

# Lampson Elementary School

## School Accountability Report Card

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

#### Published During 2019-20

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

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

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

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

Entity	Contact Information
School Name	Lampson Elementary School
Street	13321 Lampson Ave.
City, State, Zip	Garden Grove, CA 92840
Phone Number	(714) 997-6153
Principal	Heriberto Angel
Email Address	<a href="mailto:hangel@orangeusd.org">hangel@orangeusd.org</a>
Website	<a href="https://www.orangeusd.org/lampson-elementary-school-k-5">https://www.orangeusd.org/lampson-elementary-school-k-5</a>
County-District-School (CDS) Code	30-66621-6029854

Entity	Contact Information
<b>District Name</b>	Orange Unified School District
<b>Phone Number</b>	(714) 628-4000
<b>Superintendent</b>	Gunn Marie Hansen, Ph.D.
<b>Email Address</b>	ghansen@orangeusd.org
<b>Website</b>	www.orangeusd.org

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

### Mission:

In partnership with our community, Lampson Elementary offers a learning environment of excellence, with high expectations, to provide our students with the opportunity to be responsible, resilient, and productive world citizens in a changing and diverse society. Lampson Elementary strives to develop student literacy across all content areas as a foundation to inspire each of our students to pursue their dreams and develop into tomorrow's community leaders. Lampson Elementary, a Professional Learning Community, will collaboratively examine and analyze student data to guide our instruction leading to continual increased student achievement.

### Vision:

Fostering critical thinkers today to solve tomorrow's challenges.

Lampson Elementary is one of the 27 elementary schools in the Orange Unified School District. The school was built in 1963. It is the only Orange Unified school located in Garden Grove, approximately one-mile north of the 22 freeway between Haster and Lewis Streets.

At this time, approximately 800 students are enrolled in Transitional Kindergarten through fifth grades. Lampson also has 4 pre-school classes. Lampson operates on a modified-traditional Calendar divided into trimesters. The enrollment breakdown by ethnicity: 80% Hispanic/Latino, 10% Asian, 10% other. Lampson is a full-inclusion Title I school with a low SES population of 80%. 57% of the students are classified as English Language Learners.

Examples of programs designed to support a positive learning environment include: a school-wide uniform policy for all students, the Multi-tiered System of Support, and school-wide behavior incentives designed to recognize positive behaviors. Lampson Elementary has also adopted the PBIS model and implemented our P.A.W.S. motto. This school-wide positive behavior program will help students define positive ways to behave and interact with their classmates, teachers, and their community. Our P.A.W.S. motto reflects values and conduct that are essential for students to be successful in our 21st Century global economy and be productive global citizens. Each letter of the P.A.W.S. acronym represents a behavior expectation that students will follow here at Lampson: P – Practice respect; A – Accept responsibility; W – Work hard; S – Safety matters. These behavior expectations are also supported by a P.A.W.S. Matrix which explicitly states how each of these behavior expectations should be modeled by students at six locations within the school: Classrooms, Lunch Area, Hallways, Playground, Restrooms, and at Assemblies. These behavior expectations are then reinforced by positive incentives and rewards which assist students in rapidly internalizing these expectations and progressive discipline practices which aim to teach student the correct way to behave. This system of school-wide positive behavior expectations, positive incentives and rewards, along with progressive discipline all in turn help to support Lampson's Multi-Tiered System of Support (MTSS) which aims to support the whole child both behaviorally and academically. Our goal is to support and enhance student achievement and safety through P.A.W.S. These behavior expectations are also supported by a PAWS Matrix and are reinforced by our PAWS signs which explicitly state how each of these behavior expectations should be modeled by students at different locations within the school: Classrooms, Lunch Area, Hallways, Playground, Restrooms, STEAM Labs, and Assemblies. We have a PAWS Rewards System, in which students earn PAWS tickets for exemplifying our behavior expectations. PAWS tickets can be redeemed for prizes.

