



Lake Center Middle School

10503 South Pioneer Blvd. • Santa Fe Springs, CA 90670 • (562) 868-4977 • Grades 6-8

Jack Sokoloff, Principal

jsokoloff@llcsd.net

www.llcsd.net

2017-18 School Accountability Report Card Published During the 2018-19 School Year

Little Lake City School District

10515 South Pioneer Blvd.
Santa Fe Springs, CA 90670
(562) 868-8241
www.llcsd.net

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Richard Martinez - Vice President
Janet Rock - Clerk
Hilda Zamora - Member
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Principal's Message

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 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 community will provide high quality, well-rounded instructional experiences to support student success every period, every day." As a result of our shared efforts, Lake Center was recently recognized as a 2016 National School to Watch, 2015 Gold Ribbon School, 2015 Title I Achieving School and 2016 Honor Roll for California Business for Education Excellence (CBEE). We eagerly await the results from our most recent validation visit from Schools To Watch personnel where we have the opportunity for being Re-Designated as a National School to Watch. These results will be available in 2019.

In recent parent survey results, almost 90% of respondents agreed with the statement, "In general, I am satisfied with my child's school," and the statement, "I am pleased with the progress my child is making toward meeting state standards."

Jack Sokoloff, Principal

About the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	321
Grade 7	276
Grade 8	308
Total Enrollment	905

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.1
Asian	1.4
Filipino	0.6
Hispanic or Latino	90.3
Native Hawaiian or Pacific Islander	0.2
White	5.1
Socioeconomically Disadvantaged	70.3
English Learners	8.5
Students with Disabilities	10.7
Foster Youth	0.6

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			
Lake Center Middle School	16-17	17-18	18-19
With Full Credential	44	42	41
Without Full Credential	0	2	3
Teaching Outside Subject Area of Competence	3	3	3
Little Lake City School District	16-17	17-18	18-19
With Full Credential	♦	♦	9
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Lake Center Middle School	16-17	17-18	18-19
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)

Textbooks and Instructional Materials Year and month in which data were collected: November 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Prentice Hall English Language Arts Adopted 2003-2004 School Year The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Go Math K - 8 Adopted 2014-2015 School Year The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Prentice Hall Science Adopted 2006-2007 School Year The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	McDougal Littlell History Social Studies Adopted 2005-2006 School Year The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Students receive instruction in the VAPA Standards but we do not use an adopted text. The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 100

School Facility Conditions and Planned Improvements (Most Recent Year)

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 occurs on a high level. Administration regularly tours the facility to inspect and ensure that the buildings are in satisfactory condition.

In 2013 the Physical Education locker rooms were completely renovated, classrooms in the 200 wing were also renovated. In addition, new exterior lighting was installed throughout the campus. Wireless internet access was also installed throughout campus. In 2014 all classrooms and restrooms were renovated along with exterior doors being replaced.

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 make 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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12-12-18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	New transformer was installed for buildings 100, kitchen, and M.P.R. New audio visual system installed in M.P.R.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12-12-18

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Trees were trimmed over Winter Break.
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

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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	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.

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	56.0	58.0	54.0	57.0	48.0	50.0
Math	35.0	40.0	39.0	43.0	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

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	12.5	26.4	30.9

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	893	880	98.54	57.95
Male	453	448	98.90	52.01
Female	440	432	98.18	64.12
Black or African American	22	20	90.91	45.00
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100.00	100.00
Filipino	--	--	--	--
Hispanic or Latino	804	793	98.63	57.50
Native Hawaiian or Pacific Islander	--	--	--	--
White	45	45	100.00	55.56
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	644	635	98.60	54.17
English Learners	168	168	100.00	42.26
Students with Disabilities	87	83	95.40	7.23
Foster Youth	--	--	--	--

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.

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	894	879	98.32	40.05
Male	454	448	98.68	38.62
Female	440	431	97.95	41.53
Black or African American	22	20	90.91	20
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100	66.67
Filipino	--	--	--	--
Hispanic or Latino	805	792	98.39	39.9
Native Hawaiian or Pacific Islander	--	--	--	--
White	45	45	100	37.78
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	643	634	98.6	35.49
English Learners	168	168	100	30.36
Students with Disabilities	89	84	94.38	5.95
Foster Youth	--	--	--	--

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.

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)

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 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 TeleParent automated phone dialer, the school website, letters and notices sent home, and on the 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.

In recent parent survey results, 92% of respondents agreed with the statement, "I feel welcomed by staff when I visit the school."

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.

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. 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.

All staff members (teachers, administration, front office, custodial, cafeteria, etc.) have received "No Bully" training. This comprehensive training has given us all the tools to recognize and address campus bullying. In addition, a core of staff members received further training to become campus "No Bully" Solution Coaches. These teams are used to help students peacefully resolve bullying issues that occur here on campus. Moreover, 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. This year, we have added Restorative Circles to our system of interventions to support the social and emotional well being of our students. 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 recent parent survey results, 84% of respondents agreed with the statement, "The school-wide discipline policy is effective," and 88% agreed with the statement, "The school provides a safe environment for students."

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.2	1.0	1.7
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.5	0.5	0.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.4
Psychologist	0.4
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	1.0
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
6	29	25	30	8	9	7	37	43	36	12	5	19

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	26.0	26.0	26.0	3	3	5	20	20	15			2
Mathematics	25.0	25.0	25.0	5	4	5	19	19	16		1	2
Science	29.0	29.0	30.0		1	1	20	18	12		1	6
Social Science	25.0	25.0	26.0	6	6	5	18	18	14			3

* 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.

Professional Development provided for Teachers

The staff at Lake Center participates in professional development throughout the year. Three professional development days are organized by the LLCSD Educational Services office. This year, teachers were trained in Thinking Maps as a tool for focused note taking, pre-writing, or taking notes for information while they are reading. In addition, our science teachers continue to work with UCLA 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 here at Lake Center and have been naturally embedded into Common Core lessons.

As we move forward in 2018-2019, we continue to support our teachers through professional development. Lake Center teachers regularly 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. During this school year, we are focusing on the WICOR strategies with particular emphasis on focused note taking, using notes as an instructional tool, and responding in writing about those notes or class essential questions. Our professional development activities and their implementation, are monitored through Data Reflection Sessions 5 times per 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 ability to continuously improve our practices with additional materials and professional development is generously supported through Supplemental Concentration funding.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,948	\$48,064
Mid-Range Teacher Salary	\$75,004	\$75,417
Highest Teacher Salary	\$96,596	\$94,006
Average Principal Salary (ES)	\$104,496	\$119,037
Average Principal Salary (MS)	\$108,276	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$181,373	\$183,692
Percent of District Budget		
Teacher Salaries	38.0	36.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	11060	2819	8241	75084
District	◆	◆	8040	\$76,406
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			2.5	-1.7
Percent Difference: School Site/ State			14.5	-1.3

* Cells with ◆ 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

The Little Lake City School District provides additional services for students using federal funds (Title I, Title III) 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. Title III is used to provide supplemental services to all English Learners. Long Term English Learners at the middle school level receive support via the AVID Excel Program. LCAP Funds are used to supplement services for English learners, low income students, and homeless/foster students. Some actions and services include additional counselors, professional development for teachers, supplemental materials, parent engagement opportunities, and student motivation activities.

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).

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.