Lampson Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2021-22 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	Alejandra Pantoja
Email Address	apantoja@orangeusd.org
School Website	https://www.orangeusd.org/lampson-elementary-school-k-5
County-District-School (CDS) Code	30-66621-6029854

2021-22 District Contact Information

District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
Email Address	ghansen@orangeusd.org
District Website Address	www.orangeusd.org

2021-22 School Overview

Mission:
In partnership with our community, Lampson Elementary offers a learning environment of excellence, with high expectations, to provide our students with the opportunity to be responsible, resilient, and productive world citizens in a changing and diverse society. Lampson Elementary strives to develop student literacy across all content areas as a foundation to inspire each of our students to pursue their dreams and develop into tomorrow's community leaders. Lampson Elementary, a Professional Learning Community, will collaboratively examine and analyze student data to guide our instruction leading to continual increased student achievement.

Vision:
Fostering critical thinkers today to solve tomorrow's challenges.

Lampson Elementary is one of the 27 elementary schools in the Orange Unified School District. The school was built in 1963. It is the only Orange Unified school located in Garden Grove, approximately one mile north of the 22 freeway between Haster and Lewis Streets.

At this time, approximately 650 students are enrolled in preschool through fifth grade. Lampson also has 2 pre-school classes. Lampson operates on a modified-traditional Calendar divided into trimesters. The enrollment breakdown by ethnicity: 80% Hispanic/Latino, 10% Asian, 10% other. Lampson is a full-inclusion Title I school with a low SES population of 80%. 48% 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, and school-wide behavior incentives designed to recognize positive behaviors. 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,

2021-22 School Overview

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. These behavior expectations are also supported by a PAWS Matrix and are reinforced by our PAWS signs which explicitly state how each of these behavior expectations should be modeled by students at different locations within the school: Classrooms, Lunch Area, Hallways, Playground, Restrooms, STEAM Labs, and Assemblies. We have a PAWS Rewards System, in which students earn PAWS tickets for exemplifying our behavior expectations. PAWS tickets can be redeemed for prizes.

At Lampson, we highly value the partnerships we have 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 (when allowed to return to campus, post pandemic), serve on the School Site Council (SSC), and/or English Learner Advisory Committee (ELAC).

Lampson students attend Portola Middle School from grades 6 – 8 and Orange High School from grades 9 – 12.

Lampson has 21 regular classroom teachers, 1.5 educational specialist for inclusion,1 Speech and Language specialist, 2.49 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. Support staff includes an adaptive PE teacher (itinerant), a school psychologist (3 days/week), a nurse (2 days/week), MHC (2 days/week), and classified staff including office staff, custodial staff, and a library/media technician.

The school sits on 11.9 acres.

Instructional minutes provided for Lampson students: K-3 = 50,800; and grades 4-5 = 54,250.

Lampson is on a modified Wednesday schedule, where students are released early each Wednesday to provide teachers with staff development for professional growth during their regular workday schedule and professional planning time to review data and instructional practices.

Lampson earned the 2016 California Gold Ribbon, 2016 Title 1 Academic Achievement Awards, National PTA's School of Excellence, and Common Sense Certificated School: Digital Citizenship for the past four years. At Lampson Elementary, we are committed to creating endless opportunities for our students by fostering a student-centered and collaborative culture.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	146
Grade 1	106
Grade 2	118
Grade 3	135
Grade 4	98
Grade 5	102
Total Enrollment	705

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
American Indian or Alaska Native	0.1
Asian	10.2
Black or African American	1.7
Filipino	1.6
Hispanic or Latino	79.9
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.7
White	4.3
English Learners	46.2
Foster Youth	0.3
Homeless	0.7
Socioeconomically Disadvantaged	74
Students with Disabilities	7.9

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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. 15-21-22 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 September 30, 2021.

Year and month in which the data were collected	September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Reading Wonders ELA/ELD Program adopted in 2017 for 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%
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	Amplify Science was adopted in 2019 for 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%
History-Social Science	TCI (Teacher's Curriculum Institute) California Social Studies Alive (grades K-5) and TCI California History Alive (Grade 6) was adopted in 2021 and 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%
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. Fully available to all students.	Yes	0%

School Facility Conditions and Planned Improvements

Lampson was modernized during the 2008-09 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 the completion and progress of projects. District maintenance crews maintain the gardening of Lampson on a regular basis. Work orders have been created/addressed for all items noted as fair/poor and in need of repair with our custodial staff and/or district maintenance department.

