

Lake Center Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Lake Center Middle School
Street	10503 South Pioneer Blvd.
City, State, Zip	Santa Fe Springs, CA 90670
Phone Number	(562) 868-4977
Principal	Jack Sokoloff
Email Address	jsokoloff@llcsd.net
School Website	https://lakecenter.llcsd.net
County-District-School (CDS) Code	19647176015044

2023-24 District Contact Information

District Name	Little Lake City School District
Phone Number	(562) 868-8241
Superintendent	Jonathan Vasquez
Email Address	jvasquez@llcsd.net
District Website	www.llcsd.net

2023-24 School Description and Mission Statement

Lake Center Middle School is a part of the Little Lake City School District located in Santa Fe Springs, California. We are one of two middle schools in the district serving grades 6-8 and are the receiving or partner school to four (Cresson, Jersey, Lakeland, Lakeview) of the seven elementary schools.

Lake Center Middle School has been a central part of the Santa Fe Springs Community for over 50 years. Many students' parents and grandparents attended Lake Center themselves when they were middle school students. The Little Lake City School District provides additional services for students using federal funds (Title I, Title III, Title IV) and LCAP funds. Title I funds are primarily used to support all students using a Response to Intervention (RtI) model. At the elementary sites, Interventionists are funded to provide differentiated instruction to meet the needs of all learners within the RtI model in ELA and mathematics during the school day. At the middle schools, Interventionists monitor student academic progress and determine placement for intervention or enrichment based on student needs. Title I funds are also used to support parent involvement at both the site and district level. Title III is used to provide supplemental services to all English Learners including additional tutoring beyond the school day, and professional development for EL Coordinators. Title IV funds provide students with a well-rounded education and supports using phenomena in NGSS-designed lessons through the implementation of NGSS kits. In addition, these funds support safe and healthy students through the implementation of a social emotional learning program, Second Step, which is a proactive approach to building essential social and behavioral skills.

LCAP funds are also given directly to sites to supplement services for English learners, low income students, and homeless/foster students. Some specific site actions and services include LCAP 2 for supplemental materials to support student learning, LCAP 7 for site based training and professional development for staff, LCAP 28 for site specific parent engagement opportunities, LCAP 29 for site based tutoring and intervention needs, and LCAP 33 for site based student motivation activities. These site specific services are in addition to District-wide LCAP services including school counselors and response to intervention services. Lake Center staff does an excellent job helping students successfully make the move from elementary school to middle school and then preparing these students to be successful at the high school level and beyond.

Lake Center is a learning community with excellent teachers, wonderful students and a very supportive parent community. Our school community values positive academic and social growth, believes in a rigorous well-rounded education, values diversity, and looks out for the best interest of children. As our mission statement says, "With a focus on learning, the Lake Center

2023-24 School Description and Mission Statement

community will provide high quality, well-rounded instructional experiences to support student success every period, every day." Based on Lake Center's Healthy Kids Survey, 95% of student responses indicate there is a teacher or some other adult who always wants you to do your best. As a result of our shared efforts, Lake Center is recognized as a 2023 AVID school-wide site, 2023 PBIS Silver School, 2022 National School to Watch re-designation II, 2015 Gold Ribbon School, 2015 Title I Achieving School and 2019 Honor Roll for California Business for Education Excellence (CBEE). In 2019, Lake Center was identified as a Top School Leading the Way for Educational Equity by Innovate Public Schools which is supported by University of Southern California's (USC) School's of Public Policy and Education. In addition in 2021, US News and World Report has listed Lake Center in the top 30% of all California Middle Schools.

