



Lakeland Elementary School

11224 Bombardier Ave. • Norwalk, CA 90650 • (562) 868-8887 • Grades K-5

Georgette Baltierrez, Principal

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

Little Lake City School District

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School Description

Principal's Message

Lakeland Elementary School is located at 11224 Bombardier Avenue in Norwalk, with nearly 330 students attending from Transitional Kinder through fifth grade. We are a neighborhood school where most students either walk or are driven by parents or family members. Our community includes single family homes, condominiums, and apartment units. Students attending Lakeland Elementary matriculate to Lake Center Middle School and, once promoted from eighth grade, likely attend Santa Fe High School in the Whittier Union High School District.

We have a talented team of staff and parent volunteers who work closely together to ensure that our children receive the best possible education. thirteen classroom teachers, additional interventionists, many support staff members, two custodians, office staff, and principal, make up the team of individuals dedicated to increasing the academic achievement of every child.

It is the dedication and hard work of the Lakeland Elementary School's professional staff that makes a difference for our children. Every Wednesday, teachers come together for additional training and planning. The primary focus has been instructional delivery, literacy development, writing, and real world math applications. Recently with the adoption of the new Common Core State Standards, we have purchased additional materials for our classrooms to support our literacy and math programs. Also, we are updating our library to reflect an increased emphasis on non-fiction. Every student has access to both our state of the art computer lab and in class Chromebooks. We are proud of the achievements we have made and the support our community provides us.

Lakeland Elementary School, was named a California Distinguished School for 2014 and a 2016 California Gold Ribbon School. Our similar schools ranking of 10 out of 10 is also testament to our culture of high expectations. Further, the California Business for Education Excellence (CBEE) has named Lakeland to their Honor Roll multiple times, including the 2014-2015 school year. The CBEE recognizes schools that have demonstrated consistent high student academic achievement and have made significant progress toward closing achievement gaps among all students. In addition to traditional academics, we also have various supplemental programs such as fine arts, physical education, music, and technology classes. Overall, 100% of parents surveyed are satisfied with their child's school.

We are proud of our accomplishments and in the fulfillment of our mission, "The mission of Lakeland Elementary School, as a vital child-centered community resource, is to provide a solid academic foundation of partnership with the community in order to develop responsible, literate, well-balanced citizens who have the skills to succeed and a positive attitude toward lifelong learning."

Georgette Baltierrez-Manohorathat, 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	71
Grade 1	48
Grade 2	48
Grade 3	57
Grade 4	47
Grade 5	54
Total Enrollment	325

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.3
Asian	1.8
Filipino	0.9
Hispanic or Latino	89.5
Native Hawaiian or Pacific Islander	0.3
White	3.7
Two or More Races	0.3
Socioeconomically Disadvantaged	75.1
English Learners	23.1
Students with Disabilities	6.2
Foster Youth	2.5

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			
Lakeland Elementary School	15-16	16-17	17-18
With Full Credential	10	13	13
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			
Lakeland 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 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 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 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 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)

Lakeland Elementary School first opened its doors in 1950. Although most buildings are original, additions were constructed in 1997 and 2000. Its design is like no other in the district. Most of the classrooms enjoy beautiful windows from floor to ceiling, allowing students the opportunity to learn in a unique setting. Lakeland has 16 regular classrooms, seven portable classrooms, a multipurpose room, a library, and an administration building. In 2013-2014 school year Lakeland upgraded its outdoor lighting systems as well as installed wireless internet access throughout the campus. Office windows were also replaced.

The school is in good condition and is maintained by a staff of two diligent custodians. Work orders are placed to address safety, structural, and electrical issues. District personnel follow up on the work orders as necessary. We encourage every child to maintain a clean campus by assuming responsibility for their actions and working together.

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: 12-18-17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC replaced in rooms 7 and 8
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Various boys and girls restrooms remodeled to be ADA compliant.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playfield was fertilized, fencing repaired and field planters were cleaned out and mulch restored.
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

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	46	55	54	48	48
Math	43	39	36	39	36	37

* 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.

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	46	46	100.0	47.8
Male	19	19	100.0	47.4
Female	27	27	100.0	48.2
Hispanic or Latino	41	41	100.0	46.3
Socioeconomically Disadvantaged	36	36	100.0	47.2
English Learners	11	11	100.0	45.5

* 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.