At Lampson, we highly value the partnerships we have with our parents and our community. Lampson has a strong tradition of supportive, hard-working families and we believe that parents are valuable partners in their children's education. Our goal is to educate parents on important school topics such as curriculum, funding, data and assessment so that they are able to share in the leadership decisions impacting our instructional program. Throughout the year parents have the opportunity to develop this partnership in a wide variety of ways. Families can join the Parent Teacher Association (PTA), volunteer in classrooms, serve on the School Site Council (SSC) and/or English Learner Advisory Committee (ELAC).

Lampson students attend Portola Middle School from grades 6 – 8 and Orange High School from grades 9 – 12.

Lampson has 25 regular classroom teachers, 1 educational specialist for inclusion, 1 Speech and Language specialist, 2.49 categorically funded resource teachers who work with teachers and students in reading, language arts, and language acquisition, one full time district funded instructional coach who works with teachers in a coaching model to improve instructional practice. Support staff include: an adaptive PE teacher (itinerant), a school psychologist (4 days/week), a nurse (2 days/week), MHC (2 days/week), and classified staff including office staff, custodial staff, and a library/media technician.

The school sits on 11.9 acres.

Instructional minutes provided for Lampson students: K-3 = 50,800; and grades 4-5 = 54,250.

Lampson is on a modified Wednesday schedule, where students are released early each Wednesday to provide teachers with staff development for professional growth during their regular work day schedule and professional planning time to review data and instructional practices.

Lampson earned the 2016 California Gold Ribbon, 2016 Title 1 Academic Achievement Awards, and Common Sense Certificated School: Digital Citizenship for the past four years. At Lampson Elementary, we are committed to creating endless opportunities for our students by fostering a student-centered and collaborative culture.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	164
<b>Grade 1</b>	138
<b>Grade 2</b>	113
<b>Grade 3</b>	115
<b>Grade 4</b>	128
<b>Grade 5</b>	114
<b>Total Enrollment</b>	772

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

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.1
Asian	10.6
Filipino	1.4
Hispanic or Latino	80.6
Native Hawaiian or Pacific Islander	0.1
White	3.8
Two or More Races	0.8
Socioeconomically Disadvantaged	79.8
English Learners	56.6
Students with Disabilities	11.1
Foster Youth	0.6
Homeless	0.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	34	34	31	1122
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

**Year and month in which data were collected:** September 26, 2019

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 13-19-20 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on September 26, 2019.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw-Hill Reading Wonders ELA/ELD Program adopted in 2017 for Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
<b>Mathematics</b>	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
<b>Science</b>	Amplify Science Program adopted in 2019 for Grades K-6. It was selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
<b>History-Social Science</b>	Harcourt Social Studies Program adopted in 2006 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
<b>Health</b>	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. Fully available to all students.	Yes	0%

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

Lampson was modernized during the 2008-09 school year. The new rooms currently have new air conditioning and heating, LCD projectors mounted on the ceiling. We have a lunch area in the playground area covered by a shelter in which students eat breakfast and lunch. Lampson Elementary is maintained by three full time custodians. Each quarter a site inspection report of the school grounds including restroom facilities is completed followed by work orders if needed. Inspection reports are kept on file, in order to check on completion and progress of projects. District maintenance crews maintain the gardening of Lampson on a regular basis.

We have four gates at Lampson: one gate next to the kindergarten playground, one main gate next to the office, one gate next to the library, and another gate in the back next to the parking lot. All gates open at 7:40am.

The overall rating for Lampson Elementary is good.

