

Loretta Lampton Elementary School

14716 Elmcroft Avenue • Norwalk, CA 90650 • (562) 462-9273 • Grades TK-5

Cindy Rayburn, Principal

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Norwalk-La Mirada Unified School District

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**Assistant Superintendent, Human
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School Description

Lampton Elementary School serves almost 700 students in kindergarten through fifth grade. Our school has received several honors for our exemplary instructional program, Our awards include the California Distinguished School award, Title 1 Academic Achievement Award, and the California Businesses for Education Star School Award. Lampton's campus is always well cared for, and our classrooms are positive and productive places to learn. The school is adorned with State achievement award emblems, three dolphin murals, a beautiful tiled entrance area, and a three-dimensional wall sculpture done by a local artist. It is our mission to develop the personal skills and academic abilities of each individual student.

Our students receive a well-rounded education at Lampton. Teachers engage students in interesting lessons, utilizing many effective teaching strategies. Literacy centers, flexible skill groupings, and active learning strategies abound. Instruction is designed around state and district standards and infused with experiences that integrate subjects and enhance understanding for students. The curricular program is enriched by a strong relationship with the Cerritos Performing Arts Center. They provide teacher training and free tickets for classes to attend live theater, dance and music productions. Most students have had the opportunity to attend at least one free performance each year. Lampton's school wide Positive Behavior Support system has also increased positive behavior on campus. In 2013-14 we began implementing Playworks on our playground. A full time Playworks Coach has organized and supervised positive play activities for students during recess and lunch. This program has greatly decreased conflict and bullying on our campus.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (562) 462-9273 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	125
Grade 1	99
Grade 2	112
Grade 3	106
Grade 4	114
Grade 5	101
Total Enrollment	657

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.2
Asian	2.9
Filipino	1.4
Hispanic or Latino	86.9
Native Hawaiian or Pacific Islander	0.8
White	4.9
Two or More Races	1.7
Socioeconomically Disadvantaged	74.4
English Learners	27.2
Students with Disabilities	10.4
Foster Youth	0.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Loretta Lampton Elementary School	13-14	14-15	15-16
With Full Credential	26	27	31
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Loretta Lampton Elementary	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	94.2	5.8
High-Poverty Schools	93.9	6.1
Low-Poverty Schools	99.1	0.9

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

All textbooks meet the content standards for each of their curricular areas. These materials are supplemented with instructional materials aligned with the California Common Core State Standards.

Textbooks and Instructional Materials Year and month in which data were collected: 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades K-5 English-language Arts: Houghton Mifflin Reading, adopted 2002 and Common Core aligned supplemental materials: Ready Common Core-Reading, Curriculum Associates – ELA The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Grades K-5 Mathematics: Houghton Mifflin - Math Expressions, adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Grades K-5 Science: Macmillan/McGraw Hill – Science, adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Grades K-5 Social Science: Pearson Scott Foresman – History, adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/25/2012				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	40	43	44
Math	24	25	33

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	61	80	79	55	54	52	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.50	15.50	14.40

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	52
All Student at the School	79
Male	88
Female	71
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	80
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	78
Students Receiving Migrant Education Services	--
Foster Youth	--

