

# Lakeview Junior High School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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.

#### **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.

## **About This School**

### **School Contact Information (School Year 2019-20)**

| Entity                                   | 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>                         | Jonathan Dollahite  |
| <b>Email Address</b>                     | jdollahite@orcutt-schools.net   |
| <b>Website</b>                           | <a href="http://lakeview.orcuttschools.net/">http://lakeview.orcuttschools.net/</a> |
| <b>County-District-School (CDS) Code</b> | 42-69260-6045751  |

| Entity         | Contact Information   |
|----------------|---|
| District Name  | Orcutt Union School District  |
| Phone Number   | (805) 938-8900  |
| Superintendent | Deborah Blow, Ed.D.   |
| Email Address  | dblow@orcutt-schools.net  |
| Website        | <a href="http://www.orcuttschools.net">http://www.orcuttschools.net</a> |

### School Description and Mission Statement (School Year 2019-20)

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 2017-2018 school year, 538 students were enrolled, including 7.8% in special education, 12.2% qualifying for English Language Learner support, and 50.7% qualifying for free or reduced price lunch.

Our vision defined is that all students at Lakeview Junior High will Dream, Believe, Act and Achieve. Lakeview staff will assist students in identifying goals for Jr. High and beyond (Dream), give them the necessary support and confidence (Believe), instill habits that will lead 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 to meet the changing needs of all students

### Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level      | Number of Students |
|------------------|--------------------|
| Grade 7          | 273                |
| Grade 8          | 272                |
| Total Enrollment | 545                |

## Student Enrollment by Group (School Year 2018-19)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 1.5                         |
| American Indian or Alaska Native    | 0.6                         |
| Asian                               | 1.5                         |
| Filipino                            | 2.8                         |
| Hispanic or Latino                  | 60                          |
| Native Hawaiian or Pacific Islander | 0.2                         |
| White                               | 27.2                        |
| Two or More Races                   | 5.7                         |
| Socioeconomically Disadvantaged     | 51.6                        |
| English Learners                    | 11.7                        |
| Students with Disabilities          | 9.2                         |
| Foster Youth                        | 1.3                         |
| Homeless                            | 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

| Teachers   | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential   | 22.8           | 25             | 22             | 210              |
| Without Full Credential  | 0              | 0              | 0              | 5                |
| Teaching Outside Subject Area of Competence (with full credential) | 0              | 0              | 0              | 0                |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments*                  | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** December 2019

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 11, 2019, 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. 2 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.

| 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<br>Adoption Year 2016         | Yes                        | 0.0%                                       |
| <b>Mathematics</b>            | Grades 6-8: CPM, Core Connections Courses 1-3, Core Connections Algebra<br>Adoption Year 2015        | Yes                        | 0.0%                                       |
| <b>Science</b>                | Grades 6-8: Holt, Rinehart, & Winston, California Science<br>Adoption Year 2008                      | Yes                        | 0.0%                                       |
| <b>History-Social Science</b> | Grades 6-8: Teachers' Curriculum Institute (TCI), History Alive<br>Adoption Year 2019                | Yes                        | 0.0%                                       |
| <b>Health</b>                 | Grade 7: Positive Prevention PLUS, Sexual Health Education for America's Youth<br>Adoption Year 2017 | Yes                        | NA   |

## School Facility Conditions and Planned Improvements (Most Recent Year)

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. 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, one full-time evening custodian, and one part-time evening custodian are assigned to Lakeview Junior High School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- Restroom cleaning
- Set up events
- Break cleanup

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Cleaning desktops and whiteboards
- Office area cleaning

## School Facility Good Repair Status (Most Recent Year)

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

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

**Year and month of the most recent FIT report:** January 2020

| System Inspected  | Rating | Repair Needed and Action Taken or Planned               |
|---|--------|---|
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                       | Good   |   |
| <b>Interior:</b> Interior Surfaces                                      | Poor   | Replace ceiling and floor tiles. Replace outlet covers. |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation       | Good   |   |
| <b>Electrical:</b> Electrical   | Good   |   |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains                 | Good   |   |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         | Good   |   |
| <b>Structural:</b> Structural Damage, Roofs                             | Good   |   |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences | Good   |   |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|------------------|--------|---|
| Overall Rating   | Good   |   |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject   | School<br>2017-18 | School<br>2018-19 | District<br>2017-18 | District<br>2018-19 | State<br>2017-18 | State<br>2018-19 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 48                | 52                | 52                  | 54                  | 50               | 50               |
| Mathematics<br>(grades 3-8 and 11)                    | 43                | 40                | 45                  | 44                  | 38               | 39               |

