



# Studebaker Elementary School

11800 Halcourt Avenue • Norwalk, CA 90650 • (562) 868-7882 • Grades K-5

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year

### Little Lake City School District

10515 South Pioneer Blvd.  
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#### District Governing Board

George Buchanan - President  
Dora Sandoval - Vice President  
Hilda Zamora - Clerk  
Janet Rock - Member  
Richard Martinez- Member

#### District Administration

William Crean, Ed.D.  
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Sonya Cuellar  
**Assistant Superintendent,  
Personnel Services**  
Manuel Correa  
**Assistant Superintendent, Business  
Services**  
Maria A. Soto  
**Assistant Superintendent,  
Educational Services**  
Monica Johnson  
**Director, Educational Services**  
Tony Valencia  
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Pupil Services**  
Heidi McDonald  
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**Director, Maintenance and  
Operations**  
Khrystine Tat  
**Director, Fiscal Services**

### School Description

#### Principal's Message

Studebaker Elementary School is located in Norwalk, California. With approximately 500 students, we proudly serve students in Transitional Kindergarten through 5th grade. Over the years, our school has received several accolades. Studebaker has received the Title 1 Academic Achievement Award for five years – 2008, 2009, 2010, 2011, 2015 and 2016. We have also received the California Business for Education Excellence (CBEE) Honor Roll Award for four years – 2009, 2010, 2013, 2014, 2015 and 2016. In addition to these recognitions, Studebaker is proud to be a recipient of the California Distinguished School Award for three years in 2004, 2008 and 2014 and most recently, Studebaker was named a 2016 Gold Ribbon School. Although these accolades are wonderful to receive, the true measure of our success is through our community and parent feedback. Annually, our parents fill out a survey regarding school satisfaction. Parent survey results demonstrate that 97% of our parents are satisfied with Studebaker and 98% of parents agree that Studebaker is a safe environment for students.

With student academic and social success at the forefront, we are committed to do “Whatever It Takes” for our students. Among our many programs, we provide ALL our students with intervention and enrichment in the area of language arts. In addition to these academic programs, we also offer programs to ensure our students’ social success. We offer counseling services from a district counselor and from an intern from Turning Point. In addition, we also provide our students with the Arts for All Program, which encompasses instruction in music, art, and physical education. We acknowledge the importance of educating the whole child in order for children to be successful.

We continue to focus our attention on the needs of all of our students, regardless of their learning requirements. Our instructional program is designed to address the academic, social, emotional, and physical needs of all students—including English Learners, gifted students, and those with specialized learning plans. Each year, we are increasing the technology at our school. The addition of a district technology teacher has allowed us to provide students with technology based instruction, as well as provide our teachers with the necessary staff development to integrate technology in lessons across the content areas. Currently, all of our 2nd - 5th grade classrooms have a chrome book cart in their classrooms. Our TK - 1st grade classes have 5 chrome books and mainly use them as a center.

Our families generously support our efforts, and we encourage their continued involvement throughout the coming year.

Paula Rode, 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 <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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	96
Grade 1	90
Grade 2	69
Grade 3	77
Grade 4	81
Grade 5	94
<b>Total Enrollment</b>	<b>507</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.4
Asian	1.4
Filipino	1
Hispanic or Latino	89.5
Native Hawaiian or Pacific Islander	0
White	4.5
Two or More Races	1.2
Socioeconomically Disadvantaged	68
English Learners	23.9
Students with Disabilities	9.5
Foster Youth	0.6

## 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			
Studebaker Elementary School	15-16	16-17	17-18
With Full Credential	19	21	20
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Little Lake City School District	15-16	16-17	17-18
With Full Credential	♦	♦	191
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Studebaker Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "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 2017-18)

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those textbooks covered the California Content Standards.

