

Wicklund Elementary School



2010-2011 School Accountability Report Card

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April Scott,
Principal



Serving grades
Kindergarten through Eight

Superintendent

Dale H. Hansen

Board of Education

Matthew Balzarini

Ben Fobert

David Pombo

Dr. James Hiramoto

Micaela Vergara

Principal's Message

Wicklund Elementary School has been serving the students and families of the new town of Mountain House since its doors opened in August of 2004. Wicklund Elementary School is part of the Lammersville Elementary School District located west of Tracy, California. The Lammersville Elementary School District was founded over 130 years ago. Since its opening, Wicklund Elementary has established itself as a premier academic institution. The school established an outstanding API score of 825 in state testing during its first year. This achievement has ranked Wicklund Elementary as one of the top schools in San Joaquin County.

In addition to a rigorous academic program, Wicklund Elementary School embraces high expectations of student behavior and celebrates diversity. The district, staff, community members, parents, and students are very proud of the accomplishments of this brand new school. In reviewing this School Accountability Report Card, I am sure you will be able to see the commitment all stake holders have in continuing to make this a high achieving, student-first school.

Mission Statement

The Mission of Wicklund Elementary School, as a collaborative partnership of families, community members and staff, is to graduate all students with the knowledge and ability to make excellent choices, to act responsibly, to eventually enter the workforce in a profession of their choice, and to continue lifelong learning. This Mission is accomplished by providing a rigorous educational program based on effective teaching practices and on a standards-based curriculum delivered by an innovative staff that are committed to assisting all students in realizing their goals and aspirations.

Community & School Profile

Lammersville Elementary School District is located in the northwest corner of San Joaquin County in the city of Tracy. Wicklund Elementary School is located three miles north of Tracy in the town of Mountain House, California. The state-of-the-art school is truly at the center of the community and is surrounded by Wicklund Village enabling students to walk to and from the campus. The school is adjacent to a beautiful neighborhood park which is enjoyed by all community members.

Lammersville Elementary School District consists of Lammersville Elementary School (K-8th), Wicklund Elementary School (K-8th), Sebastian Questa Elementary School (K-8) and Bethany Elementary School (K-8th). In the 2010-11 school year, Wicklund Elementary School served 643 students in grades kindergarten through eight, on a traditional calendar system. Student body demographics are illustrated in the table.

Student Enrollment by Ethnic Group

2010-11

| | Percentage |
|------------------------|------------|
| African American/Black | 9.5% |
| American Indian | 0.6% |
| Asian | 24.4% |
| Filipino | 13.7% |
| Hispanic or Latino | 21.6% |
| Pacific Islander | 0.6% |
| White | 24.6% |
| Two or More | 2.5% |
| None Reported | 2.5% |

Discipline & Climate for Learning

Students at Wicklund Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school.

The goal of Wicklund Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through the student handbook, and during the year at parent-teacher conferences, Back-to-School Night, and the district's newsletter. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth.

The Suspensions and Expulsions table illustrates total cases for the school and district at all grade levels, as well as the percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions and expulsions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives have been exhausted.

| | Suspensions & Expulsions | | | | | |
|-----------------|--------------------------|-------|-------|----------|-------|-------|
| | School | | | District | | |
| | 08-09 | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 |
| Suspensions | 16 | 28 | 37 | 88 | 80 | 117 |
| Suspension Rate | 2.5% | 4.1% | 5.8% | 5.1% | 4.4% | 5.8% |
| Expulsions | 0 | 0 | 1 | 0 | 0 | 1 |
| Expulsion Rate | 0.0% | 0.0% | 0.2% | 0.0% | 0.0% | 0.0% |

Student Recognition

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include: Student of the Month, academic and citizenship honors, CJSF recognition, DARE program, Presidential Fitness Awards, and perfect attendance.

Homework

Homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students within guidelines established by the district. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and are responsible for reviewing homework assignments with their child. Each student is provided with a student planner or homework folder by the Parents' Organization Wicklund School Foundation, to help organize their assignments.

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: after-school sports, ASB Student Council, Pentathlon, Science Olympiad, Math Olympiad, California Junior Scholastic Federation, and intramural sports program.

School Attendance & Enrollment

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. More importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Bethany Elementary School. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Independent study is available for students that require extended leaves from school. The school monitors student attendance very closely and reports excess unexcused absences to designated authorities.

The chart illustrates the trend in enrollment for the last three years.