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

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

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

**Year and month of the most recent FIT report:** 8/19/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Boy's R/R 40 Wing: 2: Exhaust fan inoperable 14: North playground has graffiti in several locations
<b>Interior:</b> Interior Surfaces	Fair	12: 4: Wall damage at entry 23: 4: Anchor pulled out under light switch - hole in wall 24: 4: Wall damaged at entry; cove base missing on north wall 44: 4: Paint peeling at wall entry 45: 4: Ceiling tiles stained 71: 4: Ceiling tiles stained K3: 4: Ceiling tiles stained; wall coverings dirty; door jambs paint chipped MDF: 4: Wall has large hole Principal's Office: 4: Floor tiles lifting by desk
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	K4: 6: Yellowjacket nest above door entry 15: Window screen has a large hole
<b>Electrical:</b> Electrical	Good	Custodian Closet: 7: Electrical panels blocked Signal Room Custodian A: 7: Electrical panels blocked

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	43: 9: Fountain inoperable 66: 9: Fountain needs adjustment 76: 9: Fountain needs adjustment Boy's R/R 10 Wing: 9: Fountain between boy's and girl's R/R is missing push button Boy's R/R 30 Wing: 9: Sink inoperable Girl's R/R by Food Service: 9: Sink inoperable
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	34: 11: Aerosol cans of Lysol spray under sing 73: 11: Aerosol cans of Lysol spray under sink
<b>Structural:</b> Structural Damage, Roofs	Good	Childcare Portable: 12: Ramp on west side has peeling non-skid adhesive 15: Window screens torn severely on south side
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Boy's R/R 40 Wing: 2: Exhaust fan inoperable 14: North playground has graffiti in several locations Childcare Portable: 12: Ramp on west side has peeling non-skid adhesive 15: Window screens torn severely on south side K1: 14: Weeds growing in sandbox K4: 6: Yellowjacket nest above door entry 15: Window screen has a large hole
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	36	37	57	57	50	50
Mathematics (grades 3-8 and 11)	31	32	43	44	38	39

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

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

### CAASPP Test Results in ELA by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	350	347	99.14	0.86	36.89
Male	164	163	99.39	0.61	33.13
Female	186	184	98.92	1.08	40.22
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	33	32	96.97	3.03	62.50
Filipino	--	--	--	--	--
Hispanic or Latino	287	285	99.30	0.70	33.33
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	278	276	99.28	0.72	36.23
English Learners	268	265	98.88	1.12	34.72
Students with Disabilities	27	26	96.30	3.70	19.23
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	350	349	99.71	0.29	31.81
Male	164	164	100.00	0.00	35.98
Female	186	185	99.46	0.54	28.11
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	33	33	100.00	0.00	60.61
Filipino	--	--	--	--	--
Hispanic or Latino	287	286	99.65	0.35	28.32
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	278	277	99.64	0.36	30.69
English Learners	268	267	99.63	0.37	30.71
Students with Disabilities	27	26	96.30	3.70	26.92
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

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

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

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

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

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.8	22.2	13.7

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

## C. Engagement

### State Priority: Parental Involvement

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

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

## Opportunities for Parental Involvement (School Year 2019-20)

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At Lampson Elementary School all staff are encouraged to present a customer service attitude. Throughout the school year many opportunities are provided for parents to become involved in their child's education.

At Lampson, three major parent/community involvement groups bring parents, staff, teachers, and community members together to plan and monitor school programs. The English Language Advisory Committee (ELAC) is a representation of the staff and parents of English learners at Lampson. The work done by this committee is focused on monitoring and reflecting on school programs (academic, social emotional) for EL students. Through participation on this committee parents are able to educate themselves about instruction and services offered to their English learning students. They provide input regarding the implementation of instructional programs. The School Site Council (SSC) brings together teachers, staff, parents and interested community members to advise, plan, and approve the school plan and budget expenditures. This council works together using various forms of data to monitor progress in meeting grade level outcomes and proficiency targets. The Parent Teacher Association (PTA) also plays an important role in supporting the academic and social emotional goals of Lampson. They provide input regarding the school plan and help support the academic instructional program. Our Lampson PTA is a recipient of the "2019-2021 National PTA School of Excellence Award". Lampson was 1 of 3 Orange County schools, 1 of 21 California schools, and 1 of 326 U.S. Schools to receive this award. The National PTA School of Excellence is a recognition program that supports and celebrates partnerships between PTAs and schools to enrich the educational experience and overall well-being for all students. We are so thankful for their passion and commitment to Lampson.

