



Studebaker Elementary School

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

Paula Rode, Principal

prode@llcsd.net

www.llcsd.net

2017-18 School Accountability Report Card Published During the 2018-19 School Year

Little Lake City School District

10515 South Pioneer Blvd.
Santa Fe Springs, CA 90670
(562) 868-8241
www.llcsd.net

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Principal's Message

Studebaker Elementary School is located in Norwalk, California. With approximately 500 students, we proudly serve students in Transitional Kindergarten through 5th grade. Over the years, our school has received several accolades. Studebaker has received the Title 1 Academic Achievement Award for seven years – 2008, 2009, 2010, 2011, 2015, 2016 and 2017. We have also received the California Business for Education Excellence (CBEE) Honor Roll Award for eight years – 2009, 2010, 2013, 2014, 2015, 2016, 2017 and 2018. In addition to these recognitions, Studebaker is proud to be a recipient of the California Distinguished School Award for three years in 2004, 2008 and 2014 and most recently, Studebaker was named a 2016 Gold Ribbon School. Although these accolades are wonderful to receive, the true measure of our success is through our community and parent feedback. Annually, our parents fill out a survey regarding school satisfaction. Parent survey results demonstrate that 97% of our parents are satisfied with Studebaker and 98% of parents agree that Studebaker is a safe environment for students.

With student academic and social success at the forefront, we are committed to do “Whatever It Takes” for our students. Among our many programs, we provide ALL our students with intervention and enrichment in the area of language arts. In addition to these academic programs, we also offer programs to ensure our students’ social success. We offer counseling services from district counselors and from an intern from Turning Point. In addition, we also provide our students with the Arts for All Program, which encompasses instruction in music, art, and physical education. For the past year we have offered an after school STEM program for students in grades 4 and 5. We acknowledge the importance of educating the whole child in order for children to be successful.

We continue to focus our attention on the needs of all of our students, regardless of their learning requirements. Our instructional program is designed to address the academic, social, emotional, and physical needs of all students—including English Learners, gifted students, and those with specialized learning plans. Each year, we are increasing the technology at our school. The district technology teacher has allowed us to provide students with technology based instruction, as well as provide our teachers with the necessary staff development to integrate technology in lessons across the content areas. Currently, all of our 2nd - 5th grade classrooms have a chrome book cart in their classrooms. Our TK - 1st grade classes have 6 chrome books and mainly use them as a center.

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

Paula Rode, Principal

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	98
Grade 1	75
Grade 2	86
Grade 3	71
Grade 4	74
Grade 5	84
Total Enrollment	488

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	0.0
Asian	1.2
Filipino	0.8
Hispanic or Latino	89.8
Native Hawaiian or Pacific Islander	0.0
White	3.5
Socioeconomically Disadvantaged	68.2
English Learners	19.7
Students with Disabilities	12.1
Foster Youth	1.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Studebaker Elementary School	16-17	17-18	18-19
With Full Credential	21	20	20
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Little Lake City School District	16-17	17-18	18-19
With Full Credential	♦	♦	9
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Studebaker Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: November 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Language Arts Adopted in 2003-2004 School Year The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Go Math K - 8 Adopted in 2013-2014 School Year The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson Scott Foresman California Science Adopted in 2007-2008 School Year The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt - CA Edition History Social Studies Adopted in 2006-2007 School Year The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12-27-18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Gophers, areas treating monthly
Electrical: Electrical	Good	L.E.D. lighting was installed in all interior room through out campus. New audio visual system was installed in M.P.R.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12-27-18

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Play field was fertilized. Play ground surfacing was repaired.
Overall Rating	Good	

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. 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); 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

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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	54.0	59.0	54.0	57.0	48.0	50.0
Math	43.0	47.0	39.0	43.0	37.0	38.0

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

Note: ELA and 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

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25.9	23.5	19.8

* 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 2017-18 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	218	215	98.62	58.60
Male	119	116	97.48	50.00
Female	99	99	100.00	68.69
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	200	198	99.00	57.07
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	162	161	99.38	54.04
English Learners	59	58	98.31	50.00
Students with Disabilities	20	19	95.00	21.05
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 2017-18 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	218	215	98.62	46.98
Male	119	116	97.48	44.83
Female	99	99	100	49.49
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	200	198	99	48.48
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	162	161	99.38	42.24
English Learners	59	58	98.31	43.1
Students with Disabilities	20	19	95	36.84
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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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

We offer families opportunities to attend social events as well as become part of the school's leadership team. Studebaker, with the strong support of our Parent Teacher Association (PTA), has community events such as Moms and Muffins, Dads and Donuts, Spooky Story Night, Family Game Night and Book Fairs. In addition to these great social events, we've incorporated parent trainings focused primarily on mathematics, as well as have one on one parent meetings to ensure parents are aware of their child's academic needs. Family Game Night was added as an opportunity for families to interact in a fun and educational way. Lastly, we have an active PTA, School Site Council (SSC), and English Learner Advisory Committee (ELAC). SSC and ELAC assist in the development and monitoring of the School Plan for Student Achievement (SPSA) and Local Control Accountability Plan (LCAP).