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 7:20 AM.

The overall rating for Lampson Elementary is good.

Year and month of the most recent FIT report	9/30/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			11: 11: Aerosols under sink 12: Fascia needs paint
Interior: Interior Surfaces		X		22: 12: Fascia needs paint; walkway cover paint peeling 24: 4: South wall needs paint 12: Fascia needs paint 26: 4: South wall needs paint 12: Fascia needs paint 31: 4: North wall needs cleaning/paint 12: Fascia needs paint 33: 4: North wall dirty 12: Fascia needs paint 34: 4: Ceiling tiles stained 12: Fascia needs paint 45: 4: Ceiling tiles stained 12: Fascia needs paint 71: 4: Ceiling tiles stained 76: 4: Ceiling tiles stained Teacher's Lounge: 4: Floor concrete lifting/spalling under tile in various locations
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			72: 7: Surge suppressors daisy-chained together
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Child Care Portable: 9: Fountain partition on exterior is pulling off of the wall 12: Ramp non-skid needs to be repaired 15: Screens damaged, east door needs repair
Safety: Fire Safety, Hazardous Materials	X			11: 11: Aerosols under sink 12: Fascia needs paint 15: 11: Aerosols under sink 12: Fascia needs paint 23: 10: Plug-in air freshener 12: Fascia needs paint; walkway cover paint peeling 33: 4: North wall dirty 12: Fascia needs paint

School Facility Conditions and Planned Improvements

			75: 10: Plug-in air freshener
Structural: Structural Damage, Roofs		X	11: 11: Aerosols under sink 12: Fascia needs paint 12: 4: Wall damage on north wall 12: Fascia needs paint 13: 12: Fascia needs paint 14: 12: Fascia needs paint 15: 11: Aerosols under sink 12: Fascia needs paint 21 Speech: 12: Fascia needs paint 22: 12: Fascia needs paint; walkway cover paint peeling 23: 10: Plug-in air freshener 12: Fascia needs paint; walkway cover paint peeling 24: 4: South wall needs paint 12: Fascia needs paint 25: 12: Fascia needs paint; walkway cover paint peeling 26: 4: South wall needs paint 12: Fascia needs paint 31: 4: North wall needs cleaning/paint 12: Fascia needs paint 32: 10: Plug-in air freshener 12: Fascia needs paint 33: 4: North wall dirty 12: Fascia needs paint 34: 4: Ceiling tiles stained 12: Fascia needs paint 35: 12: Fascia needs paint 41: 12: Fascia needs paint 42: 12: Fascia needs paint 43: 12: Fascia needs paint 44: 12: Fascia needs paint 45: 4: Ceiling tiles stained 12: Fascia needs paint Child Care Portable: 9: Fountain partition on exterior is pulling off of the wall 12: Ramp non-skid needs to be repaired 15: Screens damaged, east door needs repair Girl's Restroom by 11: 12: Fascia needs paint K2: 12: Walkway cover has dry-rot and fascia needs painting K3: 12: Fascia and ramp skirting needs paint K4: 12: Fascia and ramp skirting needs paint K5: 12: Fascia and ramp skirting needs paint; siding damaged on southeast corner 13: gutters filled with debris Kinder Playground: 12: Wooden shade cover over sandbox has dry-rot and paint is peeling

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			77: 15: Doors drag on threshold Child Care Portable: 9: Fountain partition on exterior is pulling off of the wall 12: Ramp non-skid needs to be repaired 15: Screens damaged, east door needs repair

Overall Facility Rate

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	340	NT	NT	NT	NT
Female	160	NT	NT	NT	NT
Male	180	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	37	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	276	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	12	NT	NT	NT	NT
English Learners	156	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	12	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	265	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	340	NT	NT	NT	NT
Female	160	NT	NT	NT	NT
Male	180	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	37	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	276	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	12	NT	NT	NT	NT
English Learners	156	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	12	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	265	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	340	340	100.00%	0.00%	18.82%
Female	160	160	100.00%	0.00%	18.75%
Male	180	180	100.00%	0.00%	18.89%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	37	37	100.00%	0.00%	40.54%

