

Lampson Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School 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
E-mail Address	hangel@orangeusd.org
Web Site	www.orangeusd.org/lampson
CDS Code	30-66621-6029854

District Contact Information	
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Michael L. Christensen
E-mail Address	superintendent@orangeusd.k12.ca.us
Web Site	www.orangeusd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

Lampson Elementary is a Title I school located in the city of Garden Grove, California. Lampson Elementary is one of the 27 elementary schools in the Orange Unified School District. The school was built in 1963 and sits on 11.9 acres. It is the only Orange Unified school located in Garden Grove, approximately one-mile north of freeway 22 between Haster and Lewis Streets. Lampson is an inclusive neighborhood school; all children are welcomed within the school's attendance boundaries regardless of status, ethnicity, or academic ability. It is home to approximately 790 students in Transitional Kindergarten through fifth grade. We also have three preschool classes. Lampson also has 3 pre-school classes, 1 TK class, 2 SDC classes (primary and upper). Lampson operates on a modified-traditional Calendar divided into trimesters. The enrollment breakdown by ethnicity: 80% Hispanic/Latino, 9.9% Vietnamese, 2.8% White, 1.4% African American, and 5.9% other. Lampson is a full-inclusion Title I school with a low SES population of 88%. 64% 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, school-wide behavior incentives designed to recognize positive behaviors, and school-wide Visible Learning Practices designed to raise student achievement. 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. Each Friday, students are rewarded using the Lottery ticket program and small incentives are provided to students who exemplify one of our monthly character traits. Lampson uses a wide range of interventions to promote academic, social, emotional and communication growth among all learners.

The community is invited to participate in our monthly events which are publicized in our Parent Community Calendar. A classroom is devoted to Parent/Community Engagement and guest speakers are invited in monthly to serve the needs of parents. Career speakers address all 4/5 students monthly as well to promote college and career awareness and to encourage students to engage with guest speakers. One of the most important components is our partnership 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 has 26 regular classroom teachers, 2 SDC teachers who serve the needs of our special education students, 1 RSP teacher who serves the needs of the specific learning disabled students in a pull out/ push in program, 2 Speech and Language specialist, and 2 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, .49% part time intervention teacher, categorically funded, to work with students in small groups. One assistant principal to provide support in testing, discipline, staff development, RTI services and other instructional tasks. Support staff include: an adaptive PE teacher (itinerant), a school psychologist (3days/week), a nurse (2 days/week), and classified staff including office staff, custodial staff, and a library/media technician.

Lampson received the California Gold Ribbon and Title 1 Academic Achievement Awards in 2016. 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 2015-16)

Grade Level	Number of Students
Kindergarten	160
Grade 1	153
Grade 2	133
Grade 3	128
Grade 4	140
Grade 5	128
Total Enrollment	842

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.2
Asian	10.6
Filipino	1.5
Hispanic or Latino	81
Native Hawaiian or Pacific Islander	0.5
White	3
Two or More Races	0.4
Socioeconomically Disadvantaged	84.2
English Learners	66.6
Students with Disabilities	9
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	30	40	39	1279
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 13, 2016

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. 13-16-17 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 October 13, 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin R/LA Program adopted in 2009 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%
Mathematics	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%
Science	Pearson/Scott Foresman Science Program adopted in 2008 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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	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%
Foreign Language	N/A	Yes	N/A
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. 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 to all students.	Yes	N/A
Visual and Performing Arts	N/A	Yes	N/A
Science Laboratory Equipment (grades 9-12)	N/A	Yes	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Lampson was modernized during the 2008 - 2009 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 7:50am.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 7.26.16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Boys' R/R Next to Computer Lab: 4: Partitions dirty Girls' R/R 40 Wing: 4: Two sink faucets rust stains at the base Girls' R/R Across from Room 65: Room 22: 4: Paint damage below lower windows Room 24: 4: Walls slightly scuffed up under windows Room
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			Childcare Portable: 7: Need cover over empty data box 8: Missing light diffuser; patch holes in walls

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 7.26.16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Childcare Portable: 7: Need cover over empty data box 8: Missing light diffuser; patch holes in walls Room 61: 9: Drinking fountain needs adjustment
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Multi-Purpose Room: 12: 20' length work station on north wall between MPR & computer lab has pulled away from the wall
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			K4 Portable: 15: Screen on north window torn Room 75: 15: Automatic door closer leaking oil

