use our website, <https://lakeside.iusd.org/>, to stay on top of Lakeside events and to keep in contact with teachers by using email to communicate directly with them. In addition, we have a parent email group list through School Messenger that we use to inform parents of all school activities and events.

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.5	3.1	2.2	1.2	1.6	1.2	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Lakeside School has developed a Comprehensive School Safety Plan. Our plan is evaluated yearly and amended as needed by the School Site Council, school safety planning committee and Lakeside's PTA. Key elements of the plan discussed annually with staff may include: 1. Assessing the current status of school rules violated on the school campus and at school-related functions, 2a. Child Abuse Reporting Procedures, 2b. Disaster Procedures-Routine and Emergency, 2c. Policies for Suspension, Expulsion and Mandatory Expulsion, 2d. Procedures for Notification of Staff Regarding Dangerous Students, 2e. Policies on Sexual Harassment, 2f. Policy Relating to School Dress Code (especially gang-related apparel), 2g. Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School 2h. Procedures that Create a Safe and Orderly Environment Conducive to Learning at School, 2i. Rules and Procedures on School Discipline. Lakeside's Comprehensive School Safety Plan was reviewed on 10/16/2018 by the Irvine Police Department as well as the IUSD Review Committee. Our plan was presented to the School Site Council, Lakeside's PTA, and Lakeside staff prior to its final review.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.0	7	9	12	26.0	9	14	8	25.0	11	17	6
Mathematics	9.0	4			12.0	4			26.0	5	20	4
Science	33.0		14	6	32.0	1	9	12	31.0		17	7
Social Science	31.0	1	10	11	30.0	2	14	7	29.0	3	16	7

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.6	398
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.49	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	1.125	N/A
Resource Specialist (non-teaching)	4.7	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,956	\$511	\$5,445	\$80,887
District	N/A	N/A	\$5,566	\$82,232
Percent Difference: School Site and District	N/A	N/A	-2.2	-1.6
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-26.7	0.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

The Local Control Funding Formula has replaced California's previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the new model has established three sources of state funding with increased local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching, 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including: Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Middle school zero period program, 12) Maintain positive behavioral intervention and support program, 13) Maintain site staffing with full-time assistant principals, 14) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 15) Support interventions and supplemental programs impacting English learners, low income and foster youth, 16) Continue to build Career-Technical Education pathways and blended On-line learning opportunities for students, 17) Develop mental health and wellness programs and hire staff including support for the Irvine Family Resource Center.

Finally, CONCENTRATION grant funding equal to 50 percent of the base is provided to districts in which English-learners, low-income students and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,823	\$47,903
Mid-Range Teacher Salary	\$85,411	\$74,481
Highest Teacher Salary	\$110,405	\$98,269
Average Principal Salary (Elementary)	\$121,210	\$123,495
Average Principal Salary (Middle)	\$146,697	\$129,482
Average Principal Salary (High)	\$165,402	\$142,414
Superintendent Salary	\$320,910	\$271,429
Percent of Budget for Teacher Salaries	34.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Professional Development (Most Recent Three Years)

Lakeside teachers participate in Professional Learning Communities (PLCs) and they meet 2-3 times a month on late start days. On these days, teachers meet in grade level and/or department groups to determine essential learning targets, develop common assessments and review data about student achievement to inform their teaching. One late start day each month is spent in a staff meetings and staff development, which is focused around PLCs, PBIS, Common Core Standards & NGSS (Next Generation Science Standards), effective instructional strategies and technology. During the past several years, teachers in each curricular have focused on identifying and refining essential learning targets, creating common formative and summative assessments around those essential learning targets, sharing data gleaned from the common grading of the summative assessments, and developing interventions for those students not achieving mastery of those learning targets. Teachers are given release days to work on common formative and summative assessments, the Common Core & NGSS standards and effective instructional strategies to support both.