Textbooks and Instructional Materials Year and month in which data were collected: October 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Language Arts Adopted in 2003-2004 School Year  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Go Math K - 8 Adopted in 2013-2014 School Year  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson Scott Foresman California Science Adopted in 2007-2008 School Year  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt - CA Edition History Social Studies Adopted in 2006-2007 School Year  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	N/A The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 100
Health	N/A The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 100
Visual and Performing Arts	Students receive instruction in the VAPA Standards but we do not use an adopted text. The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 100
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 100

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

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

Studebaker Elementary School has 22 regular classrooms, 7 portable classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1954 and is in good condition. Additions were constructed in 1997, 2000, and 2002. In 2008–2009, we updated the bell and alarm system throughout the entire campus. In 2012, all exterior lights were replaced. Outdoor lighting as well as wireless internet was installed throughout campus this year.

Our two custodians clean each classroom every other day and the restrooms every day. District maintenance maintains landscaping on an every-other-week basis.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12-27-17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Gophers, areas treating monthly
<b>Electrical:</b> Electrical		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Play field was fertilized and mulch in planters was restored. Trees that were a safety hazard were removed.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	49	54	55	54	48	48
Math	36	43	36	39	36	37

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	74	70	94.6	62.9
Male	44	40	90.9	75.0
Female	30	30	100.0	46.7
Hispanic or Latino	66	63	95.5	61.9
Socioeconomically Disadvantaged	58	56	96.6	60.7
English Learners	17	16	94.1	31.3

\* 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. 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.

\* 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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	61	63	67	63	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.5	21.3	24.7

\* 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.

**School Year 2016-17 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	251	248	98.8	54.03
Male	134	132	98.51	44.7
Female	117	116	99.15	64.66
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	227	224	98.68	54.91
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	175	173	98.86	50.87
English Learners	67	65	97.01	38.46
Students with Disabilities	29	27	93.1	25.93
Foster Youth	--	--	--	--

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 2016-17 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	251	248	98.8	42.74
Male	134	132	98.51	43.94
Female	117	116	99.15	41.38
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	227	224	98.68	42.41
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	175	173	98.86	38.73
English Learners	67	65	97.01	32.31
Students with Disabilities	29	27	93.1	25.93
Foster Youth	--	--	--	--

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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

Parental involvement is essential for the success of our students. We have successfully integrated a three-tiered parent involvement approach to ensure that we are involving parents at every level of need. This tiered approach ensures that there are different opportunities for parents from school wide events, parent trainings, and parent leadership positions.

We offer families opportunities to attend social events as well as become part of the school's leadership team. Studebaker, with the strong support of our Parent Teacher Association (PTA), has community events such as Moms and Muffins, Dads and Donuts, Winter Wonderland and Book Fairs. In addition to these great social events, we've incorporated parent trainings focused primarily on mathematics, as well as have one on one parent meetings to ensure parents are aware of their child's academic needs. This past school year, we provided students of at-risk parents with training in supporting their children at home. The focus was on the importance of reading with students at home. Lastly, we have an active PTA, School Site Council (SSC), and English Learner Advisory Committee (ELAC). SSC and ELAC assist in the development and monitoring of the Single Plan for Student Achievement (SPSA) and Local Control Accountability Plan (LCAP).

Volunteers are an integral part of our school. We count on them on a daily basis to assist in our classrooms and help organize our weekly parent communication folders. This past school year, we continued our parent Coffee Club that serves as material preparation for teachers, helps parents to get to know one another, and provides another opportunity for parent training. Our volunteers are recognized for their time and commitment during an annual Volunteer Breakfast at the end of the school year.