Parent LCAP Surveys were given during the 2022-2023 school-year. The surveys were digitized. While our parent participation for this survey was at 21%, our parents take full advantage of our open-door policy where we will do whatever it takes to support our students and families. Responses given indicate 96% of respondents agree that their child receives strong academic instruction. During the past year, 97% of parents surveyed agree that Lake Center provided them with the materials and technology needed to help them learn. 92% of those surveyed indicate Lake Center Facilities are clean, safe, and in good working condition. 95% of respondents agree that they are satisfied with their child's school.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	246
Grade 7	278
Grade 8	233
Total Enrollment	757

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3%
Male	50.7%
American Indian or Alaska Native	0.1%
Asian	0.9%
Black or African American	1.3%
Filipino	1.1%
Hispanic or Latino	91.3%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	0.7%
White	3.6%
English Learners	8.3%
Foster Youth	0.5%
Homeless	7.7%
Socioeconomically Disadvantaged	49.5%
Students with Disabilities	14.5%

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

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)	30.90	80.28	174.60	90.77	228366.10	83.12
Intern Credential Holders Properly Assigned	1.10	3.08	4.20	2.18	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	0.52	1.10	0.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	3.08	1.60	0.83	12115.80	4.41
Unknown	5.00	12.95	10.70	5.59	18854.30	6.86
Total Teaching Positions	38.60	100.00	192.40	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)	35.00	92.84	173.90	93.14	234405.20	84.00
Intern Credential Holders Properly Assigned	0.80	2.12	1.80	0.96	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.60	1.59	3.60	1.93	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	1.33	1.30	0.70	11953.10	4.28
Unknown	0.80	2.12	6.00	3.26	15831.90	5.67
Total Teaching Positions	37.70	100.00	186.70	100.00	279044.80	100.00

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

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.20	0.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.20	0.60

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.10	0.50
Total Out-of-Field Teachers	1.10	0.50

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.8	1.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.9	0

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

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

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

Year and month in which the data were collected		December 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall English Language Arts Adopted 2003-2004 School Year	No	0

Mathematics	Houghton Mifflin Go Math K - 8 Adopted 2014-2015 School Year	Yes	0
Science	STEMScopes Adopted 2022-2023 School Year	Yes	0
History-Social Science	Discovery Education, Social Studies Techbook Adopted 2020-2021 School Year	Yes	0
Foreign Language	N/A	No	0
Health	N/A	No	0
Visual and Performing Arts	Students receive instruction in the VAPA Standards but we do not use an adopted text.	No	0

School Facility Conditions and Planned Improvements

Lake Center Middle School takes a great deal of pride in the facility and the campus. The school was built in the late 1950s, is in excellent condition, and is maintained to ensure that teaching and learning occur on a high level. The administration regularly tours the facility to inspect and ensure that the buildings are in satisfactory condition.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to making those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

Year and month of the most recent FIT report

12-23

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs		X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	59	59	55	56	47	46
Mathematics (grades 3-8 and 11)	31	32	33	38	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	746	734	98.39	1.61	58.86
Female	370	361	97.57	2.43	63.16
Male	376	373	99.20	0.80	54.69
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	682	671	98.39	1.61	58.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	53	53	100.00	0.00	64.15
White	--	--	--	--	--
English Learners	62	55	88.71	11.29	9.09
Foster Youth	--	--	--	--	--
Homeless	55	54	98.18	1.82	29.63
Military	0	0	0	0	0
Socioeconomically Disadvantaged	431	423	98.14	1.86	53.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	104	103	99.04	0.96	15.53

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	746	741	99.33	0.67	32.25
Female	370	368	99.46	0.54	29.08
Male	376	373	99.20	0.80	35.39
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	682	678	99.41	0.59	31.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	53	53	100.00	0.00	37.74
White	--	--	--	--	--
English Learners	62	62	100.00	0.00	1.61
Foster Youth	--	--	--	--	--
Homeless	55	55	100.00	0.00	12.73
Military	0	0	0	0	0
Socioeconomically Disadvantaged	431	428	99.30	0.70	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	104	103	99.04	0.96	2.91