Volunteers are an integral part of our school. We count on them on a daily basis to assist in our classrooms and help organize our weekly parent communication folders. This past school year, we continued our parent Coffee Club that serves as material preparation for teachers, helps parents to get to know one another, and provides another opportunity for parent training. Our volunteers are recognized for their time and commitment during an annual Volunteer Breakfast at the end of the school year. Parent involvement opportunities are supported by our LCAP 28 funds.

State Priority: School Climate

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

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

School Safety Plan

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

Aside from physical safety, Studebaker also recognizes that students must feel emotionally safe, as well. To ensure the emotional safety of all of our students, all staff has been trained in the "Positive Behavior Intervention System" (PBIS). As a school, we have chosen books to reinforce positive behavior and interaction between students. We have a new school wide book approximately every 6 weeks. Every classroom on campus has a copy of the book. There is also a copy in the office for parents to view. In addition, counseling services are also made available to all students, when needed. This ensures the we teach students school wide expectations, while focusing on positive reinforcement to encourage students to demonstrate these expectations daily. The addition of an elementary counselor has increased the amount of services that we can provide to our students.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.2	0.6
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.5	0.5	0.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	20	20	24	1	1		3	4	4			
1	23	18	24		1		3	3	3			
2	25	23	19			1	3	3	3			
3	25	23	23				3	4	3			
4	33	33	29						1	2	2	1
5	31	27	27		1	1	2	1		1	2	3
Other	9		8	2		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

This year, all teachers are receiving Math and NGSS Science training. Each site has 3 teachers who will serve as coaches. Additionally, teachers will participate in Thinking Map training. Thinking Maps provides students with a variety of ways to organize their learning. In previous years, teachers have received district level training in Focused Instruction, Lesson Study, and on the California State Standards. These trainings are revisited often so that teachers are given support throughout the application of these frameworks. At the site level, teachers are provided with review of research-based strategies, such as Guided Reading and Book Clubs, as well as the Elements of Effective Instruction. This upcoming year, professional development will continue to focus on math instruction, with an emphasis on building conceptual understanding. Teachers have participated in Vertical Articulation. This means that teachers have had the opportunity to meet with teachers in the grade level below and above to ensure students have the opportunity to learn what is needed for the following year. In addition, training and support will continue in the area of Directed Reading (Guided Reading and Book Clubs), as well as Close Reading. Coaching will be provided in the area of directed reading this school year. Teachers are also released from their classrooms one full day with their grade level teams. This allows them to do long range planning per trimester. Lastly, throughout the year grade level teams meet bi-monthly for 90 minutes of uninterrupted time for data reflection sessions. During this time, student assessment results are analyzed allowing teams to make informed decisions for instruction based on students strengths and needs. Upcoming units are discussed with a focus on Academic Language. Rigor and Depth of Knowledge (DOK) levels are also discussed. These meetings are facilitated by the school principal. Professional development opportunities are supported through our LCAP 7 funds.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,948	\$48,064
Mid-Range Teacher Salary	\$75,004	\$75,417
Highest Teacher Salary	\$96,596	\$94,006
Average Principal Salary (ES)	\$104,496	\$119,037
Average Principal Salary (MS)	\$108,276	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$181,373	\$183,692
Percent of District Budget		
Teacher Salaries	38.0	36.0
Administrative Salaries	5.0	6.0

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

Types of Services Funded

The Little Lake City School District provides additional services for students using federal funds (Title I, Title III) and LCAP funds. Title I funds are primarily used to support all students using a Response to Intervention (RtI) model. At the elementary sites, Interventionists are funded to provide differentiated instruction to meet the needs of all learners within the RtI model in ELA and mathematics during the school day. At the middle schools, Interventionists monitor student academic progress and determine placement for intervention based on student needs. Title I funds are also used to support parent involvement. Title III is used to provide supplemental services to all English Learners. Long Term English Learners at the middle school level receive support via the AVID Excel Program. LCAP Funds are used to supplement services for English learners, low income students, and homeless/foster students. Some actions and services include additional counselors, professional development for teachers, supplemental materials, parent engagement opportunities, and student motivation activities.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10,528	2,739	7,789	77,943
District	◆	◆	8,040	\$76,406
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-3.2	2.0
Percent Difference: School Site/ State			8.9	2.5

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.