

# Lakeview Junior High 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

<b>School Name</b>	Lakeview Junior High School
<b>Street</b>	3700 Orcutt Road
<b>City, State, Zip</b>	Santa Maria, CA 93455
<b>Phone Number</b>	(805) 938-8600
<b>Principal</b>	Kelly Osborne
<b>Email Address</b>	kosborne@orcutt-schools.net
<b>School Website</b>	<a href="https://www.orcuttschools.net/lakeview-juniorhigh/">https://www.orcuttschools.net/lakeview-juniorhigh/</a>
<b>County-District-School (CDS) Code</b>	42-69260-6045751

## 2023-24 District Contact Information

<b>District Name</b>	Orcutt Union School District
<b>Phone Number</b>	805-938-8900
<b>Superintendent</b>	Holly Edds, Ed.D.
<b>Email Address</b>	hedds@orcutt-schools.net
<b>District Website</b>	www.orcuttschools.net

## 2023-24 School Description and Mission Statement

The mission of the Orcutt Union School District is to ensure the educational success of all students by maintaining high expectations, a safe learning environment, a commitment to excellence, and comprehensive programs which empower children to reach their fullest potential as responsible and productive citizens in a continuously changing world.

Lakeview Junior High School is located in the northern region of Santa Barbara County and serves students in grades seven through eight following a traditional calendar. At the beginning of the 2023-2024 school year, 426 students were enrolled, including 14.32% in special education, 8.69% qualifying for English Language Learner support, and 58.22% qualifying as low income.

Our vision defined is all students at Lakeview Junior High will Dream, Believe, Act and Achieve. Lakeview staff will assist students in identifying goals for Junior High and beyond (Dream), give them the necessary support and confidence (Believe), instill habits leading to performance (Act), and finally recognize their accomplishments (Achieve).

Mission Statement:

Lakeview Staff believes all students can learn. To achieve learning for all we agree to the following commitments:

- Provide a safe environment for all students and staff
- Address the needs of the whole child, academically, socially, emotionally and physically
- Build a strong connection to school for all students
- Adapt instructional practices meeting the changing needs of all students

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	208
Grade 8	234
Total Enrollment	442

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5%
Male	50.2%
American Indian or Alaska Native	0.5%
Asian	1.1%
Black or African American	1.4%
Filipino	0.7%
Hispanic or Latino	67.4%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	4.8%
White	22.6%
English Learners	10.2%
Foster Youth	0.7%
Homeless	3.2%
Migrant	0.7%
Socioeconomically Disadvantaged	46.8%
Students with Disabilities	11.5%

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.70	72.35	186.60	88.31	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.47	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.00	0.95	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.00	9.22	8.60	4.07	12115.80	4.41
<b>Unknown</b>	4.00	18.43	13.10	6.20	18854.30	6.86
<b>Total Teaching Positions</b>	21.70	100.00	211.40	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.80	81.63	185.90	86.58	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.80	1.33	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.30	6.72	8.00	3.76	11953.10	4.28
<b>Unknown</b>	2.30	11.55	17.80	8.33	15831.90	5.67
<b>Total Teaching Positions</b>	20.60	100.00	214.70	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	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

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	1.00	0.00
Local Assignment Options	1.00	1.30
<b>Total Out-of-Field Teachers</b>	2.00	1.30

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.9	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

All textbooks used in the core curriculum at Lakeview Junior High School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 14, 2022, the Orcutt Union Elementary's Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 4 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. Orcutt Union Elementary did not offer visual/performing arts classes and therefore did not require the distribution of respective textbooks and instructional materials.

