

Lake Marie Elementary School

10001 Carmenita Road Whittier, CA 90605 • Whittier, CA, 90605 • (562) 944-0208 • Grades K-6
Lisa Palomino, Principal
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2016-17 School Accountability Report Card Published During the 2017-18 School Year

School Description

Principal's Message,

Lake Marie Elementary School is comprised of grades preschool through 6th grade. Student enrollment is approximately 280 students, with 1 to 2 teachers per grade level. Our goal is to achieve educational excellence for all. Learners are inspired to become academically and socially successful in a challenging, respectful environment. We promote differentiated instruction with the goal of addressing individual student needs. The students, parents and staff of Lake Marie School all have a single focus: student achievement through Common Core State Standards, technology, and the district core-adopted curricula. As an Arts for All school, Lake Marie's visual and performing art lessons are taught monthly, reinforcing specific artistic techniques. Think Together, our after-school care provider, offers a variety of extra-curricular opportunities and academic support for all Lake Marie students. Working together with the school, they promote after-school sport teams where students learn the value cooperation and fosters team building.

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

Lisa Palomino, PRINCIPAL



South Whittier School District

11200 Telechron Ave
Whittier, CA, 90605
562-944-6231
www.swhittier.k12.ca.us

District Governing Board

Jan Braid, President
Deborah Pacheco, Vice President
Elias Alvarado, Clerk
Sylvia Macias, Member
Francisco Javi Santana, Member

District Administration

Gary Gonzales
Superintendent
Martha Mestanza-Rojas
Associate Superintendent,
Educational Services
Mark Keriakous
Associate Superintendent, Business
Services
Marti Ayala
Director, Human Resources
Kate Smith
Director, Special Education &
Student Services
Stacy Ayers-Escarcega
Director - Assessment,
Accountability & Parent
Engagement

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	30
Grade 1	27
Grade 2	29
Grade 3	44
Grade 4	47
Grade 5	35
Grade 6	40
Total Enrollment	252

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	1.2
Asian	0.8
Filipino	1.6
Hispanic or Latino	92.5
Native Hawaiian or Pacific Islander	0
White	2.8
Two or More Races	0.4
Socioeconomically Disadvantaged	84.5
English Learners	37.3
Students with Disabilities	17.9
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Lake Marie Elementary School	15-16	16-17	17-18
With Full Credential	13	13	11
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
South Whittier School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Lake Marie 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)

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

Textbooks and Instructional Materials Year and month in which data were collected: April, 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 Houghton Mifflin Harcourt California Journeys 2017 7-8 Amply ELA: California Edition 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8 Houghton Mifflin Harcourt 2014 Go Math! Grade 7 Accelerated Houghton Mifflin Harcourt 2014 Algebra 1 Houghton Mifflin Harcourt 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Harcourt Science K-6 Harcourt School Publishers 2007 Pearson Prentice hall 7th and 8th Pearson Prentice Hall 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Houghton Mifflin History-Social Science K-6 Houghton Mifflin 2007 Holt Rinehart and Winston Social Science 7th-8th Holt 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/2017				
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			Missing ceiling tiles have been replaced.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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	34	40	31	32	48	48
Math	25	29	21	21	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.

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	39	50	46	41	60	56

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	33.3	12.1	12.1

* 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.

**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	40	40	100.0	50.0
Male	18	18	100.0	50.0
Female	22	22	100.0	50.0
Hispanic or Latino	37	37	100.0	51.4
Socioeconomically Disadvantaged	36	36	100.0	50.0
English Learners	16	16	100.0	25.0

* 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.

**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	167	163	97.6	39.88
Male	77	75	97.4	28
Female	90	88	97.78	50
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	153	151	98.69	38.41
White	--	--	--	--
Socioeconomically Disadvantaged	144	143	99.31	38.46
English Learners	80	78	97.5	38.46
Students with Disabilities	32	32	100	25
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	167	165	98.8	29.09
Male	77	76	98.7	27.63
Female	90	89	98.89	30.34
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	153	151	98.69	27.15
White	--	--	--	--
Socioeconomically Disadvantaged	144	144	100	27.78
English Learners	80	80	100	31.25
Students with Disabilities	32	32	100	21.88
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)

The Lake Marie parents have the opportunity to support and participate in our educational program. They volunteer as classroom helpers and as chaperones on field trips. They attend Back to School Night, Open House, parent conferences, student performance programs, and trimester awards assemblies. They are active members of the PTA and serve as voting members of the School Site Council. Parents represent the school at district advisory committee meetings as well as the Superintendent's Advisory Committee. Finally, parents play a key role in Lake Marie's Arts for All Program, coordinating programs such as Meet the Masters and assisting with student art projects, such as the outdoor student mural that was installed in May of 2014.

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

State Priority: School Climate

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

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

School Safety Plan

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

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	1.4	3.4	3.8
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.4	4.1	3.9
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	In PI	In PI
First Year of Program Improvement	2010-2011	2006-2007
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	7	
Percent of Schools Currently in Program Improvement	100	

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.5
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	1.0
Resource Specialist	0.5
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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	29	29	33				1	1				1
1	28	28	26				1	1	1			
2	27	27	21			1	2	1	1			
3	29	29	21				1	2	2			
4	30	30	30				1	2	1			
5			31					1	1			
6	25	25	19	1	1	1	2	1	1			
Other	14	12		1	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

The primary focus areas of professional development is for teachers to be proficient in Common Core State Standards in English Language Arts, Math and on the CAASPP standardized assessment. For support, teachers received professional developments from Educational Services, instructional coaches, principals, and workshops at Los Angeles County Office of Education. Teachers are apart of instructional learning walks where they observe their colleagues instruction and share best practices. Technology has been a focus area and all teachers are being Google trained so they may use it as an instructional tool and facilitate students presentations. In 2016-2017, all teachers participated in GLAD (Guided Language Acquisition Design) to assist in effective teaching strategies for English Learners. They were participants in demonstration lessons and received feedback from GLAD trainers, instructional coaches and principals. All professional development occurred during the school day and/or after school. in 2017-2018, teachers have the opportunity to attend English Language Arts, ELD, mathematics, and science professional development at LACOE.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,873	\$47,034
Mid-Range Teacher Salary	\$73,817	\$73,126
Highest Teacher Salary	\$95,218	\$91,838
Average Principal Salary (ES)	\$114,877	\$116,119
Average Principal Salary (MS)	\$118,132	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$175,000	\$178,388
Percent of District Budget		
Teacher Salaries	38%	37%
Administrative Salaries	7%	6%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,161	\$3,978	\$3,183	\$70,043
District	♦	♦	\$3,694	\$83,024
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

* Cells with ♦ do not require data.

Types of Services Funded

Lake Marie School programs and services:

- Before and after school Success Maker Learning Academy technological intervention and enrichment which takes place in our computer lab offered October 2017 through April 2018.
- Reading Intervention class, before school (grades 4 and 5)
- Technology Academy enrichment program to challenge our students who are meeting/exceeding grade level standards, after school on Fridays October 2017 through April 2018.
- Accelerated Reader literacy program, school-wide (grades kindergarten-6)
- Imagine Learning language and literacy software program, school-wide (grades kindergarten-6) available to students in the computer lab, in classrooms; and home access.
- All the Arts, Meet the Masters art program
- District Summer Learning Academy
- Think Together after school and homework program

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.