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

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	110	107	97.3	43	25	21	11
	4	118	117	99.2	32	28	22	17
	5	98	97	99.0	28	22	39	11
Male	3		58	52.7	53	26	12	9
	4		50	42.4	42	22	18	18
	5		48	49.0	35	27	31	6
Female	3		49	44.5	31	24	31	14
	4		67	56.8	25	33	25	16
	5		49	50.0	20	16	47	16
Black or African American	3		1	0.9	--	--	--	--
	4		4	3.4	--	--	--	--
	5		2	2.0	--	--	--	--
American Indian or Alaska Native	3		1	0.9	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	3		3	2.7	--	--	--	--
	4		4	3.4	--	--	--	--
	5		2	2.0	--	--	--	--
Filipino	3		0	0.0	--	--	--	--
	4		1	0.8	--	--	--	--
	5		2	2.0	--	--	--	--
Hispanic or Latino	3		90	81.8	43	21	22	13
	4		102	86.4	30	31	24	15
	5		84	85.7	25	23	42	11
Native Hawaiian or Pacific Islander	4		1	0.8	--	--	--	--
White	3		7	6.4	--	--	--	--
	4		5	4.2	--	--	--	--
	5		7	7.1	--	--	--	--
Two or More Races	3		5	4.5	--	--	--	--
Socioeconomically Disadvantaged	3		81	73.6	47	22	21	10
	4		92	78.0	37	28	21	14
	5		76	77.6	26	21	45	8
English Learners	3		23	20.9	70	22	9	0
	4		23	19.5	39	39	17	4
	5		16	16.3	63	19	19	0
Students with Disabilities	3		10	9.1	--	--	--	--
	4		17	14.4	65	18	6	12
	5		20	20.4	65	5	25	5
Students Receiving Migrant Education Services	3		7	6.4	--	--	--	--
	4		7	5.9	--	--	--	--
	5		8	8.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	110	108	98.2	32	42	19	7
	4	118	118	100.0	29	47	20	4
	5	98	97	99.0	41	39	16	3
Male	3		59	53.6	42	34	15	8
	4		51	43.2	31	33	29	6
	5		48	49.0	42	46	13	0
Female	3		49	44.5	20	51	22	6
	4		67	56.8	27	57	13	3
	5		49	50.0	41	33	20	6
Black or African American	3		1	0.9	--	--	--	--
	4		4	3.4	--	--	--	--
	5		2	2.0	--	--	--	--
American Indian or Alaska Native	3		1	0.9	--	--	--	--
Asian	3		3	2.7	--	--	--	--
	4		4	3.4	--	--	--	--
	5		2	2.0	--	--	--	--
Filipino	3		0	0.0	--	--	--	--
	4		2	1.7	--	--	--	--
	5		2	2.0	--	--	--	--
Hispanic or Latino	3		91	82.7	32	41	19	9
	4		102	86.4	28	47	21	4
	5		84	85.7	42	39	15	4
Native Hawaiian or Pacific Islander	4		1	0.8	--	--	--	--
White	3		7	6.4	--	--	--	--
	4		5	4.2	--	--	--	--
	5		7	7.1	--	--	--	--
Two or More Races	3		5	4.5	--	--	--	--
Socioeconomically Disadvantaged	3		81	73.6	32	42	21	5
	4		92	78.0	29	51	15	4
	5		76	77.6	41	41	17	1
English Learners	3		23	20.9	48	48	4	0
	4		23	19.5	39	52	9	0
	5		16	16.3	81	13	6	0

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		10	9.1	--	--	--	--
	4		17	14.4	71	18	6	6
	5		20	20.4	75	20	5	0
Students Receiving Migrant Education Services	3		7	6.4	--	--	--	--
	4		7	5.9	--	--	--	--
	5		8	8.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

At Lampton, parents are partners with the school in the education of our students. We have many ways for parents to participate in the life of our school. Parents can help their children succeed by holding high expectations, reading to them, monitoring their homework, providing encouragement, and ensuring that they attend school regularly. Lampton offers several parent education programs each school year, examples include sessions such as Cyber Safety, Latino Family Literacy, Family Math and Family Reading events, and "Mom & Me" Intervention sessions.

Parents can run for election for our School Site Council, which works with the principal and elected staff members to help make financial and program decisions. Parents of English Learners are invited to attend ELAC meetings. Many parents volunteer to help with special projects in the classroom and chaperone on field trips. Still others help by doing supportive tasks at home, like cutting things out for kindergarten students or sewing costumes for a class performance. Our PTA runs at least two annual fund-raisers, as well as several school events, and they always need an extra hand. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences at the end of the first and second trimesters.

We always need new volunteers, so stop in and see what you can do. Lampton Elementary School has an open door policy. We are happy to answer questions and provide information or references to anyone seeking assistance. For information about getting involved at our school, please call us at (562) 462-9273

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Lampton has a monitored security gate at the main entrance of the school. Once classes have started for the day, parents and visitors must use the gate entry panel to gain authorization to enter the campus. Visitors must enter the school through the security gate and sign in at the office, where they receive a visitors badge to wear throughout their stay.

Supervision aides monitor the school grounds for 15 minutes before and after school, as well as at all recesses and at lunchtime. A full time Playworks coach organizes positive play during student recess breaks. Lampton's Positive Behavior expectations are explicitly taught at the beginning and middle of each school year. Teachers regularly review the rules for safe, responsible behavior in school and on the playground.

