



Lake Center Middle School

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

Jack Sokoloff, Principal

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2016-17 School Accountability Report Card Published During the 2017-18 School Year

Little Lake City School District

10515 South Pioneer Blvd.
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Dora Sandoval - Vice President
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School Description

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).

In the recent parent survey results, over 94% of respondents agreed with the statement "In general, I am satisfied with my child's school."

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 <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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	257
Grade 7	311
Grade 8	304
Total Enrollment	872

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.2
Asian	0.6
Filipino	0.6
Hispanic or Latino	90.5
Native Hawaiian or Pacific Islander	0.3
White	5.6
Two or More Races	0.5
Socioeconomically Disadvantaged	68.6
English Learners	9.5
Students with Disabilities	9.7
Foster Youth	1.3

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	15-16	16-17	17-18
With Full Credential	44	44	42
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	3	3	3
Little Lake City School District	15-16	16-17	17-18
With Full Credential	♦	♦	191
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Lake Center Middle School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those textbooks covered the California Content Standards.

Textbooks and Instructional Materials Year and month in which data were collected: October 2017	
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
Foreign Language	N/A The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 100
Health	N/A The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 100
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
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 100

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

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: 12-27-17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			New water heater installed in kitchen.
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			New security alarm system was installed
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			Main access gate was repaired and trees were trimmed over Winter Break. New concrete installed over Winter Break
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	53	56	55	54	48	48
Math	30	35	36	39	36	37

* 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.

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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	68	62	67	63	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	17.9	24.3	18.2

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	297	294	99.0	62.2
Male	143	140	97.9	64.3
Female	154	154	100.0	60.4
Hispanic or Latino	270	268	99.3	60.5
White	17	17	100.0	76.5
Socioeconomically Disadvantaged	215	215	100.0	58.1
English Learners	22	22	100.0	22.7
Students with Disabilities	33	32	97.0	46.9

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 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	876	867	98.97	56.17
Male	433	430	99.31	50.23
Female	443	437	98.65	62.01
Black or African American	16	16	100	50
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	793	784	98.87	55.36
Native Hawaiian or Pacific Islander	--	--	--	--
White	50	50	100	64
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	619	614	99.19	52.28
English Learners	144	142	98.61	37.32
Students with Disabilities	91	85	93.41	9.41
Foster Youth	12	12	100	33.33

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 2016-17 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	876	868	99.09	34.56
Male	433	429	99.08	32.87
Female	443	439	99.1	36.22
Black or African American	16	16	100	6.25
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	793	785	98.99	33.89
Native Hawaiian or Pacific Islander	--	--	--	--
White	50	50	100	48
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	619	614	99.19	29.8
English Learners	144	144	100	18.06
Students with Disabilities	91	84	92.31	4.76
Foster Youth	12	12	100	16.67

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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), Music Club and After-School Parent Computer class 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 after school parent computer class and evening parent events are partially supported through our Supplemental Concentration 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 Web site, 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, 89% of respondents agreed with the statement "There is good school-parent communication."

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.

In recent parent survey results, 90% of respondents agreed with the statement, "The school-wide discipline policy is effective," and 93% agreed with the statement, "The school provides a safe environment for students."

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	2.4	1.2	1.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.5	0.5
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	6	
Percent of Schools Currently in Program Improvement	66.7	

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	
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 (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	26	26	26	3	3	3	19	20	20	1		
Mathematics	26	25	25	4	5	4	18	19	19	2		1
Science	29	29	29			1	18	20	18	2		1
Social Science	25	25	25	5	6	6	18	18	18	1		

* 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

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

Lake Center have been very busy preparing for and implementing the California State Standards. During the 2015-2016 and 2016-2017 school years, teachers participated in three district-wide staff development days. Teachers have also been meeting regularly to design Common Core curriculum guides and Common Core lessons. As a result of this transition, one sees more inquiry, collaboration, citing of textual evidence, primary source referencing, writing, practical applications of content and critical reading in our classrooms. One also sees a great deal more technology being used in classrooms. With the purchase of Chromebooks for every classroom, technology in the hands of every student has become a reality here at Lake Center. This transition did not happen overnight. It is the result of days of team planning and preparation, participation in professional development and constant reflection of both the new lessons being implemented and the new common core assessments being used.

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 the new Common Core lessons.

As we move forward in 2017-2018, we continue to support our teachers through professional development. Teachers will again participate in three professional development days, and these are currently geared toward science and literacy in math, Language Arts, and history. In addition, Lake Center teachers have attended 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 writing and inquiry from the WICOR strategies. Last, we are continuing to refine our assessments and instructional guides to better meet the need of students and to prepare them for college and career readiness. Recently, a team of teachers attended a national conference on assessment and grading to assist with this process. Our ability to continuously improve our practices with additional materials and professional development is generously supported through Supplemental Concentration funding. In addition, all ELA, HSS and Math teachers participated in three days of training on Disciplinary Literacy which includes reading, writing, thinking and doing content area by content area. Science teacher participated in three days of training on the Next Generation Science Standards provided by UCLA Science Project staff.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,948	\$47,034
Mid-Range Teacher Salary	\$75,004	\$73,126
Highest Teacher Salary	\$96,596	\$91,838
Average Principal Salary (ES)	\$104,496	\$116,119
Average Principal Salary (MS)	\$108,276	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$196,198	\$178,388
Percent of District Budget		
Teacher Salaries	37%	37%
Administrative Salaries	5%	6%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10430	2611	7819	75335
District	♦	♦	7740	\$76,172
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			1.0	-1.1
Percent Difference: School Site/ State			18.9	1.5

* Cells with ♦ do not require data.

Types of Services Funded

Little Lake provides additional services for students using federal funds such as Title I and Title III and LCAP funds. All schools hire additional interventionists to provide differentiated instruction in English Language Arts (ELA) and Math for a portion of the day. Title I funds are used to provide additional support for students by hiring additional Interventionist to provide differentiated instruction in ELA and mathematics. Title III is used to support Long Term English Learners via AVID Excel Program. LCAP Funds are used to supplement services for English Learners, SED students, Homeless and Foster students.

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.