An interpreter is available at all parent meetings for those requiring this service. Parent workshops are offered based upon surveys completed by parents and by asking parents what would meet their needs. Throughout the year, the school provides many opportunities for parents to be involved with the school through our annual STEAM Night, Literacy Night, Career Day, Astronomy Night, Movie Nights, classroom volunteering, as so much more.

Parents, school staff, and community members are provided multiple opportunities through these committee opportunities to provide feedback about the 8 state priorities and how to implement them at Lampson Elementary School. They are provided with the LCAP Survey and this feedback is used to evaluate the needs of our school. The School Site Council then uses this information to ensure that these priorities are included in our school plan. A school climate survey will be provided to parents and students. This information will be used to determine ways to improve our school climate to create a learning environment that is safe and nurturing.

Teachers maintain regular communication with parents through daily and/or weekly reports, phone calls, and homework logs. Parents may request a conference at any time during the school year. All parents receive communication in writing, via phone calls or emails throughout the year. Parents are given the Title I Parent Involvement Compact and the guidelines for visiting the school or for volunteering.

Community engagement and business partnerships is encouraged year-long at Lampson Elementary school. Current business and community partners are invited each year to continue participating and new businesses are recruited as well.

In an effort to support parent engagement at Lampson, school to home communications are in English and Spanish. Our school community liaison regularly make phone calls to parents and acts as a bridge between school and home.

For our latest school information and happenings follow us on Twitter and Instagram @Lampson Leopards, Facebook @LampsonElementary or visit our website at <https://www.orangeusd.org/lampson-elementary-school-k-5>.

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.6	0.3	0.1	3.0	2.8	2.6	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

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

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed and if necessary, updated their Safe School Plan. Each school forwards its Safe School Plan to the district through the Office of Student and Community Service. The Office of Student and Community Service provides assistance to schools and maintains a file of individual school safety plans which are available for inspection by the public. Lampson keeps a copy of the school safety plan in the main office for any parent or community member to review.

A comprehensive disaster plan is in effect and fire and/or earthquake drills are conducted monthly. Lockdown drills are conducted quarterly. All schools in the district are linked through an emergency radio contact system and district radio drills are held periodically to be prepared in case of an actual disaster. Four noon duty supervisors, who work diligently to maintain a safe and organized playground, supervise our school lunch program under the direct supervision of the school principal and assistant principal. Administration meets with these supervisors regularly to monitor concerns and changes to the duty and safety plan. In compliance with SB187, the safety committee has prepared a Safe Schools Plan, which is (on file) in the school office and is available upon request. Providing a safe environment for our students is of paramount concern at Lampson. Classroom maps are updated to reflect proper evacuation routes and procedures. Copies of the School Safety plan are available to all staff members and in the main office. Local law enforcement and fire personnel participate in monthly practice drills and ongoing improvements are made to our safety plan.

## 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.

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

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	29	1	3	2	28	1	6		26	1	6	
1	28		4		29		3		30		3	
2	26		5		30		4		30		4	
3	29		4		29		5		30		4	
4	29		3		32		3		32		4	
5	29		6		28	1	3	1	28		4	
Other**									11	2		

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

\*\* "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

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

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

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.8

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5613.60	\$303.90	\$5309.70	\$71604.81
District	N/A	N/A	\$6616.90	\$83,902.00
Percent Difference - School Site and District	N/A	N/A	-21.9	-15.8
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-34.3	-14.0

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

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

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

Through categorical funding, Lampson has been able to add 2.49 full-time Resource teachers. Our resource teachers support students who are performing below grade level by providing tier 3 interventions using our district-adopted curriculum and supplemental materials. Our resource teachers assist with SBAC testing, EL student reclassifications, interpreting ELPAC data, organizing ELD groups, and with our designated ELD instruction.

Categorical funding also allows Lampson Elementary to provide two part-time community liaisons for our parent community. Our community liaisons provide community resources to our parent community, interpret for parent conferences, and actively seek out members for the English Language Advisory Council.

