Loretta Lampton Elementary School

14716 Elmcroft Avenue • Norwalk, CA 90650 • (562) 462-9273 • Grades K-5
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Norwalk-La Mirada Unified School District

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Assistant Superintendent - Educational Services

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Assistant Superintendent, Business Services

John Lopez
Assistant Superintendent, Human Resources

School Description

Lampton Elementary School serves almost 600 students from transitional kindergarten through fifth grade. Our school has received several honors for our exemplary instructional program, Our awards include the California Distinguished School award, Title 1 Academic Achievement Award, and the California Businesses for Education Star School Award. Lampton's campus is always well cared for, and our classrooms are positive and productive places to learn. The school is adorned with State achievement award emblems, three dolphin murals, a beautiful tiled entrance area, and a three-dimensional wall sculpture done by a local artist. It is our mission to develop the personal skills and academic abilities of each individual student.

Our students receive a well-rounded education at Lampton. Teachers engage students in interesting lessons, utilizing many effective teaching strategies. Literacy centers, flexible skill groupings, and active learning strategies abound. Instruction is designed around state and district standards and infused with experiences that integrate subjects and enhance understanding for students. The curricular program is enriched by a strong relationship with the Cerritos Performing Arts Center. They provide teacher training and free tickets for classes to attend live theater, dance and music productions. Most students have had the opportunity to attend at least one free performance each year. Lampton's school wide Positive Behavior Support system has also increased positive behavior on campus. In 2013-14 we began implementing Playworks on our playground. A Playworks "Team Up" Coach has organized and supervised positive play activities for students during recess and lunch. This program has greatly decreased conflict and bullying on our campus.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at 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	96
Grade 1	88
Grade 2	88
Grade 3	113
Grade 4	90
Grade 5	93
Total Enrollment	568

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.2
Asian	2.8
Filipino	1.4
Hispanic or Latino	87.7
Native Hawaiian or Pacific Islander	0.5
White	2.8
Two or More Races	2.1
Socioeconomically Disadvantaged	83.6
English Learners	24.1
Students with Disabilities	11.4
Foster Youth	0.7
Homeless	20.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Loretta Lampton	17-18	18-19	19-20
With Full Credential	25	27	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Norwalk-La Mirada	17-18	18-19	19-20
With Full Credential	♦	♦	890
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	6

Teacher Misassignments and Vacant Teacher Positions at Loretta Lampton 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 textbooks meet the content standards for each of their curricular areas. These materials are supplemented with instructional materials aligned with the California Common Core State Standards.

Textbooks and Instructional Materials

Year and month in which data were collected: 2019- September

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades K-1 English-language Arts: Benchmark Advanced- My Shared Readings, adopted 2017 Grades 2-5 English-language Arts: Benchmark Advanced- Texts for Close Reading, adopted 2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Grades K-5 Mathematics: Houghton Mifflin - Math Expressions, adopted 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Grades K-5 Science: Mystery Science Inc - Mystery Science, adopted 2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Grades K-5 Social Science: Studies Weekly Inc – Studies Weekly CA Ed, adopted 2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/25/2012

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	48	49	46	47	50	50
Math	38	46	32	35	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	23.2	13.7	15.8

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	299	296	99.00	49.32
Male	176	174	98.86	48.28
Female	123	122	99.19	50.82
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	259	257	99.23	47.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	267	264	98.88	48.86
English Learners	87	87	100.00	33.33
Students with Disabilities	47	46	97.87	19.57
Students Receiving Migrant Education Services	19	19	100.00	31.58
Foster Youth	--	--	--	--
Homeless	94	92	97.87	2.13

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	299	296	99.00	46.28
Male	176	174	98.86	51.15
Female	123	122	99.19	39.34
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	259	257	99.23	44.36
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	267	264	98.88	44.70
English Learners	87	87	100.00	40.23
Students with Disabilities	47	46	97.87	19.57
Students Receiving Migrant Education Services	19	19	100.00	31.58
Foster Youth	--	--	--	--
Homeless	94	92	97.87	2.13

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)
At Lampton, parents are partners with the school in the education of our students. We have many ways for parents to participate in the life of our school. Parents can help their children succeed by holding high expectations, reading to them, monitoring their homework, providing encouragement, and ensuring that they attend school regularly. Lampton offers several parent education programs each school year, examples include sessions such as Family Math events, and "Mom & Me" Intervention sessions.

Parents can run for election for our School Site Council, which works with the principal and elected staff members to help make financial and program decisions. Parents of English Learners are invited to attend ELAC meetings. Many parents volunteer to help with special projects in the classroom and chaperone on field trips. Still others help by doing supportive tasks at home, like cutting things out for kindergarten students or sewing costumes for a class performance. Our PTA runs at least two annual fund-raisers, as well as several school events, and they always need an extra hand. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences at the end of the first and second trimesters.

