

Lakeview Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Lakeview Middle School
Street	2350 East Lake Ave.
City, State, Zip	Watsonville, CA 95076
Phone Number	(831) 728-6455
Principal	Elaine Legorreta
Email Address	Elaine_Legorreta@pvusd.net
School Website	https://lkv-pajaro-ca.schoolloop.com/
County-District-School (CDS) Code	44-69799-6112841

2022-23 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Dr. Michelle Rodriguez
Email Address	michelle_rodriguez@pvusd.net
District Website Address	www.pvusd.net

2022-23 School Overview

Lakeview Middle School provides approximately 440 sixth through eighth grade students with a rigorous curriculum based on the Common Core Standards. We are a one to one school and all our students are provided a Chrome book throughout their three years at Lakeview. Our students benefit from a school program that supports their academic and emotional growth. While we offer a comprehensive academic program in all major content areas, we also provide our students a wealth of opportunities to engage in elective coursework that includes but is not limited to strong visual and performing arts programs, and Foreign Language. There are a variety of athletic opportunities throughout the year and clubs that strive to cater to our students diverse interests. We strive to meet the needs of all students, including English Learners, LGBTQ+, Students in Transition, Gifted, and Special Education Students.

Lakeview Middle School is a community of parents, students, educators and support staff that are committed to creating and maintaining a safe, supportive school environment that provides challenging learning opportunities and inspires family participation, giving all our students the skills and abilities necessary to make positive choices and succeed as independent learners and conscientious, caring adults.

All students and staff are looking closely at their practices and working to improve in all major content areas. They are using strategic data analysis, focused training for teachers, and goal setting at the school, classroom, and student levels. Teachers work in content-area grade level teams to analyze student data and implement researched-based teaching practices such as the formative assessment process. These efforts have helped us make some increases in the number of students in nearly every grade level in both English/language arts and mathematics. At Lakeview we are proud of our visual and performing arts program, athletics, technology across the curriculum, and on our focus on literacy and mathematics in content area classes. Our strong partnerships with community based agencies and organizations like that of Pajaro Valley Prevention and Student Assistance (PVPSA) and University of California Santa Cruz (UCSC), allow us to offer unique programs that support our students socio-emotional wellbeing as well as their academic achievement. We are continuing our development of implementing PBIS practices as well as those that support us in becoming a trauma informed campus. In addition, our school is committed to developing our students knowledge of post-secondary career and college options. The Lakeview staff celebrates diversity and respect throughout the school year and the staff enjoys having fun with students and one another!

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	132
Grade 7	159
Grade 8	188
Total Enrollment	479

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6
Male	53.4
American Indian or Alaska Native	0.0
Asian	0.4
Black or African American	0.2
Filipino	0.8
Hispanic or Latino	96.7
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.4
White	1.5
English Learners	35.9
Foster Youth	0.2
Homeless	19.2
Migrant	7.3
Socioeconomically Disadvantaged	93.5
Students with Disabilities	17.3

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.10	81.57	675.70	75.64	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.48	12.00	1.35	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.20	9.87	129.30	14.48	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	16.30	1.82	12115.80	4.41
Unknown	0.90	4.04	59.80	6.70	18854.30	6.86
Total Teaching Positions	22.30	100.00	893.30	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	2.20	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	17.10	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Computers

All students have been provided a Chromebook and if necessary, a hotspot.

All of our teachers have laptop computers, and there is a computer, document camera, and Chromebox in every classroom. Every student at Lakeview checks a Chrome book out from the library and is expected to take it home to use. Students learn keyboarding and how to conduct research on the Internet, as well as how to use elements of the Google Suite and other programs they will need to be successful in school and in the future. The school is networked and Internet connected. All students are also provided access to online programs such as EPIC books and MAP accelerator to support acceleration in core learning. We use eSchoolPLUS as our database and for teacher planning, grading, and reporting.

Textbooks

We choose our textbooks from lists that have been approved by state education officials and selected by a school district committee of teachers, site and district administrators, and community members. 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 school year and whether those textbooks covered the California Content Standards.

Curriculum

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE).