Year and month in which the data were collected

November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grades 6-8: Houghton Mifflin Harcourt, Collections for California 2017 Adoption Year 2016	Yes	0.0%
<b>Mathematics</b>	Grades 6-8: CPM, Core Connections Courses 1-3, Core Connections Algebra Adoption Year 2015	Yes	0.0%
<b>Science</b>	Grades 7-8: Amplify, Amplify Science Science Adoption Year 2021	Yes	0.0%
<b>History-Social Science</b>	Grades 6-8: Teachers' Curriculum Institute (TCI), History Alive Adoption Year 2019	Yes	0.0%
<b>Health</b>	Grade 7: Positive Prevention PLUS, Sexual Health Education for America's Youth Adoption Year 2017	Yes	NA

## School Facility Conditions and Planned Improvements

The district takes great efforts to ensure all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Lakeview Junior High School's original facilities were built in 1950's. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. The principal communicates with the custodial staff daily concerning maintenance and school safety issues. A work order process is used by the school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One full-time day custodian and one full-time evening custodian are assigned to Lakeview Junior High School.

The day custodian is responsible for:

- Cafeteria setup/cleanup
- Grounds-keeping
- Restroom cleaning
- Office cleaning

Restrooms and high touch areas are checked throughout the day for cleanliness and subsequently cleaned and disinfected as needed.

The evening custodian are responsible for:

- Classroom cleaning
- Restroom cleaning
- Regular disinfecting

**Year and month of the most recent FIT report**

12/13/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		10: STAINED CEILING TILES 16: CHIPPED/BROKEN FLOOR TILES 19: TORN PIN BOARD LOCKER ROOMS: TORN/DAMAGED PIN BOARD
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			18: RUSTED/DAMAGED DOOR

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	51	43	49	45	47	46
<b>Mathematics</b> (grades 3-8 and 11)	28	26	35	37	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
<b>All Students</b>	431	425	98.61	1.39	42.92
<b>Female</b>	215	212	98.60	1.40	46.23
<b>Male</b>	215	212	98.60	1.40	39.81
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	291	289	99.31	0.69	40.63
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	27	26	96.30	3.70	34.62
<b>White</b>	97	94	96.91	3.09	54.26
<b>English Learners</b>	36	35	97.22	2.78	5.71
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	12	12	100.00	0.00	8.33
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	207	203	98.07	1.93	37.93
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	48	46	95.83	4.17	6.67

## 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
<b>All Students</b>	431	418	96.98	3.02	26.14
<b>Female</b>	215	210	97.67	2.33	24.40
<b>Male</b>	215	207	96.28	3.72	28.02
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	291	283	97.25	2.75	23.32
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	27	26	96.30	3.70	19.23
<b>White</b>	97	93	95.88	4.12	35.87
<b>English Learners</b>	36	35	97.22	2.78	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	12	12	100.00	0.00	8.33
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	207	200	96.62	3.38	20.60
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	48	44	91.67	8.33	4.55

## 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)	19.50	20.89	28.76	29.45	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	20.89
Female	111	110	99.10	0.90	20.00
Male	115	114	99.13	0.87	21.93
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	160	159	99.38	0.62	16.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33	6.67	21.43
White	43	43	100.00	0.00	34.88
English Learners	15	15	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	103	101	98.06	1.94	20.79
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	19	95.00	5.00	5.26

## 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	93.9	95.5	95.5	95.5

## 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

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making groups: PTSA, ELAC and SSC, or simply attending school events: Back to School Night, Open House, Conferences midway through the 1st, 2nd and 3rd quarter.

Parents stay informed on upcoming events and school activities through Parent Square, the school marquee, the school website, teacher websites, and parent information nights. Contact the school office at (805) 938-8600 for more information on how to become involved in your child's learning environment.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	468	456	117	25.7
Female	235	227	60	26.4
Male	232	228	56	24.6
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	2	2	0	0.0
Asian	5	5	0	0.0
Black or African American	7	7	1	14.3
Filipino	3	3	0	0.0
Hispanic or Latino	317	307	77	25.1
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	23	23	6	26.1
White	104	102	32	31.4
English Learners	50	48	14	29.2
Foster Youth	10	9	5	55.6
Homeless	17	16	8	50.0
Socioeconomically Disadvantaged	235	227	74	32.6
Students Receiving Migrant Education Services	4	4	2	50.0
Students with Disabilities	55	53	18	34.0

### 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	0.79	14.12	13.89	0.16	4.38	4.66	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	13.89	0
Female	8.94	0
Male	18.97	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	12.93	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	13.04	0
White	16.35	0
English Learners	24	0
Foster Youth	0	0
Homeless	17.65	0
Socioeconomically Disadvantaged	17.87	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	25.45	0

## 2023-24 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Lakeview Junior High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff and the SSC in January of 2023.