Enrollment Trend by Grade Level

| | 2008-09 | 2009-10 | 2010-11 |
|-----|---------|---------|---------|
| K | 104 | 92 | 90 |
| 1st | 80 | 80 | 79 |
| 2nd | 64 | 81 | 68 |
| 3rd | 70 | 72 | 81 |
| 4th | 66 | 64 | 75 |
| 5th | 70 | 78 | 61 |
| 6th | 55 | 81 | 69 |
| 7th | 78 | 57 | 67 |
| 8th | 63 | 76 | 53 |

Class Size

Parent volunteers and instructional aides assist teachers in the classroom. The table indicates the average class size, as well as the number of classes offered in reference to their enrollments.

Class Size Distribution

| Average Class Size | Classrooms Containing: | | | | | | | | | | | |
|--------------------|------------------------|----|----|----------------|----|----|--------------|----|----|---|---|---|
| | 1-20 Students | | | 21-32 Students | | | 33+ Students | | | | | |
| | 09 | 10 | 11 | 09 | 10 | 11 | 09 | 10 | 11 | | | |
| By Grade Level | | | | | | | | | | | | |
| K | 21 | 18 | 22 | 3 | 4 | - | 2 | - | 4 | - | - | - |
| 1 | 19 | 20 | 17 | 5 | 4 | 4 | - | - | - | - | - | - |
| 2 | 19 | 25 | 22 | 3 | - | - | - | 3 | 3 | - | - | - |
| 3 | 17 | 21 | 20 | 5 | - | 3 | - | 4 | 1 | - | - | - |
| 4 | 27 | 25 | 24 | - | - | - | 3 | 3 | 3 | - | - | - |
| 5 | 27 | 37 | 29 | - | - | - | 2 | - | 2 | - | 2 | - |
| 6 | 27 | 22 | 24 | - | - | - | 3 | 3 | 3 | - | - | - |
| 7 | - | 28 | 33 | - | - | - | - | 2 | - | - | - | 2 |
| 8 | - | 36 | 25 | - | - | - | - | - | 2 | - | 2 | - |
| K-3 | 16 | - | 20 | 1 | - | 7 | - | - | 8 | - | - | - |
| 4-8 | - | - | 26 | - | - | - | - | - | 10 | - | - | 2 |
| By Subject Area | | | | | | | | | | | | |
| Other | - | - | 4 | - | - | 2 | - | - | - | - | - | - |

Curriculum Development

All curriculum development at Lammersville School District revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of the curriculum is an ongoing process.

The curriculum is evaluated by student performance and assessment scores, and is adjusted to meet the needs of students.

Instructional Materials

The school district held a public hearing on September 7, 2011, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in July 2011 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| District-Adopted Textbooks | | | | | |
|----------------------------|------------------------|---|---------------|------------|-----------|
| Grade Levels | Subject | Publisher | Adoption Year | Sufficient | % Lacking |
| K-5 | English/ Language Arts | Houghton Mifflin | 2009 | Yes | 0.0% |
| 6th-8th | English/ Language Arts | McDougal Littell | 2002 | Yes | 0.0% |
| K-5 | History/Social Studies | McGraw-Hill | 2007 | Yes | 0.0% |
| 6th-8th | History/Social Studies | Teacher's Curriculum Institute/ History Alive | 2006 | Yes | 0.0% |
| K-5 | Mathematics | Harcourt | 2009 | Yes | 0.0% |
| 6th-8th | Mathematics | Holt | 2009 | Yes | 0.0% |
| 3rd-5th | Science | FOSS | 2007 | Yes | 0.0% |
| 6th-8th | Science | Glencoe | 2008 | Yes | 0.0% |
| K-2 | Science | Houghton Mifflin | 2007 | Yes | 0.0% |

Library Information

The library, staffed by a part-time library aide, is stocked with thousands of books that are available for students to check out. Classrooms visit the library on a regular basis and students are encouraged to utilize the library's resources before-and-after school, and during their breaks.

Computer Resources

Computer skills and concepts integrated throughout the standard curriculum prepare students for technological growth and opportunities. Each classroom at Wicklund Elementary School has a minimum of one Internet-accessible computer. There is also one computer lab on campus containing thirty computers. Students receive computer-assisted instruction on a regular schedule.

Additional Internet Access & Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Tracy branch of the Stockton-San Joaquin County Public Library, which contains numerous computer workstations. Please call toll free (866) 805-READ for hours of operation and additional information.

