



# Lake Marie Elementary School

10001 Carmenita Road Whittier, CA 90605 • Whittier, CA, 90605 • (562) 944-0208 • Grades K-6

Lisa Palomino, Principal

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### **South Whittier School District**

11200 Telechron Ave

Whittier, CA, 90605

562-944-6231

[www.swhittier.k12.ca.us](http://www.swhittier.k12.ca.us)

### **District Governing Board**

Sylvia Macias, President

Jan Baird, Vice President

Natalia Barajas, Clerk

Elias Alvarado, Member

Deborah Pacheco, Member

### **District Administration**

Dr. Gary Gonzales

**Superintendent**

Martha Mestanza-Rojas

**Associate Superintendent,**

**Educational Services**

Mark Keriakous

**Associate Superintendent, Business**

**Services**

Dr. Marti Ayala

**Associate Superintendent, Human**

**Resources**

Sandra Jashinsky

**Director, Special Education &**

**Student Services**

Dr. Stacy Ayers-Escarcega

**Director - Assessment,**

**Accountability & Parent**

**Engagement**

### **School Vision:**

Lake Marie School strives to create a relationship between home, school, and community that promotes cultural sensitivity, instills a strong foundational passion for reading and writing and prepares all students to become life long independent learners. Together, Lake Marie staff, parents and community stakeholders will empower students to prepare for an ever changing, competitive and complex world.

### **Principal's Message,**

Lake Marie learners are inspired to become academically and socially successful in a challenging, and respectful environment. We promote differentiated instruction with the goal of addressing individual student needs. The students, parents, and staff of Lake Marie School all have a single focus: student achievement through Common Core State Standards, technology, and the district core-adopted curricula. As an Arts for All school, Lake Marie's visual and performing art lessons are taught monthly, reinforcing specific artistic techniques. Think Together, our after-school care provider, offers a variety of extra-curricular opportunities and academic support for all Lake Marie students. Working together with the school, they promote after-school sports teams where students learn the value cooperation and foster team building.

On behalf of the Lake Marie family, I welcome you to share in our success.

Lisa Palomino, Principal

## 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 <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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	41
Grade 1	27
Grade 2	28
Grade 3	27
Grade 4	30
Grade 5	43
Grade 6	48
<b>Total Enrollment</b>	<b>244</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.4
Asian	0.4
Filipino	0.4
Hispanic or Latino	94.7
White	2.5
Two or More Races	0.4
Socioeconomically Disadvantaged	86.5
English Learners	30.7
Students with Disabilities	14.8
Homeless	4.9

## 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 for Lake Marie Elementary	17-18	18-19	19-20
With Full Credential	11	12	14
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for South Whittier School	17-18	18-19	19-20
With Full Credential	♦	♦	122
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Lake Marie Elementary School

Indicator	17-18	18-19	19-20
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)**

All K-6th grade students receive core textbooks for: Reading Language Arts, Mathematics, Science, and Social Studies. In addition, students have consumable work books in these subjects.

**Textbooks and Instructional Materials**

Year and month in which data were collected: April, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	K-6 Houghton Mifflin Harcourt California Journeys 2017 7-8 Amplify ELA: California Edition 2017  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
<b>Mathematics</b>	K-8 Houghton Mifflin Harcourt 2014 Go Math! Grade 7 Accelerated Houghton Mifflin Harcourt 2014 Algebra 1 Houghton Mifflin Harcourt 2014  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
<b>Science</b>	Harcourt Science K-6 Harcourt School Publishers 2007 Pearson Prentice hall 7th and 8th Pearson Prentice Hall 2008  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
<b>History-Social Science</b>	Houghton Mifflin History-Social Science K-6 Houghton Mifflin 2007 Holt Rinehart and Winston Social Science 7th-8th Holt 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)**

Lake Marie Elementary School has 16 classrooms, a Multi-Purpose Room, and an administration building. The main campus was built in 1954 and was modernized in 2001 and 2018. In August 2011, the Multipurpose Room was retiled in a vinyl composite tile and the kindergarten play area was completely repaved with new asphalt with paint stripping. Additionally, the school arcades (covered walkways) were replaced in June/July of 2013.

The school custodian and district maintenance staff ensure the school is kept in good condition and repairs are made, via a work order system. Work orders are processed in a timely manner and emergency repairs are given the highest priority. A district safety consultant inspects each site annually and provides written documentation. In addition, the district's membership in Joint Powers Agreement (JPA) property and liability collaboration provides annual site inspections.

The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. In addition, inspects the campus on a daily basis and communicates findings with custodial staff. The district's Board of Trustees has adopted cleaning standards for all schools.

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

Year and month in which data were collected: 11/26/18

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	57	50	36	37	50	50
Math	36	36	24	25	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 Science for All Students Grades Five, Eight, and Ten

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

#### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	30.8	25.6	15.4

The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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.