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	27.13	33.78	30.68	34.98	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	227	225	99.12	0.88	33.78
Female	112	111	99.11	0.89	33.33
Male	115	114	99.13	0.87	34.21
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	207	205	99.03	0.97	32.68
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	18	100.00	0.00	38.89
White	--	--	--	--	--
English Learners	15	15	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00	0.00	10.53
Military	0	0	0	0	0
Socioeconomically Disadvantaged	122	121	99.18	0.82	28.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	36	100.00	0.00	8.33

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	96	97	96	98	97

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

There are many opportunities for parents to be involved in their children's educational process at Lake Center Middle School. The School Site Council (Lake Center's governing committee), Parent Teacher Organization (PTO), English Learner Advisory Committee (ELAC), Positive Behavior Intervention and Supports team and Music Club are all opportunities available for parent involvement and support. Further, particular classes and subject areas such as Advancement Via Individual Determination (AVID) and science have hosted evening parent events. Our evening parent events are partially supported through our Supplemental Concentration and Title I funds. We consult with parents about these expenditures through our School Site Council, English Language Advisory Committee, or by appointment.

Parents learn about these opportunities through the our automated phone dialer, the school website, letters and notices sent home, and on the digital marquee in front of the school. We urge community members and parents to take full advantage of all of the events and get involved in their students' education. Also, there are a variety of Parent Training and Parent Education classes through the City of Santa Fe Springs, Norwalk, and our District Family Resource Center offered throughout the year.

With the gracious support of our LCAP 28 parent involvement funds, we have purchased the PBIS rewards program where parents can monitor their children's level of incentives received and positive affirmations given by staff for following our campus PBIS expectations.

In recent LCAP parent survey results, 96% of respondents agreed with the statement, "I have a positive relationship with staff at my school."

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	787	773	154	19.9
Female	394	389	81	20.8
Male	393	384	73	19.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	8	7	0	0.0
Black or African American	10	10	4	40.0
Filipino	10	8	0	0.0
Hispanic or Latino	717	706	142	20.1
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	5	5	0	0.0
White	27	27	4	14.8
English Learners	82	80	26	32.5
Foster Youth	4	4	1	25.0
Homeless	70	68	24	35.3
Socioeconomically Disadvantaged	466	458	112	24.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	116	115	39	33.9

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	3.15	4.07	0.00	1.33	1.66	0.20	3.17	3.60
Expulsions	0.00	0.00	0.13	0.00	0.00	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.07	0.13
Female	4.31	0.25
Male	3.82	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.63	0.14
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	3.7	0
English Learners	6.1	1.22
Foster Youth	0	0
Homeless	8.57	0
Socioeconomically Disadvantaged	5.58	0.21
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.76	0

2023-24 School Safety Plan

Little Lake City School District and Lake Center Middle School considers the safety of students, staff, and the community to be of utmost importance. To that end, the school district and Lake Center Middle School update safety plans on a yearly basis. Our campus is a closed campus where visits are conducted via appointment. Each month, we conduct emergency drills to ensure that all of our students and staff know exactly what to do in case of an emergency. Fire drills, duck and cover drills, and even emergency lock down drills are rehearsed to ensure the safety of the Lake Center community. Twice each year, district-wide disaster drills are conducted that include emergency scenarios, like toxic gasses and huge earthquakes. The Lake Center Comprehensive School Safety Plan was reviewed with our School Site Council on November 9, 2023. The Lake Center safety plan was reviewed with staff on August 17, 2023.