Black or African American	3	3	100.00%	0.00%	66.67%
Filipino	4	4	100.00%	0.00%	0.00%
Hispanic or Latino	276	276	100.00%	0.00%	15.22%
Native Hawaiian or Pacific Islander	1	1	100.00%	0.00%	100.00%
Two or More Races	7	7	100.00%	0.00%	14.29%
White	12	12	100.00%	0.00%	25.00%
English Learners	156	156	100.00%	0.00%	4.49%
Foster Youth	5	5	100.00%	0.00%	0.00%
Homeless	6	6	100.00%	0.00%	16.67%
Socioeconomically Disadvantaged	268	268	100.00%	0.00%	15.67%
Students with Disabilities	33	33	100.00%	0.00%	9.09%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	340	340	100.00%	0.00%	14.71%
Female	160	160	100.00%	0.00%	11.88%
Male	180	180	100.00%	0.00%	17.22%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	37	37	100.00%	0.00%	40.54%
Black or African American	3	3	100.00%	0.00%	0.00%
Filipino	4	4	100.00%	0.00%	0.00%
Hispanic or Latino	276	276	100.00%	0.00%	11.23%
Native Hawaiian or Pacific Islander	1	1	100.00%	0.00%	100.00%
Two or More Races	7	7	100.00%	0.00%	14.29%
White	12	12	100.00%	0.00%	16.67%
English Learners	156	156	100.00%	0.00%	7.05%
Foster Youth	5	5	100.00%	0.00%	0.00%
Homeless	6	6	100.00%	0.00%	33.33%
Socioeconomically Disadvantaged	268	268	100.00%	0.00%	13.06%
Students with Disabilities	33	33	100.00%	0.00%	6.06%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	34.95	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	103	NT	NT	NT	NT
Female	48	NT	NT	NT	NT
Male	55	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	85	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	49	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

At Lampson Elementary School all staff is 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 in 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. Our Lampson PTA is a recipient of the "2019-2021 National PTA School of Excellence Award". Lampson was 1 of 3 Orange County schools, 1 of 21 California schools, and 1 of 326 U.S. Schools to receive this award. The National PTA School of Excellence is a recognition program that supports and celebrates partnerships between PTAs and schools to enrich the educational experience and overall well-being of all students. We are so thankful for their passion and commitment to Lampson.

An interpreter is available at all parent meetings for those requiring this service. Parent workshops are offered based upon surveys completed by parents and by asking parents what would meet their needs. Throughout the year, the school will provide many opportunities for parents to be involved with the school (not currently in place due to the pandemic) through our annual STEAM Night, Literacy Night, Career Day, Astronomy Night, Movie Nights, classroom volunteering, as so much more.

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 the LCAP 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

2021-22 Opportunities for Parental Involvement

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 are 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 makes phone calls to parents and acts as a bridge between school and home.

For our latest school information and happenings follow us on Twitter and Instagram @Lampson Leopards, Facebook @LampsonElementary, or visit our website at https://www.orangeusd.org/lampson-elementary-school-k-5.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	749	736	127	17.3
Female	369	364	63	17.3
Male	380	372	64	17.2
American Indian or Alaska Native	1	1	1	100.0
Asian	77	76	6	7.9
Black or African American	12	12	3	25.0
Filipino	11	11	0	0.0
Hispanic or Latino	595	585	108	18.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	6	6	1	16.7
White	36	34	5	14.7
English Learners	378	373	53	14.2
Foster Youth	7	6	1	16.7
Homeless	13	11	4	36.4
Socioeconomically Disadvantaged	556	545	102	18.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	72	70	8	11.4

C. Engagement	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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.12	0.00	2.56	0.19	3.47	0.20
Expulsions	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	2.03	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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. The 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.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26	1	6	
1	30		3	
2	30		4	
3	30		4	
4	32		4	
5	28		4	
6				
Other	11	2		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	39		2	1
1	32		3	
2	31		4	
3	30		3	
4	31		3	
5	31		6	1
6				
Other	31		2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	35		4	1
1	30		3	
2	30		3	
3	32		3	
4	33		1	
5	33		4	3
6				
Other	32		3	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5448.06	$268.02	$5180.03	$82463.67
District	N/A	N/A	$6616.90	$87,379
Percent Difference - School Site and District	N/A	N/A	-24.4	-5.8
State			$8,444	$84,665
Percent Difference - School Site and State	N/A	N/A	-47.9	-2.6