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,901	\$48,612
Mid-Range Teacher Salary	\$79,070	\$74,676
Highest Teacher Salary	\$106,421	\$99,791
Average Principal Salary (Elementary)	\$129,252	\$125,830
Average Principal Salary (Middle)	\$131,552	\$131,167
Average Principal Salary (High)	\$153,039	\$144,822
Superintendent Salary	\$256,476	\$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	5%	5%

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

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	26	24	28

Lampson teachers who serve on the Instructional Leadership Team play an integral role in providing staff development in the areas of instructional and technological support. All teachers have the opportunities to attend professional development and collaborate with grade level colleagues each week on the modified Wednesday schedule. In addition, OUSD provides numerous in-service opportunities throughout the year in which teachers may participate. The focus of staff development is how to provide quality instruction to all learners including: Write from the Beginning, guided reading, math, NGSS, social studies, language arts and ELD instruction. The staff development includes practical make-it, type sessions as well as book studies including research.

Lampson Elementary is fully staffed with highly qualified teachers. All teachers have been trained on our district-adopted ELA program- McGraw-Hill Wonders (K-5) and district-adopted writing program- Write From the Beginning and Beyond. Additionally, all classroom teachers have received training on the enVision Math Program and have received follow up training to meet the state adopted standards.

Our classroom teachers will continue to receive professional development in alignment with our school's Theory of Action, Problem of Practice, and school vision. Student achievement data will continue to drive our professional development to ensure that we are implementing instructional strategies that enhance student learning and increase instructional rigor and critical thinking in our students. Our Instructional Specialist, Resource Teachers, and Instructional Leadership Team will continue to provide our staff with focused professional development. Reflection, in alignment with the Collaborative Cycle of Effective Instruction, will be a driving principle in our school wide culture of learning. Teachers will analyze data and set goals, develop expertise, align curriculum, design instruction, implement and reflect on lessons.

Our TK-5th grade teachers will utilize a highly effective protocol for our Professional Learning Communities that will ensure students receive research-based instructional strategies based on evidence from student learning. We will monitor progress of student learning using a collaborative cycle of data analysis and adjust instruction through a system of collective inquiry.

### Grade Level Planning Days:

9/16, 9/17, 9/19

10/29, 10/30, 10/31, 11/7

12/9, 12/10, 12/12

2/10, 2/11, 2/13

3/16, 3/17, 3/19

4/21, 4/23, 4/28

6/1, 6/2, 6/4

Teachers participate in grade level Professional Learning Communities (PLCs) and grade level planning with our Instructional Specialist throughout the school year for the purpose of increasing student achievement. In PLCs, teachers spend a significant amount of time analyzing data and looking at student work samples to engage in reflective conversations about their overall impact on student learning. During PLC time, teachers keep minutes of the data analyzed, actions discussed, and future steps. Teachers ensure ample time is spent reflecting on the academic progress of significant subgroups including English Learners and other At-Risk Students. The purpose of focusing on these subgroups is to ensure these students are provided full access to the curriculum to positively impact their overall academic achievement and social-emotional development.

At Lampson we have a full-time instructional specialist and 2.49 full-time reading resource teachers to offer assistance to teachers on a daily basis. The primary responsibilities of the Instructional Specialist include: demonstrate effective 21st Century instructional strategies, support teachers in using data to identify small groups of students with common areas of need, identify appropriate interventions that address the specific skill needs, model effective interventions for teachers to use with struggling students, co-teach and plan 21st Century lessons that include strategies such as close reading, assessment and analysis of student performance data, provide staff development for teachers, and support teachers in designing 21st Century skills based instructional units. The primary role of the Resource Teacher is to provide student support and intervention in the areas of ELA and ELD using our district-adopted curriculum and supplemental materials.

**Professional Development:**

2017-2018: 2 full days/24 partial days

2018-2019: 2 full days/ 22 partial days

2019-2020: 1 full day/ 27 partial days