

Lamont 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	Lamont Elementary School
Street	8201 Palm Ave
City, State, Zip	Lamont, CA. 93241
Phone Number	661.845.4404
Principal	Ana Adamson
Email Address	aadamson@lesd.us
Website	www.lamonstschooldistrict.org
County-District-School (CDS) Code	15635606009682

Entity	Contact Information
District Name	Lamont Elementary School District
Phone Number	661.845.0751
Superintendent	Miguel Guerrero
Email Address	mguerrero@lesd.us
Website	lamontschooldistrict.org

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

Our commitment at Lamont Elementary School is to provide a safe and intellectually challenging learning environment that will empower our students to become innovative thinkers, creative problem solvers and inspired learners. It is an honor to serve the community of Lamont as the principal of Lamont School. Our faculty and staff are committed to maximizing every child's learning potential. With your support, our students will continue to achieve academic success.

We are especially proud of our school programs which include; Dual Immersion, Honors for third grade high achieving students, Mainstream, Special Education and After School Programs. Positive Behavior Intervention Support (PBIS) is embedded throughout the day by means of lessons and activities. Integration of these programs and strategies into our daily instruction coupled with the use of technology has the potential of increasing student outcomes.

Here at Lamont School we believe in the learning potential of all students. Our experienced and dedicated staff is a highly skilled and cohesive team with extensive professional expertise in accommodating diverse learning styles and needs. Our goal is to meet the needs of all students, provide them with a well-rounded education, and ensure they receive research based, state adopted curriculum. It is due to this commitment that our staff routinely attends professional development in an effort to gain strategies that would better support classroom instruction. This year our focus has been in the area of reading and English Language Development. We have also embarked on revising our PBIS implementation as we continue to provide the best learning environment for all our students.

As principal, I will continue to provide support for all staff and instructional leadership by maintaining a clear focus on student achievement and social development. I welcome you to Lamont School! If you should like more information about our amazing school, please feel free to call us or come by and visit. You are always welcome here at Lamont Elementary.

SCHOOL PROFILE

Lamont Elementary is one of three elementary schools in the Lamont School District. During the 2019-20 school year, 749 students in grades transitional kindergarten through third were enrolled at the school, with classes arranged on a modified year-round calendar. The class size ratio is approximately 24 students to 1 teacher.

MISSION STATEMENT

Lamont School's mission is to build a strong educational foundation in a safe environment which will promote the development of high self esteem and the achievement of academic excellence for all students.

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

Grade Level	Number of Students
Kindergarten	194
Grade 1	189
Grade 2	181
Grade 3	179
Grade 4	5
Grade 5	2
Total Enrollment	750

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Hispanic or Latino	98.8
White	0.7
Socioeconomically Disadvantaged	91.1
English Learners	65.3
Students with Disabilities	10.9
Foster Youth	0.1
Homeless	1.1

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	35	33	35	116
Without Full Credential	2	3	3	22
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: July 2019

All students are using and have access to instructional materials that are from the most recent district adoption. The textbooks are in good condition and there are enough for each student in all subject areas. The Lamont Elementary School District held a public hearing in August to approve the sufficiency of instructional materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin Harcourt Journeys / 2017	Yes	0
Mathematics	McGraw-Hill My Math / 2014	Yes	0
Science	Harcourt Brace -School Publishers /2008	Yes	0
History-Social Science	California Studies Weekly / 2017	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facilities:

Lamont Elementary School is comprised of 36 regular classrooms, 2 reading lab rooms, 1 speech room, 1 PE room, and a library with two workstations. We have two full-time and five part-time custodians to ensure a clean and safe environment, in which learning can take place. We take pride in the condition of our school. Our efforts to maintain a school that is clean and attractive include: painting our school each year, removing graffiti immediately, teaching students to clean up after themselves, and mowing and trimming lawns weekly. The facility strongly supports teaching and learning through its ample classroom and playground space.