The School Safety Plan is updated annually and shared with the staff at that time. It was last updated in January 2016 and will be revised again in 2017. The plan includes information on disaster drills, evacuation routes, disaster teams, and the location of first aid supplies. The Safe School Plan is reviewed, revised, and approved annually by the School Site Council. The School Safety Plan is available for review in the school's main office. We hold practice drills for emergencies such as fire, earthquake, or lock-down situations.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	2.60	0.55	0.42
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	5.72	3.57	2.77
Expulsions Rate	0.03	0.07	0.06
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

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

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2009-2010
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	88.9	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	25	26	25		1		4	4	5			
1	26	26	25		1		3	3	4			
2	28	29	28				4	3	4			
3	24	25	26	1	1		4	5	4			
4	36	36	23			1			4	3	2	
5	30	30	31	1	1				3	3	4	
Other			12			1						

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.4
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist	1.25
Other	1.5
Average Number of Students per Staff Member	
Academic Counselor	

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

Professional Development provided for Teachers

Lampton's professional development for teachers focused on learning the new common core standards and strategies to support their successful implementation. The school focused on the strategies of Close Reading for language arts, and the Launch-Explore-Summarize lesson structure for math. These two strategies were selected for implementation based on a district-wide implementation plan to address the instructional shifts in language arts and the mathematical practices of developing and critiquing mathematical arguments.

Professional development for teachers is conducted two times per month, during after school workshops. Teachers were supported during implementation by access to common core lead teachers in both ELA and math at our site. Additionally, Lampton had a shared common core/EL coach, and access to district coaches who was able to provide demonstration and coaching to teachers. The common core lead teachers participated in summer training and several release days for district wide training prior to our implementation at the school site.

Lampton began training for implementation of Professional Learning Communities in 2014-15. Representative teachers attended a regional conference on PLC and shared information with their colleagues. We developed a master schedule to allow a common release time for all grade level teams to work on identifying and planning for essential standards, designing and analyzing common assessments, and planning and assessing the success of team interventions & enrichment. Additionally, intervention personnel were allocated to each team to support their intervention process. Additional staff members attended PLC leadership training in October 2015. Lampton began implementing grade level PLC structures and schedules in the fall of 2015. Grade levels now meet once every two weeks for 45 minutes to work on the above noted PLC tasks.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,163	\$43,062
Mid-Range Teacher Salary	\$71,576	\$67,927
Highest Teacher Salary	\$93,898	\$87,811
Average Principal Salary (ES)	\$120,175	\$110,136
Average Principal Salary (MS)	\$119,271	\$115,946
Average Principal Salary (HS)	\$130,092	\$124,865
Superintendent Salary	\$211,406	\$211,869
Percent of District Budget		
Teacher Salaries	38%	39%
Administrative Salaries	5%	5%

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9081.07	2555.88	6525.18	78,647.83
District	◆	◆	6913.40	\$76,984
State	◆	◆	\$5,348	\$71,529
Percent Difference: School Site/District			-5.6	2.2
Percent Difference: School Site/ State			22.0	10.0

* Cells with ◆ do not require data.

Types of Services Funded

Programs and services available at Lampton during 2014-15:

- Supplementary instructional materials, supplies, and equipment to support differentiated instruction and curricular access
- After-school tutoring by classroom teachers
- Daily reading intervention using i-Ready online instruction
- After school math intervention using i-ready online instruction
- Daily English Language Development for all English Learners
- Sub release for data meetings between teachers and principal after benchmark tests
- Enrichment activities to enhance the curriculum and build student 's experience base - i.e. field trips, assemblies, arts instruction, etc.
- * An Intervention Teacher/TOSA that provides small group intervention, support for teachers on adjusting and prescribing instruction for struggling learners, and training and coordinating of tutorial staff
- Academic tutors that provide prescriptive classroom support for struggling learners
- Playworks Program- Research based play strategies to enhance brain readiness in the classroom and reduce discipline problems that consume valuable instructional time.
- Teacher led parent education and family curriculum events
- Translation services for parent-teacher conferences
- After-school Dolphin Academy that provides 3 hours of standards based instruction, homework support and enrichment for eligible students
- Sub release for professional development and planning
- Conference attendance - Professional Learning Communities

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.