

# Loretta Lampton Elementary School

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

Cindy Rayburn, Principal

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### **Norwalk-La Mirada Unified School District**

12820 Pioneer Blvd  
Norwalk, CA 90650  
(562) 868-0431  
www.nlmusd.org

#### District Governing Board

Margarita L. Rios Board President  
Jesse Urquidi Board Vice President  
Darryl R. Adams Board Member  
Karen Morrison Board Member  
Chris Pflanzler Board Member  
Sean M. Reagan Board Member  
Ana Valencia Board Member

#### District Administration

Dr. Ruth Perez  
**Superintendent**  
Dr. Albert Clegg  
**Assistant Superintendent -  
Educational Services**  
Estuardo Santillan  
**Assistant Superintendent, Business  
Services**  
Wayne Shannon  
**Assistant Superintendent, Human  
Resources**

### **School Description**

In 2013-14, Lampton Elementary School served 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 also implemented a Playworks program 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

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (562) 462-9273.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	131
Gr. 1	114
Gr. 2	106
Gr. 3	122
Gr. 4	101
Gr. 5	119
<b>Total</b>	<b>693</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.0
American Indian or Alaska Native	0.1
Asian	2.7
Filipino	1.4
Hispanic or Latino	85.1
Native Hawaiian/Pacific Islander	0.6
White	4.8
Two or More Races	2.0
Socioeconomically Disadvantaged	85.9
English Learners	26.3
Students with Disabilities	12.8

## 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	12-13	13-14	14-15
<b>Fully Credentialed</b>	24	26	27
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Norwalk-La Mirada Unified School District	12-13	13-14	14-15
<b>Fully Credentialed</b>	♦	♦	
<b>Without Full Credential</b>	♦	♦	
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Loretta Lampton Elementary	12-13	13-14	14-15
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	
<b>Vacant Teacher Positions</b>	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

2013-14 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
<b>This School</b>	100.00	0.00
Districtwide		
<b>All Schools</b>	93.95	6.05
<b>High-Poverty Schools</b>	93.90	6.10
<b>Low-Poverty Schools</b>	95.05	4.95

\* 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 2014-15)**

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

**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:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[ ]	[ ]	
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[ ]	[ ]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

#### 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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	75	61	81	53	56	55	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

#### STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	66	63	62	52	54	54	54	56	55
Math	76	78	77	46	47	48	49	50	50
HSS				41	41	44	48	49	49

\* STAR Program was last administered in 2012-13. 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.

#### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	8	7	7
Similar Schools	10	10	10

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

#### Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.5	23.1	7.7

\* 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.

#### 2013-14 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	55
All Student at the School	81
Male	80
Female	81
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	78
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	79
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	81

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

#### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	38	-12	3
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	46	-18	4
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	40	-14	3
English Learners	51	1	-9
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## 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 offered several parent education programs during the 2013-14 school year. Latino Family Literacy was offered to encourage family reading. These trainings were offered in both English and Spanish. Lampton teachers also conducted Family Math and Family Reading events.

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 Play works coach organizes positive play during student recess breaks. Lampton's Positive Behavior expectations is explicitly taught at the beginning of the 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 2014 and will be revised again in 2054. 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	11-12	12-13	13-14
Suspensions Rate	2.6	2.6	0.5
Expulsions Rate	0	0	0.0
District	11-12	12-13	13-14
Suspensions Rate	5	5.7	3.6
Expulsions Rate	0.1	0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 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	94.1	

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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
Other	1
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	20.3	23	26	1	1	1	3	3	4	0		
Gr. 1	24.3	17	19	1	3	3	5	3	3	0		
Gr. 2	27.3	20	21	0	2	2	3	4	3	0		
Gr. 3	27.3	16	20	0	3	2	4	3	4	0		
Gr. 4	33	28	25	0	1	1	1		1	2	3	2
Gr. 5	28.8	28	24	1	1	2	0			3	3	3

\* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,764	\$41,318
Mid-Range Teacher Salary	\$69,406	\$65,615
Highest Teacher Salary	\$91,049	\$84,981
Average Principal Salary (ES)	\$117,028	\$107,624
Average Principal Salary (MS)	\$120,045	\$112,817
Average Principal Salary (HS)	\$120,189	\$121,455
Superintendent Salary	\$205,000	\$206,292
Percent of District Budget		
Teacher Salaries	39	40
Administrative Salaries	5	5

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8578.36	2847.83	5730.53	77296.10
District	♦	♦	6057.23	\$72,884
State	♦	♦	\$4,690	\$69,360
Percent Difference: School Site/District			-5.4	6.1
Percent Difference: School Site/ State			22.2	11.4

**Types of Services Funded at Loretta Lampton Elementary School**

**Professional Development provided for Teachers at Loretta Lampton Elementary School**

During the 2013-14 school year, 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 was 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 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.