Year and month in which the data were collected

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	myPerspectives English Language Arts Gr. 6, Pearson/2017 myPerspectives English Language Arts Gr. 7, Pearson/2017 myPerspectives English Language Arts Gr. 8, Pearson/2017	Yes	0%
Mathematics	Big Ideas Math Course 1 (Eng. & Span.), Cengage/2016 Big Ideas Math Course 2 (Eng. & Span.), Cengage/2016; Big Ideas Math Course 3 (Eng. & Span.), Cengage/2016;	Yes	0%
Science	Amplify Science/2019	Yes	0%
History-Social Science	TCI History Alive!/2018	Yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%

Science Laboratory Equipment (grades 9-12)	NA	Yes	0%
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School Facility Conditions and Planned Improvements

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900's. 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. Lakeview Middle School finished construction and opened in 1994.

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. <http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairsstandards.aspx>

Year and month of the most recent FIT report

9/22/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Library: Wall paper is peeling
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Multi Purpose Room: Girls Restroom light are out/ Girls toilet leaking Rm B 3: Rm C 3: electrical outlet Rm D 2: bad electrical outlet
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Multi Purpose Room: Girls Restroom light are out/ Girls toilet leaking
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Boys Locker Room: Broken tiles / Conduit hanging from ceiling/ Hand drayer is out/ roof leak
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	19	N/A	28	N/A	47
Mathematics (grades 3-8 and 11)	N/A	10	N/A	17	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	478	464	97.07	2.93	18.79
Female	221	219	99.10	0.90	22.83
Male	257	245	95.33	4.67	15.16
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	459	447	97.39	2.61	18.16
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	159	156	98.11	1.89	3.85
Foster Youth	--	--	--	--	--
Homeless	94	92	97.87	2.13	17.39
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	444	435	97.97	2.03	17.28
Students Receiving Migrant Education Services	29	29	100.00	0.00	10.34
Students with Disabilities	82	77	93.90	6.10	2.60

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	478	464	97.07	2.93	9.91
Female	221	220	99.55	0.45	7.27
Male	257	244	94.94	5.06	12.30
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	459	447	97.39	2.61	9.17
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	159	157	98.74	1.26	0.64
Foster Youth	--	--	--	--	--
Homeless	94	92	97.87	2.13	7.61
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	444	434	97.75	2.25	8.76
Students Receiving Migrant Education Services	29	29	100.00	0.00	10.34
Students with Disabilities	82	77	93.90	6.10	2.60

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	13.79	7.1	16.22	28.5	29.47

2021-22 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	181	174	96.13	3.87	13.79
Female	88	87	98.86	1.14	11.49
Male	93	87	93.55	6.45	16.09
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	174	167	95.98	4.02	13.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	45	43	95.56	4.44	0
Foster Youth	0	0	0	0	0
Homeless	30	28	93.33	6.67	17.86
Military	0	0	0	0	0
Socioeconomically Disadvantaged	165	159	96.36	3.64	11.95
Students Receiving Migrant Education Services	13	12	92.31	7.69	16.67
Students with Disabilities	31	29	93.55	6.45	0

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	98%	97%	97%	96%	96%

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.

2022-23 Opportunities for Parental Involvement

The English Language Advisory Committee (ELAC) helps develop and implement effective programs for our English Language Learners and send recommendations for the school plan. We also have monthly Migrant meetings that emphasize parent involvement in their children's education. The School Site Council also meets on a monthly basis. We administer an annual survey to elicit comments and concerns from parents. We celebrate the positive in our students, and address concerns through parent engagement or program modification. We provide opportunities for parents/families to communicate with teachers and staff via synergy email, calls or by setting up conferences. We provide translation in Spanish and other languages to ensure there is access for all families/parents to communicate with school staff. We encourage parent volunteers to help in the library, raise funds, provide classroom support, or chaperone field trip and dances. Lakeview offers childcare to address the needs of families and increase parental involvement as well as uses other creative ways to encourage families to come to the school. If you're interested in volunteering, please call Office Manager, Lorena Lopez at (831) 728-6455.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	514	498	224	45.0
Female	239	230	101	43.9
Male	275	268	123	45.9
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	2	66.7
Black or African American	2	2	1	50.0
Filipino	4	4	1	25.0
Hispanic or Latino	494	479	213	44.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	2	100.0
White	8	7	4	57.1
English Learners	193	183	76	41.5
Foster Youth	1	1	0	0.0
Homeless	111	103	49	47.6
Socioeconomically Disadvantaged	480	466	208	44.6
Students Receiving Migrant Education Services	43	41	17	41.5
Students with Disabilities	86	86	52	60.5