## 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	21	19	5	
Mathematics	21	17	7	
Science	20	21	3	
Social Science	18	22	2	

## 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	31		12	3
Mathematics	28	2	14	1
Science	30		12	3
Social Science	29		15	

## 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	28	3	8	6
Mathematics	26	3	13	1
Science	32	0	10	4
Social Science	29	0	13	1

## 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	442

## 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.3
Resource Specialist (non-teaching)	
Other	0.3

## 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	\$12,386	\$3,262	\$9,124	\$91,487.73
District	N/A	N/A	\$9,515	\$82,891
Percent Difference - School Site and District	N/A	N/A	-4.2	15.5
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	32.2	7.8



## Fiscal Year 2022-23 Types of Services Funded

The goal of Lakeview Junior High School is to support every student in reaching their highest potential. In addition to Core Services such as English learner support and specialized instruction for students qualifying for Special Education Services, Lakeview Junior High School also offers designated time within the school day for targeted intervention. Students on or above grade level receive enrichment or challenge activities during this time.

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Lakeview Junior High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability.

### Public Internet Access Location

Parents may access Lakeview Junior High School's SARC and access the internet at any of the county's public libraries. The closest public library to Lakeview Junior High School is Orcutt Library, a branch of Santa Maria Public Library.

Address: 175 S. Broadway, Orcutt CA

Phone Number: (805) 937-6483

WebSite: <http://www.ci.santa-maria.ca.us/210.shtml>

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Orcutt Union Elementary. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available.

## 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	\$48,850	\$54,046
Mid-Range Teacher Salary	\$77,728	\$84,515
Highest Teacher Salary	\$106,243	\$110,867
Average Principal Salary (Elementary)	\$133,974	\$136,841
Average Principal Salary (Middle)	\$137,195	\$141,477
Average Principal Salary (High)	\$142,511	\$137,985
Superintendent Salary	\$205,844	\$217,473
Percent of Budget for Teacher Salaries	33.85%	32.43%
Percent of Budget for Administrative Salaries	6.03%	5.62%

## Professional Development

All training and curriculum development activities at Lakeview Junior High School revolve around the California State Content Standards and Frameworks. The staff development days held in 2019-20, 2020-21, 2021-22, 2022-2023 school years were devoted to:

- Data Analysis
- Distance Learning
- Multi-tiered Systems of Support and PLC's

## Professional Development

- Increasing/Improving the Use of Technology
- Social Emotional Well-Being

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Lakeview Junior High School supports ongoing professional growth throughout the year via weekly late start PLC's. Teachers meet in both grade- level and department-level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2022-2023 school year, Lakeview Junior High School's teachers attended the following events hosted by the site and/or the Orcutt Union Elementary Educational Services Department:

- Professional Learning Communities
- Examining Student Achievement
- NGSS Workshops and Training for Science Teachers
- Chromebook and IPAD academy participation by select staff
- Music/PE Workshops
- Data Analysis
- English Language Arts - Best Practices in Collections Curriculum
- Positive Behavior Intervention and Support
- Social Emotional Well-Being

\*School and District-wide school safety

Staff members had the opportunity to participate in targeted professional growth opportunities to support academic achievement and social/emotional learning for all students and specific sub-groups. These opportunities were offered after school by the TOSA team and educational consultants. All district staff attended presentations on how to support students through the transition from distance to in-person learning and trauma informed practices. The district also provided on-going staff development focused on building mathematical conceptual understanding and procedural fluency.

Lakeview Junior High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	