Counseling & Support Staff

In addition to academics, the staff at Wicklund Elementary School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. The Speech/Language Specialist is shared with the other schools in the district. The table indicates the resources available at Wicklund Elementary School.

A Gifted And Talented Education (GATE) program is offered to students who qualify. A differentiated curriculum is provided in all content areas which is accelerated and interdisciplinary.

Wicklund Elementary School offers English Language Learner (ELL) students additional classroom help with instructional aides and Cross-cultural Language Academic Development (CLAD) certified teachers during our Direct Instruction Group (DIG) time. Instructional strategies focus on academic English and accessing the core curriculum.

Wicklund Elementary School offers several programs for students with special needs, including on-site SDC, RSP and Speech programs. Students needing more restrictive classroom settings are referred to county SELPA operated programs.

| Counseling & Support Services Staff | | |
|---|-----------------|----------------------|
| | Number of Staff | Full Time Equivalent |
| Bilingual Aide | 1 | 0.8 |
| Instructional Aides | 2 | 1.6 |
| Library Aide | 1 | 0.6 |
| Psychologist | 1 | As Needed |
| Resource Specialist Program (RSP) Teacher | 2 | 2.0 |
| Special Education Aides | 3 | 2.4 |
| Speech/Language Aide | 1 | 0.8 |
| Speech/Language Specialist | 1 | 0.6 |

Physical Fitness

In the spring of each year, Wicklund Elementary School is required by the State to administer a physical fitness test to all students in fifth and seventh grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. Students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2010-11 school year 47.5% of fifth grade students and 60.0% of seventh grade students met or exceeded fitness standards.

| Percentage of Students in Healthy Fitness Zone | | | |
|--|-----------------------|-----------------------|----------------------|
| 2010-11 | | | |
| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 19.7% | 23.0% | 47.5% |
| 7 | 14.3% | 14.3% | 60.0% |

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Student Achievement and Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Wicklund Elementary School. These measure students' actual progress as well as the effectiveness of the instructional program. Additional site assessments for Wicklund Elementary School include English Language Learners Assessment, Title I and Special Education assessments, and numerous assessments tied to the curriculum.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/ language arts, mathematics, social science, and science, for the most recent three-year period.

| California Standards Test (CST) | | | | | | | | | |
|---------------------------------|--------|------|------|----------|------|------|-------|------|------|
| Subject | School | | | District | | | State | | |
| | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 |
| English/Language Arts | 68 | 69 | 72 | 68 | 71 | 71 | 49 | 52 | 54 |
| Mathematics | 66 | 70 | 72 | 63 | 70 | 70 | 46 | 48 | 50 |
| Science | 60 | 61 | 72 | 64 | 67 | 70 | 50 | 54 | 57 |
| History/Social Science | 59 | 70 | 76 | 58 | 60 | 63 | 41 | 44 | 48 |

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. For results on course specific tests, please see <http://star.cde.ca.gov>.

| California Standards Test (CST) | | | | |
|------------------------------------|------------------------------|-------------|---------|-------------------------------|
| Subgroups | | | | |
| Subject | English/ Language Arts | Mathematics | Science | History/ Social Science |
| District | 71 | 70 | 70 | 63 |
| School | 72 | 72 | 72 | 76 |
| African American/ Black | 58 | 49 | 65 | 69 |
| American Indian | * | * | * | * |
| Asian | 79 | 87 | 77 | 91 |
| Filipino | 80 | 76 | 60 | * |
| Hispanic or Latino | 60 | 56 | 67 | * |
| Two or More Races | * | * | * | * |
| White | 81 | 82 | 80 | * |
| Males | 66 | 69 | 79 | 76 |
| Females | 78 | 74 | 66 | 75 |
| Socioeconomically Disadvantaged | 56 | 62 | 55 | * |
| English Learners | * | * | * | * |
| Students with Disabilities | 43 | 50 | * | * |
| Migrant Education | * | * | * | * |
| Two or More Races | * | * | * | * |

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

| Federal Intervention Programs | School | District |
|-------------------------------|---------------------------------|-----------|
| | Program Improvement (PI) Status | Not in PI |
| First Year in PI | - | - |
| Year in PI (2011-12) | - | - |
| # of Schools Currently in PI | - | 0 |
| Percentage of Schools in PI | - | 0.00% |