Maintenance and Repair:

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good condition and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process & Schedule:

The district governing board has adopted cleaning standards for all schools in the district. All schools are cleaned daily. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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: August 20, 2019

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

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)	18	27	30	34	50	50
Mathematics (grades 3-8 and 11)	27	31	21	23	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	177	176	99.44	0.56	27.27
Male	87	86	98.85	1.15	25.58
Female	90	90	100.00	0.00	28.89
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	171	170	99.42	0.58	27.06
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	165	164	99.39	0.61	25.61
English Learners	120	120	100.00	0.00	18.33
Students with Disabilities	24	24	100.00	0.00	16.67
Students Receiving Migrant Education Services	27	27	100.00	0.00	11.11
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	177	176	99.44	0.56	30.68
Male	87	86	98.85	1.15	34.88
Female	90	90	100.00	0.00	26.67
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	171	170	99.42	0.58	31.18
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	165	164	99.39	0.61	29.88
English Learners	120	120	100.00	0.00	28.33
Students with Disabilities	24	24	100.00	0.00	25.00
Students Receiving Migrant Education Services	27	27	100.00	0.00	33.33
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.

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)

Lamont School parents are very interested in the quality and content of their child’s education. Parents and community members take an active role in supporting Lamont School students and programs. Parents help plan and evaluate programs and school improvements. They elect parents and teachers elect teachers for the Lamont School Site Council and English Learners Advisory Committee. Parents may nominate themselves by completing a parent volunteer survey early in the school year. The School Site Council meets at 3:30 p.m. in room 17. All meetings are open to the public.

Parents are invited to attend and participate different activities throughout the school year. Two times a year parents are invited to have coffee with the principal in an informal setting that is parent oriented and in some cases led. Meetings may have a specific theme that is addressed depending on the community and student needs but attendees are encouraged to discuss any concerns or ideas that may arise. Parents are always encouraged to help in our classrooms, with playground supervision, fundraising activities, and to chaperone other activities.

Parent education nights are tailored to assist parents in helping their students obtain academic success. These meetings are offered at least three times during the school year. The meetings focus on core subjects such as reading and math as well as discipline and emergency guidelines and the end of the year assessments. Through these meetings parents are provided with information on how to better assist their students at home.

Parents, staff and community members are encouraged to be active participants in developing and monitoring our action plan and to improve our school. Over 92% of our parents attend the Parent/Teacher Conferences scheduled in September of each school year. Parents also attend school functions and programs and support fundraisers. Through these activities, parents support their children and help improve the quality of curriculum and instruction in our school.

Please contact Principal, Ana Adamson at (661) 845-4404 for more information on how to become involved in our school.

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
Suspensions	1.3	1.0	0.2	1.7	2.5	1.2	3.6	3.5	3.5
Expulsions	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)

The Safe School Plan was updated August, 2019. It is a working document that is reviewed and updated as changes are needed. This year the School's Safety Committee, School Site Council, Local Law Enforcement and District and Site staff are working on revising the plan to ensure that it is SB 187 compliant. Once the plan has been reviewed and revised, we present it to the staff during a staff meeting so they know their roles and responsibilities during different emergency situations.

In working to keep our schools safe, we employ the following procedures:

- We follow the plan approved by District Board of Trustees.
- The school is fenced with all entry gates locked during school hours (or the time while students are on campus)
- Classroom doors are always locked and closed.
- Six staff members supervise students during morning and lunch recess.
- All visitors must check in at the front office using the Raptor System and wear a visitor's pass.
- During regular school hours parents must check out their child through the front office and complete a student release slip before picking up their child from their classroom.
- Teachers instruct and demonstrate safety to their students;
- The school holds at least one of each of the following drills each month: Intruder on campus, fire and earthquake drills monthly and a bus evacuation drill (per year).
- The Emergency procedures are reviewed with staff tri-annually and as necessary during staff meetings.
- Yearly CPR training is provided by the school and/or district nurse to all staff.
- Office staff and principal get a CPR re-fresher every year and are re-certified in accordance to guidelines.