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group                    | Total<br>Enrollment | Number<br>Tested | Percent<br>Tested | Percent<br>Not<br>Tested | Percent<br>Met or<br>Exceeded |
|----------------------------------|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students                     | 533                 | 525              | 98.50             | 1.50                     | 52.00                         |
| Male                             | 238                 | 235              | 98.74             | 1.26                     | 46.81                         |
| Female                           | 295                 | 290              | 98.31             | 1.69                     | 56.21                         |
| Black or African American        | --                  | --               | --                | --                       | --                            |
| American Indian or Alaska Native | --                  | --               | --                | --                       | --                            |
| Asian                            | --                  | --               | --                | --                       | --                            |
| Filipino                         | 14                  | 14               | 100.00            | 0.00                     | 78.57                         |

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Hispanic or Latino                            | 321              | 317           | 98.75          | 1.25               | 48.26                   |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                 | --                      |
| White   | 142              | 139           | 97.89          | 2.11               | 58.99                   |
| Two or More Races                             | 33               | 32            | 96.97          | 3.03               | 34.38                   |
| Socioeconomically Disadvantaged               | 285              | 279           | 97.89          | 2.11               | 44.44                   |
| English Learners                              | 106              | 104           | 98.11          | 1.89               | 48.08                   |
| Students with Disabilities                    | 52               | 50            | 96.15          | 3.85               | 10.00                   |
| Students Receiving Migrant Education Services |                  |               |                |                    |                         |
| Foster Youth                                  | 11               | 10            | 90.91          | 9.09               | 20.00                   |
| Homeless                                      | --               | --            | --             | --                 | --                      |

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

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

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                        | 532              | 524           | 98.50          | 1.50               | 39.50                   |
| Male                                | 238              | 235           | 98.74          | 1.26               | 40.43                   |
| Female                              | 294              | 289           | 98.30          | 1.70               | 38.75                   |
| Black or African American           | --               | --            | --             | --                 | --                      |
| American Indian or Alaska Native    | --               | --            | --             | --                 | --                      |
| Asian                               | --               | --            | --             | --                 | --                      |
| Filipino                            | 14               | 14            | 100.00         | 0.00               | 78.57                   |
| Hispanic or Latino                  | 320              | 316           | 98.75          | 1.25               | 33.23                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                 | --                      |
| White                               | 142              | 139           | 97.89          | 2.11               | 48.92                   |
| Two or More Races                   | 33               | 32            | 96.97          | 3.03               | 34.38                   |
| Socioeconomically Disadvantaged     | 285              | 280           | 98.25          | 1.75               | 30.71                   |

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| English Learners                              | 106              | 105           | 99.06          | 0.94               | 34.29                   |
| Students with Disabilities                    | 51               | 49            | 96.08          | 3.92               | 8.16                    |
| Students Receiving Migrant Education Services |                  |               |                |                    |                         |
| Foster Youth                                  | 11               | 10            | 90.91          | 9.09               | 0.00                    |
| Homeless                                      | --               | --            | --             | --                 | --                      |

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

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

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject                               | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A            | N/A            | N/A              | N/A              | N/A           | N/A           |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 7           | 14.8   | 24.0   | 19.8  |

Note: 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.



## 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 2019-20)

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 principal newsletters, Parent Square, the school marquee, the school website, teacher websites, and parent information rights. Contact the school office at (805) 938-8600 for more information on how to become involved in your child's learning environment.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

| Rate        | School<br>2016-17 | School<br>2017-18 | School<br>2018-19 | District<br>2016-17 | District<br>2017-18 | District<br>2018-19 | State<br>2016-17 | State<br>2017-18 | State<br>2018-19 |
|-------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 8.3               | 8.0               | 9.4               | 3.1                 | 2.7                 | 3.9                 | 3.6              | 3.5              | 3.5              |
| Expulsions  | 0.0               | 0.0               | 0.0               | 0.0                 | 0.0                 | 0.0                 | 0.1              | 0.1              | 0.1              |

### School Safety Plan (School Year 2019-20)

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 2020.