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The table at right displays the school's API ranks and actual API point changes by student group for the past three years. The table below displays, by student group, the current Growth API at the school, district, and state level.

| | Growth API | | | | | |
|---------------------------------|--------------------|--------------|--------------------|--------------|--------------------|--------------|
| | School | | District | | State | |
| | Number of Students | Growth Score | Number of Students | Growth Score | Number of Students | Growth Score |
| All Students at the School | 458 | 857 | 1,469 | 862 | 4,673,818 | 768 |
| Black or African American | 51 | 794 | 137 | 808 | 316,465 | 686 |
| Asian | 113 | 909 | 312 | 931 | 397,972 | 890 |
| Filipino | 64 | 909 | 254 | 899 | 123,159 | 851 |
| Hispanic or Latino | 98 | 799 | 292 | 806 | 2,399,767 | 715 |
| White | 112 | 867 | 405 | 857 | 1,258,619 | 838 |
| Socioeconomically Disadvantaged | 105 | 794 | 341 | 794 | 2,722,527 | 712 |
| English Learners | 3 | 842 | 14 | 847 | 1,517,160 | 692 |
| Students with Disabilities | 55 | 581 | 159 | 584 | 521,082 | 581 |

| API School Results | | | |
|---------------------------------|-------|-------|-------|
| | 2008 | 2009 | 2010 |
| Statewide | 7 | 8 | 8 |
| Similar Schools | 4 | 6 | 7 |
| Group | 08-09 | 09-10 | 10-11 |
| All Students at the School | | | |
| Actual API Change | 35 | 4 | 14 |
| Asian | | | |
| Actual API Change | 19 | 19 | 14 |
| Filipino | | | |
| Actual API Change | 33 | - | - |
| Hispanic or Latino | | | |
| Actual API Change | 36 | 6 | 12 |
| White | | | |
| Actual API Change | 53 | -9 | 39 |
| Socioeconomically Disadvantaged | | | |
| Actual API Change | 68 | -3 | 24 |
| English Learners | | | |
| Actual API Change | - | 10 | - |

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/Language Arts (ELA) by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in ELA and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the table.

| | Adequate Yearly Progress (AYP) | | | |
|--------------------|--------------------------------|-------------|-------------------------|-------------|
| | School | | District | |
| Made AYP Overall | No | | No | |
| Met AYP Criteria | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Participation Rate | Yes | Yes | Yes | Yes |
| Proficiency | No | No | No | No |
| API School Results | Yes | | Yes | |
| Graduation Rate | N/A | | N/A | |

Substitute Teachers

Generally, the district does not experience any problems finding qualified substitute teachers. On rare occasions when a substitute teacher is not available for an absent teacher, credentialed staff or administrators assume the role of the substitute.

Staff Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the 2010-11 school year the district offered two staff development days. During 2008-09 and 2009-10 school years, the district offered three staff development days. Development days offer teachers a broad-based variety of professional growth opportunities in curriculum, teaching strategies, effective school practices and methodologies.

Parent & Community Involvement

Parents and the community are very supportive of the educational program at Wicklund Elementary School. Opportunities for involvement and active participation include: School Site Council, Wicklund School Foundation, and other Ad-Hoc school committees. Parents are also welcome to volunteer in the classroom, and for school events.

Contact Information

Parents who wish to participate in Wicklund Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (209) 836-7200, or visit the district's website at <http://www.lammersvilleschooldistrict.net>.

School Facilities & Safety

Wicklund Elementary School facilities were completed in 2004. There are 40 permanent classrooms, a library, computer lab, staff room, a multipurpose room, and three playgrounds for primary and upper-grade students.

Safety

The safety of students and staff is a primary concern at Wicklund Elementary School. The School Site Safety Plan is revised annually in February by staff and the School Site Council. Key elements of the plan focus on student and staff awareness of emergency drills and procedures. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring students and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

Students are supervised throughout the day by administration, instructional staff, and parent volunteers. The designated drop off and pick up area is the front and back of the school. Visitors to the campus must register at the office and receive identification badges that must be displayed at all times.

Cleaning Process

The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance & Repair

District maintenance staff ensures that work orders and the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The table shows the results of the most recent school facilities inspection provided by the district. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2011-12 school year the district allocated \$74,452 for the deferred maintenance program. This represents 0.58% of the district's general fund budget. For a complete listing of the district's deferred maintenance projects, please contact the district office.