2020-21 Types of Services Funded

Through categorical funding, Lampson has been able to add 2.49 full-time Resource teachers. Our resource teachers support our at-promise student population by providing tier 3 interventions using our district-adopted curriculum and supplemental materials. In addition, our resource teachers assist with SBAC testing, EL student reclassifications, interpreting ELPAC data, organizing ELD groups, and with our designated ELD instruction.

Categorical funding also allows Lampson Elementary to provide two part-time 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$53,446	$50,897
Mid-Range Teacher Salary	$83,885	$78,461
Highest Teacher Salary	$109,082	$104,322
Average Principal Salary (Elementary)	$130,156	$131,863
Average Principal Salary (Middle)	$137,808	$137,086
Average Principal Salary (High)	$165,215	$151,143
Superintendent Salary	$256,476	$297,037
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

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

Lampson Elementary is fully staffed with highly qualified teachers. All teachers have been trained on our district-adopted ELA program- McGraw-Hill Wonders (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.

Our classroom teachers will continue to receive professional development in alignment with our school's Theory of Action, Problem of Practice, and school vision. 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 Teachers, 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.

Our TK-5th grade teachers will utilize a highly effective protocol for our Professional Learning Communities that will ensure students receive research-based instructional strategies based on evidence from student learning. We will monitor the progress of student learning using a collaborative cycle of data analysis and adjust instruction through a system of collective inquiry.

Grade Level Planning Days:
Supported every Friday though our GLC model, in addition there are 11 Wednesday GLC meetings for the 2021-22 school year.

Teachers participate in grade-level (Professional) Grade Learning Communities (GLCs) and grade level planning with our Instructional Specialist throughout the school year for the purpose of increasing student achievement. In GLCs, 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 GLC 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 2.49 full-time reading resource teachers 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 our district-adopted curriculum and supplemental materials.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	28	21	25

Orange Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview	On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).
	Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.
	Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.
	The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.
	For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
Email Address	ghansen@orangeusd.org
District Website Address	www.orangeusd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11928	2026	16.99	83.01	54.10
Female	5816	1016	17.47	82.53	58.84
Male	6112	1010	16.52	83.48	49.36
American Indian or Alaska Native	20	7	--	65.00	--
Asian	1093	216	19.76	80.24	83.33
Black or African American	143	26	18.18	81.82	30.77
Filipino	186	44	23.66	76.34	70.45
Hispanic or Latino	7162	1097	15.32	84.68	43.09
Native Hawaiian or Pacific Islander	27	4	14.81	85.19	--
Two or More Races	509	75	14.73	85.27	65.33
White	2788	557	19.98	80.02	62.48
English Learners	2223	204	9.18	90.82	14.29
Foster Youth	73	12	16.44	83.56	41.67
Homeless	254	22	8.66	91.34	18.18
Military	28	5	17.86	82.14	--
Socioeconomically Disadvantaged	5836	872	14.94	85.06	41.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1594	271	17.00	83.00	12.18

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11928	2009	16.84	83.16	31.30
Female	5816	1000	17.19	82.81	30.99
Male	6112	1009	16.51	83.49	31.61
American Indian or Alaska Native	20	8	--	60.00	--
Asian	1093	214	19.58	80.42	71.03
Black or African American	143	26	18.18	81.82	15.38
Filipino	186	42	22.58	77.42	47.62
Hispanic or Latino	7162	1083	15.12	84.88	17.70
Native Hawaiian or Pacific Islander	27	4	14.81	85.19	--
Two or More Races	509	74	14.54	85.46	55.41
White	2788	558	20.01		38.67
English Learners	2223	202	9.09	90.91	3.54
Foster Youth	73	13	17.81	82.19	15.38
Homeless	254	24	9.45	90.55	0.00
Military	28	5	17.86	82.14	--
Socioeconomically Disadvantaged	5836	864	14.80	85.20	16.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1594	268	16.81	83.19	5.97

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.