In addition, our Comprehensive School Safety Plan, which our School Site Council reviewed and approved on November 8, 2022 includes components that address the following areas and more:

- Child abuse reporting - number one goal to keep kids safe and out of harms way
- Disaster preparedness - (Chemical or Hazardous Material Incident, Bomb Threat, Biohazard material, Earthquake Procedures, Explosion Aircraft Crash or Similar Incident, Fire Procedures, Flood Procedures
- Suspension/Expulsion- Due process and uses as a last resort
- Sexual Harassment Policy: Reviewed and discussed.
- Student Dress Code and Grooming: can be found in student planner. There was a policy about uniforms. If students cannot afford the uniforms, school will need to provide them. Dress code is similar to Santa Fe's. Exposure of the torso has been an issue. Crocs are not allowed (no support and are open in the back).
- Safe Ingress and Egress: traffic has been alleviated since student's are walking to and from school. District has allocated 20 parking spots at the district office for teachers. Visitors are currently on pause for the school.
- Rules and Procedures of School Discipline: general school rules and conduct (can be found in school planner and posted on the school website). PROWL

2023-24 School Safety Plan

- **Cell Phone Policy:** Students are usually told to put them away. If this becomes a habit, phones will be confiscated and picked up by parents. Some parents are choosing to communicate with their child while in school, so student's are being disciplined for having their cell phone out.
- **Drugs and Alcohol on Campus:** never permitted on campus (part of Red Ribbon week activities) Outside agency with K9 units who come onto campus for classroom visitations. Intervention. Referral and Student Assistance Programs available for students.
- **Anti Bullying:** Bullying is not permitted on campus. There are multiple forms of interventions to help with and prevent bullying. Students can utilize a range of reporting systems to inform staff members if they have concerns such as an online reporting system through our website, "Bully Box" for reporting situations, or they can consult with a teacher or staff member. Restorative Circles have also been a part of our system of interventions to support the social and emotional well being of our students. In addition, our students participate in social-emotional learning weekly. This compliments our Positive Behavior Intervention and Support plan where we recognize students for following school wide expectations. These expectations can be found on page 2 of the student planner. Students are taught these expectations throughout the year and in various locations across campus.

In LCAP parent survey results from 2022-2023, 92% of respondents agreed with the statement, "The school-wide PBIS/discipline policy is effective," and 92% agreed with the statement, "The school provides a safe... environment for students." Further, as in past years students in 7th Grade students were given the Healthy Kids Survey (HKS) to determine students' feelings about safety on campus. The survey reveals that 87% of our 7th grade students feel that the campus is safe. We are fortunate to have LCAP funds directed toward student motivation that we use to provide student incentives through our PBIS program.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	24	10	17	
Mathematics	26	8	14	1
Science	28	4	17	4
Social Science	28	5	16	4

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	23	7	16	
Mathematics	27	2	16	
Science	26	4	17	1
Social Science	27	2	16	

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	23	9	15	0
Mathematics	26	6	11	3
Science	26	4	21	1
Social Science	26	5	15	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	378.5

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14,556	1,657	14,555	84,611
District	N/A	N/A	13,387	\$83,600
Percent Difference - School Site and District	N/A	N/A	8.4	5.8
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	62.7	-4.7

Fiscal Year 2022-23 Types of Services Funded

The Little Lake City School District provides additional services for students using federal funds (Title I, Title III, Title IV) and LCAP funds. Title I funds are primarily used to support all students using a Response to Intervention (RtI) model. At the elementary sites, Interventionists are funded to provide differentiated instruction to meet the needs of all learners within the RtI model in ELA and mathematics during the school day. At the middle schools, Interventionists monitor student academic progress and determine placement for intervention based on student needs. Title I funds are also used to support parent involvement at both the site and district level. Title III is used to provide supplemental services to all English Learners including additional tutoring beyond the school day, and professional development for EL Coordinators. Title IV funds provide students with a well-rounded education and supports using phenomena in NGSS-designed lessons through the creation of NGSS kits. In addition, these funds support safe and healthy students through the implementation of a social emotional learning program, Second Step, which is a proactive approach to building essential social and behavioral skills.