**School Year 2018-19 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	146	146	100.00	50.00
Male	64	64	100.00	34.38
Female	82	82	100.00	62.20
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	136	136	100.00	48.53
White	--	--	--	--
Socioeconomically Disadvantaged	131	131	100.00	47.33
English Learners	53	53	100.00	41.51
Students with Disabilities	20	20	100.00	25.00
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.

**School Year 2018-19 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	146	146	100.00	36.30
Male	64	64	100.00	29.69
Female	82	82	100.00	41.46
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	136	136	100.00	36.03
White	--	--	--	--
Socioeconomically Disadvantaged	131	131	100.00	33.59
English Learners	53	53	100.00	32.08
Students with Disabilities	20	20	100.00	25.00
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.

## 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)

The Lake Marie parents have the opportunity to support and participate in our educational program. They are invited to attend Coffee With the Principal to obtain information and resources about our academic instructional goals, walk classrooms to observe teaching and learning; and to provide feedback to the principal. In addition, they are invited to volunteer as classroom helpers and chaperones on annual field trips. They attend Back to School Night, Open House, parent conferences, student performance programs, and trimester awards assemblies. They are active members of the PTA and serve as voting members of the School Site Council. Parents represent the school at district advisory committee meetings as well as the Superintendent's Advisory Committee. Finally, parents play a key role in Lake Marie's Arts for All Program, coordinating programs such as Meet the Masters, assisting with student art projects, and classroom creative learning opportunities.

An annual survey is given to parents to gain information about types of parent education classes that parents are interested in attending. The contact person for parent involvement is our principal, Lisa Palomino who can be reached at (562) 944-0208.

### 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

As required by state law, each school maintains a detailed safety plan. All personnel is trained in emergency procedures and students take part in regularly scheduled emergency drills. Food, water, medical and other emergency supplies are updated annually to ensure each campus is ready to respond in the event of an emergency or disaster. Campuses are carefully monitored before, during and after school hours. Break periods and lunch are supervised by school personnel. Schools are secured with security fencing. Check-in and checkout procedures are also strictly enforced at all campuses and our latest School Safety Plan is updated and revised annually. This plan is discussed with staff and School Site Council. The District maintains constructive relationships with law enforcement agencies to ensure the safety of all campuses. Furthermore, Measure QS funding (a general obligation bond passed by area voters to upgrade school facilities).

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.8	1.6	1.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.9	1.7	2.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
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.

### 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	30		1		30		1		21	1	1	
1	27		1		24		1		27		1	
2	29		1		26		1		28		1	
3	22		2		26		1		27		1	
4	23		2		29		1		30		1	
5	33			1	32		1	1	30		1	
6	23	1	1		30		1		61		1	2
Other**												

\*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.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	5

The primary focus areas of professional development are for teachers to be proficient in Common Core State Standards in English Language Arts, Math and on the CAASPP standardized assessment. For support, teachers received professional developments from Educational Services, instructional coaches, principals, and workshops at Los Angeles County Office of Education. Teachers are apart of instructional learning walks where they observe their colleagues instruction and share best practices. Technology has been a focus area and all teachers are being Google trained so they may use it as an instructional tool and facilitate students presentations. In 2017-2020, teachers participated in GLAD (Guided Language Acquisition Design) and CGI (Cognitive Guided Instruction) to assist in effective teaching strategies for all students, especially English Learners. Teachers were participants in demonstration lessons and received feedback from GLAD trainers, instructional coaches, and principals. All professional development occurred during the school day and/or after school in 2017-2020. Teachers have the opportunity to attend English Language Arts, ELD, mathematics, and NGSS professional development at LACOE and other educational partnerships .

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,598	\$49,378
Mid-Range Teacher Salary	\$74,958	\$77,190
Highest Teacher Salary	\$96,690	\$96,607
Average Principal Salary (ES)	\$118,147	\$122,074
Average Principal Salary (MS)	\$121,494	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$219,300	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	6%	6%

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

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,161	\$3,978	\$3,183	\$70,043
District	N/A	N/A	\$3,694	\$82,569.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District		
School Site/ State		

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**

Lake Marie School programs and services:

- Before and after school MobyMax Learning Academy technological intervention and enrichment which takes place in our computer lab offered October 2019 through May 2020..
- Reading/math Intervention class, before and/or after school (grade K, 5 & 6)
- Bookworm Literacy Library program, after school (K-6)
- Lego Engineering enrichment program to challenge our students who are meeting/exceeding grade-level standards, after school on Mondays January 2020 through March 2020
- Folklorico/Hip Hop after school dance academy (K-6)
- Accelerated Reader literacy program, school-wide (K-6)
- MyOn literacy resource, school-wide (K-6) available to students in the computer lab, classrooms; and home access.
- All the Arts, Meet the Master's art program
- District Summer Learning Academy-TBD
- Think Together after school and homework program

### **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.