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7.26.16				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	31	32	50	53	44	48
Mathematics	26	28	38	40	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	134	129	96.3	24.0
	4	144	141	97.9	30.0
	5	123	120	97.6	43.7
Male	3	61	59	96.7	30.5
	4	73	72	98.6	32.4
	5	68	66	97.1	36.9
Female	3	73	70	95.9	18.6
	4	71	69	97.2	27.5
	5	55	54	98.2	51.9
Black or African American	3	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
Asian	3	12	12	100.0	66.7
	4	17	17	100.0	52.9
	5	16	16	100.0	56.3
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	111	106	95.5	17.0
	4	115	112	97.4	27.7
	5	97	95	97.9	41.0
Native Hawaiian or Pacific Islander	4	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	111	109	98.2	22.0
	4	127	124	97.6	28.5
	5	102	101	99.0	40.0
English Learners	3	76	72	94.7	6.9
	4	71	69	97.2	13.0
	5	46	43	93.5	9.3
Students with Disabilities	3	14	14	100.0	28.6
	4	19	19	100.0	21.1
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	134	130	97.0	33.3
	4	144	140	97.2	29.3
	5	123	121	98.4	19.8
Male	3	61	59	96.7	43.1
	4	73	71	97.3	32.4
	5	68	66	97.1	22.7
Female	3	73	71	97.3	25.4
	4	71	69	97.2	26.1
	5	55	55	100.0	16.4
Black or African American	3	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
Asian	3	12	12	100.0	75.0
	4	17	17	100.0	64.7
	5	16	16	100.0	43.8
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	111	107	96.4	27.4
	4	115	112	97.4	25.0
	5	97	96	99.0	15.6
Native Hawaiian or Pacific Islander	4	--	--	--	--
White	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	111	110	99.1	32.1
	4	127	123	96.8	26.8
	5	102	101	99.0	18.8
English Learners	3	76	73	96.0	15.3
	4	71	69	97.2	11.6
	5	46	45	97.8	6.7
Students with Disabilities	3	14	14	100.0	14.3
	4	19	19	100.0	10.5
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	69	54	54	73	68	64	60	56	54

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

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

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	123	119	96.8	53.8
Male	68	65	95.6	55.4
Female	55	54	98.2	51.9
Asian	16	16	100.0	56.3
Hispanic or Latino	97	95	97.9	52.6
Socioeconomically Disadvantaged	102	99	97.1	51.5
English Learners	46	45	97.8	22.2

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.6	17.4	14.9

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

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. An interpreter is present at all parent meetings for those requiring this service. Parent classes are offered based upon surveys completed by parents and by asking parents what classes would meet their needs. The following classes have and will be offered: healthy nutrition, positive discipline, English as a Second language, literacy in the home, homework help, and the PTA parent involvement program. Throughout the year, the school provides many opportunities for parents to be involved with the school through a Community Science Night, Math and Literacy events, Movie Night, classroom volunteering, as well as PTA and other committees.

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 an LCFF 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.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.4	1.3	3.4	3.6	2.8	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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.

This year, we have focused on our parking lot, student drop-off, and student dismissal procedures to address student safety. In addition, we have spoken and met with Orange and Garden Grove PD to address our crosswalk directly in front of our school on Lampson Ave.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2009-2010
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28	1	5	1	30	1	4	2	30	1	4	2
1	30		3		30		4		30		4	
2	31		5		29		5		29		5	
3	30	1	2	2	29	1	4		29	1	4	
4	31		3		28		4		28		4	
5	33		1	3	30		4		30		4	

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.6	N/A
Social Worker	0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist	2.49	N/A
Other	0	N/A

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

*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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4308.49	472.86	3835.63	58407.81
District	N/A	N/A	\$3,840	\$78,819
Percent Difference: School Site and District	N/A	N/A	1.8	-20.8
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-26.9	-20.0

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

Types of Services Funded (Fiscal Year 2015-16)

Through categorical funding, Lampson has been able to add 2 full-time and 1 part-time Resource teachers. Our resource teachers support students who are performing below grade level by providing an additional support using Read 180 for upper grades or Read Wells for primary grades which are aligned to the learning level of the students. Our resource teachers assist with SBAC testing, organize the California English Language Development Test, assist teachers with interpreting CELDT data, assist teachers with organizing ELD groups, and assist teachers with implementing Avenues, our ELD curriculum. Our resource teachers also collect data on all Avenues tests and meet with grade level teams to analyze data for reflection on ELD strategies and student interventions.

Categorical funding also allows Lampson Elementary to provide two 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,270	\$45,092
Mid-Range Teacher Salary	\$74,538	\$71,627
Highest Teacher Salary	\$100,322	\$93,288
Average Principal Salary (Elementary)	\$122,017	\$115,631
Average Principal Salary (Middle)	\$123,406	\$120,915
Average Principal Salary (High)	\$143,744	\$132,029
Superintendent Salary	\$240,000	\$249,537
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

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, science, social studies, language arts and ELD instruction. The staff development includes practical make-it, type sessions as well as book studies including research.

Teaching personnel on Lampson campus include: 40 teachers working in general education classrooms, one teacher working in a primary special education classroom, one teacher working in a SDC/1st grade/2nd grade special education classroom, one 3-5 SDC grade, one teacher as a resource teacher position, two resource teachers, one .49 Intervention teacher, and one full time district funded instructional coach. We also have a full time assistant principal who assists with staff development as well.

Lampson Elementary is fully staffed with highly qualified teachers. All teachers have completed the training on the district adopted ELA programs, Houghton Mifflin Medallion (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. The Resource Teachers and RSP Teachers have received training on our state adopted intervention program, READ 180, to support students in grades 4-5.

Our classroom teachers will continue to receive professional development in alignment with our school's Theory of Action. 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 Teacher, 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.

Teachers will participate in Professional Learning Communities 5 times per 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 full-time reading resource teachers and one .49 resource teacher 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 Read 180 or Read Wells.