### Average Class Size and Class Size Distribution (Secondary)

| Subject        | 2016-17<br>Average<br>Class<br>Size | 2016-17<br># of<br>Classes*<br>Size<br>1-22 | 2016-17<br># of<br>Classes*<br>Size<br>23-32 | 2016-17<br># of<br>Classes*<br>Size<br>33+ | 2017-18<br>Average<br>Class<br>Size | 2017-18<br># of<br>Classes*<br>Size<br>1-22 | 2017-18<br># of<br>Classes*<br>Size<br>23-32 | 2017-18<br># of<br>Classes*<br>Size<br>33+ | 2018-19<br>Average<br>Class<br>Size | 2018-19<br># of<br>Classes*<br>Size<br>1-22 | 2018-19<br># of<br>Classes*<br>Size<br>23-32 | 2018-19<br># of<br>Classes*<br>Size<br>33+ |
|----------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
|                |                                     |   |  |  |                                     |   |  |  |                                     |   |  |  |
| English        | 28                                  | 4   | 15   |  | 29                                  | 2   | 15   | 3  | 29                                  | 2   | 13   | 5  |
| Mathematics    | 18                                  | 3   |  |  | 28                                  | 3   | 15   | 2  | 28                                  | 2   | 16   | 2  |
| Science        | 27                                  | 1   | 15   |  | 31                                  |   | 13   | 3  | 30                                  |   | 12   | 4  |
| Social Science | 28                                  | 1   | 14   |  | 29                                  |   | 12   | 3  | 28                                  | 2   | 13   | 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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title                       | Ratio |
|-----------------------------|-------|
| <b>Academic Counselors*</b> | 533.0 |

\*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.

### Student Support Services Staff (School Year 2018-19)

| Title  | Number of FTE* Assigned to School |
|--|-----------------------------------|
| <b>Counselor (Academic, Social/Behavioral or Career Development)</b> | 1.0                               |
| <b>Library Media Teacher (Librarian)</b>                             | .85                               |
| <b>Library Media Services Staff (Paraprofessional)</b>               |                                   |
| <b>Psychologist</b>  | .4                                |
| <b>Social Worker</b>   |                                   |
| <b>Speech/Language/Hearing Specialist</b>                            |                                   |
| <b>Resource Specialist (non-teaching)</b>                            |                                   |

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

| Level  | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| <b>School Site</b>                                   | \$6,902.35                   | \$830.58                            | \$6,071.77                            | \$81,073.00            |
| <b>District</b>                                      | N/A                          | N/A                                 | \$5,934.44                            | \$76,649.00            |
| <b>Percent Difference - School Site and District</b> | N/A                          | N/A                                 | 2.3                                   | 5.6                    |
| <b>State</b>   | N/A                          | N/A                                 | \$7,506.64                            | \$77,619.00            |
| <b>Percent Difference - School Site and State</b>    | N/A                          | N/A                                 | -21.1                                 | 4.4                    |

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

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

### Types of Services Funded (Fiscal Year 2018-19)

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. Students without access to a computer and/or internet in the home are invited to complete homework in the computer lab or with a teacher that can help support them in gaining access.

#### 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: 1157 East Clark Ave. Suite K, Orcutt

Phone Number: (805) 937-6483

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

Number of Computers Available: 2

#### 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. Data to prepare the instructional materials section were acquired in December 2019. Data to prepare the school facilities section were acquired in January 2020.

#### Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$44,855        | \$49,378                                     |
| Mid-Range Teacher Salary                      | \$71,372        | \$77,190                                     |
| Highest Teacher Salary                        | \$94,481        | \$96,607                                     |
| Average Principal Salary (Elementary)         | \$122,912       | \$122,074                                    |
| Average Principal Salary (Middle)             | \$122,137       | \$126,560                                    |
| Average Principal Salary (High)               | \$0             | \$126,920                                    |
| Superintendent Salary                         | \$209,731       | \$189,346                                    |
| Percent of Budget for Teacher Salaries        | 39%             | 36%  |
| Percent of Budget for Administrative Salaries | 5%              | 6%   |

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

#### Professional Development (Most Recent Three Years)

| Measure   | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3       | 3       | 3       |

All training and curriculum development activities at Lakeview Junior High School revolve around the California State Content Standards and Frameworks. During the 2017-2018 and 2018-2019 school year, Lakeview Junior High School held three staff development days

devoted to:

- Data Analysis
- Mutli-tiered Systems of Support and PLC's

\* Increasing the use of technology in the classroom.

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 2016-2017 school year, Lakeview Junior High School's teachers attended the following events hosted by the Orcutt Union Elementary:

- Professional Learning Communities
- Examining Student Achievement
- NGSS workshops and training for Science teachers
- Chromebook and IPAD academy participation by select staff

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.