LCAP funds are also given directly to sites to supplement services for English learners, low income students, and homeless/foster students. Some specific site actions and services include LCAP 2 for supplemental materials to support student learning, LCAP 7 for site based training and professional development for staff, LCAP 28 for site specific parent engagement opportunities, LCAP 29 for site based tutoring and intervention needs, and LCAP 33 for site based student motivation activities. These site specific services are in addition to District-wide LCAP services including school counselors and response to intervention services.

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,855	\$54,046
Mid-Range Teacher Salary	\$77,155	\$84,515
Highest Teacher Salary	\$104,469	\$110,867
Average Principal Salary (Elementary)	\$114,144	\$136,841
Average Principal Salary (Middle)	\$118,260	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$202,452	\$217,473
Percent of Budget for Teacher Salaries	33.02%	32.43%
Percent of Budget for Administrative Salaries	5.13%	5.62%

Professional Development

The staff at Lake Center participates in professional development throughout the year. Three professional development days are organized by the LLCSD Educational Services office. Teachers continue to refine instructional practices regarding Depth of Knowledge (DOK) and applying rigor for each DOK level in their classrooms. In addition, our science teachers continue to work to refine lessons and provide real-world experiences for children. Our math teachers work with our district experts to refine learning experiences for children. This assists our ongoing efforts to refine our instruction. Moreover, our teachers regularly collaborate 2 days per week to design lessons and activities that are in alignment with Common Core state standards. These lessons increase the level of inquiry, collaboration, citing of textual evidence, primary source referencing, writing, practical applications of content and critical reading. These goals are further supported by our 1:1 ratio of Chromebooks in every classroom for every student. Technology is integrated into all aspects of classroom lessons to add depth to each activity.

Prior to Common Core, Lake Center staff participated in a great deal of training in Effective Instruction. Teachers were trained in the areas of “teaching to an objective,” “active participation,” and checking for understanding.” These three elements of effective instruction have become standard practice at Lake Center and have been naturally embedded into Common Core lessons.

As we move forward in 2023-2024 school year we continue to support our teachers through professional development. Lake Center teachers attend Advancement Via Individual Determination (AVID) workshops where they further enhance their instructional delivery practices. One of these practices is using Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) across all subject matters. We continue to focus on WICOR strategies with particular emphasis on staying organized. Through our site LCAP funding, teachers attended the California League of Educators Summer Institute. We also added new staff to our AVID program and they attended workshops focused on AVID implementation in the classroom and school-wide. The LLCSD Office of Educational Services provides many types of professional development. Training was, and is, provided by district specialists and vendors and takes place on designated days. Teachers have had the opportunity to be trained in: Social Emotional Learning and Trauma Informed Practices Lexia, Nearpod, Clever, KAMI, Screencastify, Fastbridge, Discovery Education and more. Further, for this academic year, teachers will focus on integrated ELD training, improving math instruction via working with UCLA specialists, realigning our history curriculum and science curriculum. This compliments our ongoing learning with our Site Academic Leadership Team that works closely with InnovateEd to build coherence into our systems. Professional development activities and their implementation, are monitored through Innovative Learning Collaborative meetings (formerly called Data Reflection Sessions) throughout the year. To help our teachers grow professionally as a team, Lake Center plans multiple site directed professional development sessions that cover such topics as PBIS, Special Education, LCAP and the concept of rigor/depth of knowledge. Moreover, our Site Academic Leadership Team (SALT) provides support and additional professional development to staff. Our school will continue the Lesson Rounds practice lead by our Site Leadership Team, a component of our Site Academic Leadership Team. The process of Lesson Rounds will be coupled with our ILC process to take full advantage of substitute coverage to enhance and share innovative practices. As part of this process, teachers who host Lesson Rounds and plan for the visits may be compensated at their

Professional Development

hourly rate for each visit hosted, up to 6 visits per year. Lesson Rounds/ILC occur 5 times per year which is complimented by 3 days of professional development. Our ability to continuously improve our practices with additional materials and professional development is generously supported through the LLCSD and Supplemental/Concentration funding.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8