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	45	48	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	19.3	19.3	35.1

* 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	165	164	99.39	46.34
Male	71	70	98.59	42.86
Female	94	94	100	48.94
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	142	141	99.3	43.97
White	--	--	--	--
Socioeconomically Disadvantaged	124	123	99.19	43.09
English Learners	41	41	100	51.22
Students with Disabilities	14	14	100	28.57
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	165	164	99.39	39.02
Male	71	70	98.59	41.43
Female	94	94	100	37.23
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	142	141	99.3	39.01
White	--	--	--	--
Socioeconomically Disadvantaged	124	123	99.19	34.96
English Learners	41	41	100	39.02
Students with Disabilities	14	14	100	21.43
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)

Parents and the community are encouraged to support the educational program at Lakeland Elementary School. Parent education classes/speakers are offered for our community. Gifted and Talented Education (GATE) meetings/newsletters keep parents abreast of issues as they relate to our GATE population. Classroom volunteers are encouraged and supported at Lakeland Elementary. Parents are informed about the school program through the principal's monthly notices, bimonthly Coffee with a Principal, our website, the Little Lake City School District Parent/Student Handbook, teachers' monthly newsletters, BlackBoard Connect phone messages, and marquee notices. Moreover, parents may participate in site meetings such as School Site Council, English Language Advisory Committee, or Parent Teacher Association (PTA). In addition, we have offered parent and student computer classes after school. It is our goal to work collaboratively to forge partnerships to enrich our students' school life. Parents know they are welcomed at Lakeland when they walk into our main office. 99% of respondents surveyed agree that they feel welcomed by staff when they visit and 94% of these respondents are aware of the opportunities for involvement, participation and decision making.

Our PTA offers many parent volunteer opportunities helping with regularly scheduled activities, which promote educational distinction and build community and social awareness. Numerous programs and activities are enriched by the generous contributions made by community organizations such as: In-N-Out Burger, Lifetouch Pictures, Albertson's, Golf n' Stuff, McDonald's, The Habit, Denny's, Santa Fe Springs Library, Norwalk City Library, guest speakers, and California State University, Long Beach, and others.

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

For the safety of the staff and children on campus, we monitor our campus daily. Our custodial staff ensures that when students arrive, the campus is safe. The school principal greets students as they enter the campus. We lock our campus at 8:25 a.m. During the day, teachers report problems to the principal if necessary.

We revise our School Safety Plan annually. It includes procedures for emergencies and locations of exit routes. It is available in the office for public review and comment as needed. We share the plan with all staff during a school-wide staff meeting. We conduct regular emergency, fire, and earthquake drills, reflect on the drills, and make changes as needed. Each staff member has assigned duties that are reviewed yearly. Emergency materials are inventoried and maintained in a secure location in case a need arises. In addition, we have periodic assemblies that focus on responsibility and safety while on campus. It is our goal to ensure our students are safe both physically and mentally.

Lakeland has also partnered with the "No Bully" program to ensure those that seek to regularly bother, intimidate or harass other students are made aware of the impact of those actions. Every member of Lakeland's staff has been trained to intervene if bullying is observed or reported. Also, we have a counselor assigned to Lakeland to assist students that may have further needs, or students may attend sessions with a Turning Point counseling provider. 98% of parents who were surveyed indicate Lakeland provides a safe environment for students.

Furthermore, Lakeland is in year 2 training and will be in the process of implementing a school-wide PBIS framework, because the model approaches behaviors as skills that need to be developed. It approaches behavior as an instructional need and explicitly taught. The PBIS framework will create an effective and safe learning environment that improves teaching and learning at Lakeland.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.0	0.0
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)	.05
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	0.5
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	23	26	23				2	2	3			
1	28	26	25				1	1	1			
2	28	25	24				2	2	2			
3	27	26	23				2	2	2			
4	32	32	26				1	1	2			
5	32	33	31				1		2	1	2	
Other			24						1			

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

Professional Development provided for Teachers

Lakeland teachers participate in a wide variety of professional development activities at both the site and district level. During the 2016-2017 school year all Lakeland teachers participated in three district-wide professional developmental days, which were focused on mathematics. Each Friday, teachers meet to discuss data, student progress, and methods and strategies to assist them. In addition, teachers have been provided professional development in many areas such as: teaching to an objective, checking for student understanding, active student participation/engagement, effective interventions, Close Reading, literacy development and new California State Standards. The Little Lake City School District also provides teachers with many opportunities for professional development. In addition, we regularly look for more opportunities to grow as professionals. Members of our staff have attended Common Core conferences, are district leaders in regards to curriculum planning and assessment, and provide professional development to other educators in literacy and math instruction. Many of our teachers are master teachers for aspiring educators attending various colleges in the California State University system, and guide them regarding the best instructional practices and teacher preparedness. Through our concerted efforts, we continually strive to provide the best educational experience for our students, and to grow as professionals.

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/.

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	10,942	2,617	8,325	6,5710
District	♦	♦	7,740	\$76,172
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			7.6	-13.7
Percent Difference: School Site/ State			26.6	-11.4

* Cells with ♦ do not require data.