### 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

Student safety is top priority at Studebaker. We have systems in place to ensure that all students are physically and emotionally safe and secure. Safety measures start as soon as our gates open to our students each and every morning. On most days, a volunteer is helping to direct traffic in our parking lot. In addition, we have three teachers and three supervisors on morning duty to ensure safety. A supervisor is placed in the Kindergarten line up area to ensure that our Kindergarten students are ready every morning. All visitors must enter through the main office, sign in, and affix a visitor's pass. We maintain a closed campus at all times. Aside from the daily procedures to get students to class safely, we also practice regular disaster drills in the event of an emergency. Studebaker participates in the annual California Great Shakeout in preparation for an earthquake. Parents and students understand the seriousness of emergency preparedness. Parents are appreciative of the safety measures put into place. Based on parent survey results, 98% of parents agree that Studebaker provides a safe environment for their children.

Aside from physical safety, Studebaker also recognizes that students must feel emotionally safe, as well. To ensure the emotional safety of all of our students, all staff has been trained in the "Positive Behavior Intervention System" (PBIS). In addition, counseling services are also made available to all students, when needed. This ensures the we teach students school wide expectations, while focusing on positive reinforcement to encourage students to demonstrate these expectations daily. The addition of an elementary counselor has increased the amount of services that we can provide to our students.

### Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.0	0.2
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.5	0.5
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		66.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.4
Psychologist	0.4
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1.0
Other	.43
Average Number of Students per Staff Member	
Academic Counselor	

\* 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	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	28	20	20		1	1	3	3	4			
1	29	23	18			1	2	3	3			
2	29	25	23				2	3	3			
3	29	25	23				3	3	4			
4	31	33	33				1			1	2	2
5	29	31	27	1		1		2	1	4	1	2
Other	6	9		1	2							

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

#### Professional Development provided for Teachers

This year, all teachers are receiving NGSS Science training. Each site has 3 teachers who will serve as coaches. Additionally, teachers will participate in Thinking Map training. Thinking Maps provides students with a variety of ways to organize their learning. In previous years, teachers have received district level training in Focused Instruction, Lesson Study, and on the California State Standards. These trainings are revisited often so that teachers are given support throughout the application of these frameworks. At the site level, teachers are provided with review of research-based strategies, such as Guided Reading and Book Clubs, as well as the Elements of Effective Instruction. In addition a group of teachers attended a conference on Close Reading. This group of teachers shared their new learning with all Studebaker teachers. This upcoming year, professional development will continue to focus on math instruction, with an emphasis on building conceptual understanding. In addition, training and support will continue in the area of Directed Reading (Guided Reading and Book Clubs), as well as Close Reading. Coaching will be provided in the area of directed reading this school year. Teachers are also released from their classrooms one full day with their grade level teams. This allows them to do long range planning per trimester. Lastly, throughout



the year grade level teams meet bi-monthly for 90 minutes of uninterrupted time for data reflection sessions. During this time, student assessment results are analyzed allowing teams to make informed decisions for instruction based on students strengths and needs. These meetings are facilitated by the school principal.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,948	\$47,034
Mid-Range Teacher Salary	\$75,004	\$73,126
Highest Teacher Salary	\$96,596	\$91,838
Average Principal Salary (ES)	\$104,496	\$116,119
Average Principal Salary (MS)	\$108,276	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$196,198	\$178,388
Percent of District Budget		
Teacher Salaries	37%	37%
Administrative Salaries	5%	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/).

### Types of Services Funded

Little Lake provides additional services for students using federal funds such as Title I and Title III and LCAP funds. All schools hire additional interventionists to provide differentiated instruction in English Language Arts (ELA) and Math for a portion of the day. Title I funds are used to provide additional support for students by hiring additional Interventionist to provide differentiated instruction in ELA and mathematics. title III is used to support Long Term English Learners via AVID Excel Program. LCAP Funds are used to supplement services for English Learners, SED students, Homeless and Foster students.

### 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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10,199	2,603	7,596	72,604
District	◆	◆	7,740	\$76,172
State	◆	◆	\$6,574	\$74,194
Percent Difference: School Site/District			-1.9	-4.7
Percent Difference: School Site/ State			15.5	-2.1

\* Cells with ◆ do not require data.