Teacher Assignment

Lammersville Elementary School District recruits and employs only the most qualified credentialed teachers. For the 2010-11 school year, Wicklund Elementary School had 30 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2011-12 school year, the most current data are reported.

| School Facility Conditions | | | | |
|--|----------------------------------|------|------|-----------------------------------|
| Date of Last Inspection: 05/20/2011 | | | | |
| Overall Summary of School Facility Conditions: Good | | | | |
| Items Inspected | Facility Component System Status | | | Remedial Actions Taken or Planned |
| | Good | Fair | Poor | |
| Systems (Gas Leaks, Mech/HVAC, Sewer) | X | | | |
| Interior | X | | | |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains | X | | | |
| Safety (Fire Safety, Hazardous Materials) | X | | | |
| Structural (Structural Damage, Roofs) | | X | | |
| External (Grounds, Windows, Doors, Gates, Fences) | X | | | |

| Teacher Credential Status | | | | |
|---------------------------|--------|-------|-------|----------|
| | School | | | District |
| | 08-09 | 09-10 | 10-11 | 10-11 |
| Fully Credentialed | 29 | 30 | 30 | 96 |
| Without Full Credentials | 7 | 0 | 0 | 0 |
| Working Outside Subject | 0 | 0 | 0 | 0 |

| Misassignments/Vacancies | | | |
|--|----------|----------|----------|
| | 09-10 | 10-11 | 11-12 |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Misassignments of Teachers (other) | 0 | 0 | 0 |
| Total Misassignments of Teachers | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher & Administrative Salaries as a Percentage of Total Budget

The table displays district salaries for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size.

The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at www.ed-data.k12.ca.us.

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2009-10 school year. For comparison purposes, the California Department of Education has provided average salary data from elementary school districts having between 1,000 and 4,999 average daily attendance statewide. The table illustrates the average teacher salary at the school and compares it to the average teacher salaries at the district and state levels.

| Average Teacher Salaries | |
|---------------------------------|----------|
| School & District | |
| School | \$54,080 |
| District | \$53,730 |
| Percentage of Variation | 0.65% |
| School & State | |
| All Elementary School Districts | \$65,524 |
| Percentage of Variation | -17.47% |

District Expenditures

Lammersville Elementary School District spent an average of \$6,170 to educate each student (based on 2009-10 audited financial statements). The table provides a comparison of a school's per-pupil funding from unrestricted sources with other schools in the district and throughout the state.

In addition to general state funding, Lammersville Elementary School District receives state and federal funding for the following categorical, special education and support programs:

- Home-to-School Transportation
- Economic Impact Aid (EIA)
- Gifted and Talented Pupils
- School Improvement Program (SIP)
- Tobacco Use Prevention Education (TUPE)
- Federal, Special Education, Entitlement per UDC
- Federal Drug/Alcohol/Tobacco Funds
- Peer Assistance & Review
- Federal, ECIA/ESEA/IASA
- Class Size Reduction

Data Sources

Data within the SARC was provided by the school district, retrieved from the 2010-11 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

NCLB Compliant Teachers

| | % of Core Academic Courses Taught By NCLB Compliant Teachers | % of Core Academic Courses Taught By Non-NCLB Compliant Teachers |
|----------------------------------|--|--|
| School | 100.0% | 0.0% |
| District | 100.0% | 0.0% |
| High-Poverty Schools in District | N/A | N/A |
| Low-Poverty Schools in District | N/A | N/A |

Average Salary Information Teachers - Principal - Superintendent 2009-10

| | District | State |
|--|-----------|-----------|
| Beginning Teachers | \$38,516 | \$41,183 |
| Mid-Range Teachers | \$58,425 | \$63,647 |
| Highest Teachers | \$74,426 | \$80,955 |
| Elementary School Principals | \$93,289 | \$102,400 |
| Middle School Principals | - | \$106,158 |
| High School Principals | - | \$124,133 |
| Superintendent | \$115,000 | \$151,742 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 45.1% | 41.5% |
| Administrative Salaries | 7.6% | 6.2% |

Expenditures per Pupil

| School | |
|---|---------|
| Total Expenditures Per Pupil | \$4,965 |
| From Restricted Sources | \$501 |
| From Unrestricted Sources | \$4,464 |
| District | |
| From Unrestricted Sources | \$700 |
| Percentage of Variation between School & District | 537.71% |
| State | |
| From Unrestricted Sources | \$5,455 |
| Percentage of Variation between School & State | -18.17% |