Loretta Lampton Elementary School

14716 Elmcroft Avenue • Norwalk, CA 90650 • (562) 462-9273 • Grades K-5
Cindy Rayburn, Principal
crayburn@nlmusd.org

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Norwalk-La Mirada Unified School District
12820 Pioneer Blvd
Norwalk, CA 90650
(5662) 868-0431
www.nlmusd.org

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Assistant Superintendent - Educational Services

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Assistant Superintendent, Business Services

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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 Playworks "Team Up" 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 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 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 principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	127
Grade 1	115
Grade 2	98
Grade 3	105
Grade 4	108
Grade 5	109
Total Enrollment	662

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.3
Asian	3
Filipino	1.2
Hispanic or Latino	86
Native Hawaiian or Pacific Islander	0.6
White	4.5
Two or More Races	2
Socioeconomically Disadvantaged	75.4
English Learners	24
Students with Disabilities	15.3
Foster Youth	0.8

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			
Loretta Lampton Elementary School	15-16	16-17	17-18
With Full Credential	31	26	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	782
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Loretta Lampton Elementary	15-16	16-17	17-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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: 09-2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Grades K-5 English-language Arts: Houghton Mifflin Reading, adopted 2017, Benchmark Advanced **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

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

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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	79	50	52	47	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	44	40	46	44	48	48
Math	31	33	29	30	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.2	9.3	1.9

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	122	121	99.2	49.6
Male	51	50	98.0	56.0
Female	71	71	100.0	45.1
Hispanic or Latino	106	106	100.0	48.1
Socioeconomically Disadvantaged	101	100	99.0	47.0
English Learners	28	28	100.0	35.7
Students with Disabilities	23	23	100.0	39.1

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	332	326	98.19	40.18
Male	184	181	98.37	35.36
Female	148	145	97.97	46.21
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	286	282	98.6	38.3
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	14	93.33	50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	253	250	98.81	36
English Learners	105	102	97.14	29.41
Students with Disabilities	68	68	100	7.35
Students Receiving Migrant Education Services	16	16	100	25
Foster Youth	--	--	--	--

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.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	332	327	98.49	32.72
Male	184	181	98.37	32.04
Female	148	146	98.65	33.56
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	286	283	98.95	30.39
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	14	93.33	50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	253	251	99.21	27.49
English Learners	105	103	98.1	23.3
Students with Disabilities	68	68	100	14.71
Students Receiving Migrant Education Services	16	16	100	25
Foster Youth	--	--	--	--

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
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 State priority: School Climate (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 2017 and will be revised again in 2018. 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	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.4	0.0	0.4
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	2.8	2.7	2.6
Expulsions Rate	0.1	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
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.

Average Class Size and Class Size Distribution (Elementary)											
Grade	**Average Class Size**			**Number of Classrooms***							
				1-20			**21-32**			**33+**		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	25	28	25				5	5	5			
1	25	28	27				4	3	4			
2	28	27	26				4	4	4			
3	26	28	27				4	4	3			
4	23	34	26	1		1	4		4		3	
5	31	31	28		1	1	3		1		3	2
Other	12	12		1	1							

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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 2015-16. 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 2016, and 2017. Lampton began implementing grade level our PLC structures and schedules in the fall of 2016. Grade levels now meet once every two weeks for 45 minutes to work on the above noted PLC tasks.

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$50,411	$48,522
Mid-Range Teacher Salary	$78,162	$75,065
Highest Teacher Salary	$102,538	$94,688
Average Principal Salary (ES)	$130,561	$119,876
Average Principal Salary (MS)	$132,232	$126,749
Average Principal Salary (HS)	$142,956	$135,830
Superintendent Salary	$241,500	$232,390
Percent of District Budget		
Teacher Salaries	38%	37%
Administrative Salaries	6%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	10125.19	2515.33	7609.86	88371.78
District	♦	♦	8112.64	84898.44
State	♦	♦	$6,574	$77,824
Percent Difference: School Site/District			-6.4	4.0
Percent Difference: School Site/ State			14.6	12.7

* Cells with ♦ do not require data.

Types of Services Funded

Programs and services available at Lampton during 2015-16:

- 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 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.