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	7.21	3.68	2.45
Expulsions	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.18	14.79	0.02	4.40	0.20	3.17
Expulsions	0.00	0.00	0.00	0.12	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	14.79	0.00
Female	14.23	0.00
Male	15.27	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	15.18	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	15.03	0.00
Foster Youth	0.00	0.00
Homeless	14.41	0.00
Socioeconomically Disadvantaged	15.21	0.00
Students Receiving Migrant Education Services	13.95	0.00
Students with Disabilities	17.44	0.00

2022-23 School Safety Plan

Our Safe School Plan focuses on people, programs, and the physical environment. The administration, SSC, and district assistant superintendent review the plan annually.

We nurture and direct students' values and maintain a safe and controlled campus through regular student assemblies to remind students about the school safety and behavior guidelines. Our first assembly focusing on student safety was during the second week of school in August 2021. Safety information focused on the social emotional wellbeing of our students was also shared with the LMS staff during our SBC days in August of 2021, ALICE training took place on Nov. 1, 2021 and at least 3 drills have taken place since August 2021 to prepare our students for Earthquakes, Shelter in Place, and Fire. We celebrate positive behaviors that students display using several types of recognition programs such as Five Star as well as organize assemblies and group celebrations such as Student of the Month, ELL Reclassification, Recognition of students with 2.0 and above GPA, perfect attendance, 4.0 students, Honor roll students with a 3.0 and above GPA. Our closed campus is clean and safe, reflecting our pride in our community and ourselves. A strong and vigilant group of staff members provide active supervision before, during, and after school. We conduct the district required fire, earthquake, intruder/lockdown, ALICE, and shelter-in-place drills. We work with the Santa Cruz County Office of Education and annually update our Santa Cruz County Safe Schools Consortia Emergency Management Plan to ensure that the plan is current and meets the Safe Schools criteria.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	22	11	10	4
Mathematics	23	8	10	2
Science	24	8	7	4
Social Science	27	4	4	9

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	26	3	14	2
Mathematics	24	4	9	3
Science	28	3	8	3
Social Science	26	3	9	3

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	22	8	8	3
Mathematics	25	3	9	2
Science	25	4	8	2
Social Science	25	3	9	2

2021-22 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	479

2021-22 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,254.39	\$3,459.37	\$5,936.69	\$63,475.77
District	N/A	N/A	\$4,858.33	\$67,516
Percent Difference - School Site and District	N/A	N/A	20.0	-6.2
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-10.5	-32.8

2021-22 Types of Services Funded

This year federal funds and state School Improvement Plan funds helped us fund professional training and teacher collaboration; purchase many needed classroom books, materials, and supplies; offer student and parent incentives and field trips; and pay for support staff-all of which are important for positive student academic achievement.

Any parent is welcome to make an appointment with the principal to review and provide input to the school budget and expenditures.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$46,666	\$54,370
Mid-Range Teacher Salary	\$64,722	\$82,681
Highest Teacher Salary	\$90,640	\$106,610
Average Principal Salary (Elementary)	\$101,669	\$135,283
Average Principal Salary (Middle)	\$107,221	\$141,244
Average Principal Salary (High)	\$117,462	\$152,955
Superintendent Salary	\$222,832	\$264,367
Percent of Budget for Teacher Salaries	26%	33%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Site leadership believes strongly in, and facilitates, participatory decision making within departments, leadership teams, and staff meetings, where the staff strives for consensus around major decisions. Parent and student groups such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), Migrant Parent Association, and the Associated Student Body are closely involved in making decisions about parent workshop topics and in monitoring the school plan. All Lakeview staff believes that parent involvement and input are vital to a healthy and effective educational program.

Our school and the district offer numerous training opportunities throughout the year to support goals for increased student achievement. Staff members have regular opportunities for both onsite and offsite training and collaboration. Onsite collaboration between teachers with specific guidelines and accountability is the preferred, research-based method of professional development at Lakeview. All professional development is aligned with the school's student achievement goals, and teachers are asked to bring their learning experiences back to share with the entire staff. All teachers new to the district receive additional support and training. Lakeview teachers attend district led professional development around common core implementation as well as support one another through in house teacher led professional development presentations and coaching.

The primary focus of professional development for the 2021-22 year is on best practices to address the development of Student Academic Discourse, Social Emotional Learning, and PBIS.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	34 including Wed	39 including Wed	5