We always need new volunteers, so stop in and see what you can do. Lampton Elementary School has an open door policy. We are happy to answer questions and provide information or references to anyone seeking assistance. For information about getting involved at our school, please call us at (562) 462-9273.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
Lampton has a monitored security gate at the main entrance of the school. Once classes have started for the day, parents and visitors must use the gate entry panel to gain authorization to enter the campus. Visitors must enter the school through the security gate and sign in at the office, where they receive a visitors badge to wear throughout their stay.

Supervision aides monitor the school grounds for 15 minutes before and after school, as well as at all recesses and at lunchtime. A full time Playworks coach organizes positive play during student recess breaks. Lampton's Positive Behavior expectations are explicitly taught at the beginning and middle of each school year. Teachers regularly review the rules for safe, responsible behavior in school and on the playground.

The School Safety Plan is updated annually and shared with the staff at that time. It was last updated in January 2019 and will be revised again in 2020. The plan includes information on disaster drills, evacuation routes, disaster teams, and the location of first aid supplies. The Safe School Plan is reviewed, revised, and approved annually by the School Site Council. The School Safety Plan is available for review in the school's main office. We hold practice drills for emergencies such as fire, earthquake, or lock-down situations.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.6	0.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	3.7	3.8
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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	3.0
Other	1.0

* 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.

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	25		5		25		5		23		5	
1	27		4		24		3		24		3	
2	26		4		26		4		24		3	
3	27		3		25		4		25		5	
4	26	1	4		30		3		29		3	
5	28	1	1	2	23	1	4		30		3	
Other**									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.

Professional Development provided for Teachers

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

In 2017-18, Professional development for teachers focused on strategies to support the successful implementation of common core standards. Our school focused on learning our new math series called "Math Expressions" Multi-Tiered Systems of Support, and Professional Learning Communities. In 2018-19, Lampton began its focus on Math Problem Solving. We held 2 days of professional development on the basic components of Cognitively Guided Instruction (CGI) in math. Professional development for teachers was conducted two times per month, during after school workshops. During the school year, we continued this focus by developing problem-solving rubrics and calibrating scoring of student work.

The focus for 2019-20, will expand our work in CGI with 2 additional days of summer training focusing on problem types, and linking math routines to problems as a scaffold. Grade level teachers will experience professional learning "Lab days" and visit a CGI school. TK-2nd grade teachers will also receive training on Counting Collections, and Choral Counting within a cross-school collaborative Lab Day structure. Teachers will be supported by a trimester of coaching by our Cotsen Alumni Mentor, co-funded by NLMUSD and the Cotsen Foundation.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$52,733	$51,374
Mid-Range Teacher Salary	$81,762	$80,151
Highest Teacher Salary	$107,259	$100,143
Average Principal Salary (ES)	$135,001	$126,896
Average Principal Salary (MS)	$153,836	$133,668
Average Principal Salary (HS)	$139,258	$143,746
Superintendent Salary	$269,120	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	35%
Administrative Salaries	6%	5%

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	12747.81	3943.96	8803.86	95205.81
District	N/A	N/A	9174.34	$88,239.00
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-4.1	7.6
School Site/ State	15.9	14.9

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

Programs and services available at Lampton during 2018-19:

Base level programs & services
- Daily English Language Development for all English Learners
- Grade level intervention and enrichment sessions 4 days/week
- Full day Kindergarten program
- Transitional Kindergarten program
- Special Education Services - Speech, RSP, SDC on site.
- Site Intervention team - reviews status of interventions and recommends revisions, services, exit etc.
- Weekly instruction using social emotional curriculum - Second Steps
- Full time Student Support Specialist - Coordinates individual social emotional supports, and behavior interventions

Supplemental supports and services
- Supplementary instructional materials, supplies, and equipment to support differentiated instruction and curricular access
- After-school tutoring by classroom teachers
- Daily intervention for struggling students
- After school math & reading intervention using i-Ready online instruction
- Sub release for data meetings between teachers and principal after benchmark tests
- Enrichment activities to enhance the curriculum and build student 's experience base - i.e. field trips, assemblies, arts instruction, etc.
- An Intervention Teacher/TOSA that provides small group intervention, support for teachers on adjusting and prescribing instruction for struggling learners, and training and coordinating of tutorial staff
- Academic tutors that provide prescriptive support for struggling learners
- Playworks Program- Research based play strategies to enhance brain readiness in the classroom and reduce discipline problems that consume valuable instructional time.
- Teacher led parent education and family curriculum events
- Translation services for parent-teacher conferences
- After-school Dolphin Academy that provides 3 hours of standards based instruction, homework support and enrichment for eligible students
- Sub release for professional development and planning
- After-school EL writing Academy

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.