Our custodial/maintenance staff maintain a safe and clean campus. They conduct regular maintenance and repairs and remove graffiti as soon as it is found. They also clean classrooms and restrooms on a daily basis and clean all spills as well as maintain facilities stocked with the necessary daily supplies.

Date Of Last Update/Review with Staff: August, 2019

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	26		9		21	3	8		22	1	8	
1	26		7		23		8		23	1	7	
2	24		7		23		8		22	1	7	
3	24	1	6		25		7		22	1	7	
Other**	11	1			10	1			11	1		

*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	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

*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	\$7,230.87	\$1,084.33	\$6,146.54	\$85,634.98
District	N/A	N/A	\$7,429.71	\$84,222.58
Percent Difference - School Site and District	N/A	N/A	-18.9	1.7

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-19.9	9.8

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)

In addition to general state funding, Lamont Elementary School District receives state and federal funding through categorical programs. At Lamont Elementary School we provide the following categorical programs and/or services to students in order to support academic growth.

Teacher on Special Assignment (TOSA) to provide coaching to instructional staff and assist with program implementation
 TDIA- after school tutoring held by teachers
 PBIS district coordinator to support with PBIS implementation
 Math lab during and after school to assist students who are struggling in math
 Reading lab and instructional aides
 Summer academy
 After school programs
 Minicorp tutors
 Migrant program/extended day
 Family advocates
 Attendance advocates to assist with improving school attendance
 Designated ELD and integrated ELD
 Intervention programs for students who are struggling in reading
 Family Resource Center
 Library support services
 All classrooms are equipped with a Chromebook or Ipad cart.
 Kindergarten aides
 Accelerated Reader to increase reading comprehension

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,052	\$49,378
Mid-Range Teacher Salary	\$74,194	\$77,190
Highest Teacher Salary	\$88,588	\$96,607
Average Principal Salary (Elementary)	\$128,107	\$122,074
Average Principal Salary (Middle)	\$129,909	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$150,000	\$189,346
Percent of Budget for Teacher Salaries	31%	36%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	4%	6%

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	6	9	12

Staff Development:

The district provides opportunities for professional development throughout the school year. Lamont School teachers were provided with grade level planning as needed to prepare for the transition to Common Core State Standards. The principal and the academic coach also attended professional development training to enhance teaching strategies within the new common core standards. The academic coach hosted Close Reading training for all grade levels and hosted a training defining the shifts for both language arts and math. The district offered three staff development days in July, October, and January of the current school year. These staff development days can go for a full day covering subjects from ELD instruction to reading, writing and math strategies for all levels of instruction. Throughout the year, teachers are encouraged to attend workshops addressing areas such as math and reading strategies, special education, and GATE. This is supported by our School Plan for Student Achievement (SPSA). Our para-professionals are also encouraged to attend workshops or in-services that they feel will provide them with additional support and strategies. The district has provided training for the newly adopted language arts and math curriculum and will be providing planning days throughout the year. Approximately 90% of our Lamont School Certificated staff attended the Language Essentials for Teachers of Reading and Spelling (LETRS) and Numbers Training during the 17-18 school year. It is our plan to make sure the remaining teachers receive the same training for the 18-19 school year.

Structured teacher planning time is held bi-monthly to analyze data, plan instruction, monitor student progress and evaluate program effectiveness in teaching the Language Arts, ELD, and Mathematics standards. Teachers were provided with professional development for the Journey's new adoption for language arts. They are provided training for professional learning communities, mathematics support from district academic coaches, as well as other opportunities to refine their craft.

The district continues to promote Professional Learning Communities allowing staff to work together, collaborate, and support each other as they review data, student achievement, and research based strategies. English Language Development has been a primary focus for both the district and site as well as professional development in math and reading foundational skills.