

Lake Canyon Elementary School



GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

2010-2011 School Accountability Report Card

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Data Sources

Data within the SARC was provided by Galt Joint Union Elementary School District, retrieved from the 2010-11 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). 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.

Mission Statement

Lake Canyon Elementary School provides a highly academic, focused educational experience to meet the individual needs of all students. Each student's goal is to attain grade level standards and beyond. Lake Canyon's mission is to also deliver the best possible education in the safest environment. The safe campus, positive learning culture, rigorous instructional programs, and strong community support help students gain the skills they need to be successful students and citizens.

Parent support and involvement continue to be important aspects of the success at Lake Canyon Elementary. This support is given, recognized, and appreciated in many different ways. Some parents help plan programs and policies through their efforts on the School Site Council, ELAC, DAC, and other committees; while others serve as classroom volunteers, PTA members, or plan family activities and events. Parents also support success by providing space, time and encouragement for daily homework, and by sending a clear message that education and regular school attendance are important to the family.

School Profile

Lake Canyon Elementary School is one of six schools in the Galt Joint Union Elementary School District. Lake Canyon opened on August 22, 2005. In 2010-11, Lake Canyon Elementary School enrolled 553 kindergarten through sixth grade students. Student demographics are illustrated in the chart. Lake Canyon was honored with the 2009-10 California Distinguished School Award.

Discipline & Climate for Learning

Clear school rules and fair, consistent consequences also contribute to our overall safe and positive environment. These rules, as well as other information are communicated to parents regularly via school and classroom newsletters, flyers, events and assemblies.

The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Student Enrollment by Ethnic Group

2010-11

	Percentage
African American	5.1%
American Indian	0.7%
Asian	2.5%
Filipino	1.1%
Hispanic or Latino	53.9%
Pacific Islander	0.5%
White	34.2%
Two or More	0.2%
None Reported	1.8%

Suspensions & Expulsions

	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	17	26	26	469	395	369
Suspension Rate	3.5%	4.5%	4.7%	11.2%	9.6%	9.3%
Expulsions	1	0	1	13	15	18
Expulsion Rate	0.2%	0.0%	0.2%	0.3%	0.4%	0.5%

Student Recognition

Students are recognized by the following:

- Perfect Attendance
- Honor Roll
- AR
- Student-of-the-week

Extracurricular Activities

Students are encouraged to participate in the school's additional extracurricular activities, which include:

- Student Leadership
- Announcer
- Miracle Worker
- H3 Performers
- Safety Patrol
- Running Club

Parent Involvement

Parents are encouraged to participate in their child's education by monitoring homework through student planners (5th and 6th grade) and teacher communication through newsletters, email and phone calls. Fifth and sixth grade parents are encouraged to check assignments for the day on the Homework Hotline. The school also seeks parental participation in PTA (Parent Teacher Association), ELAC (English Language Advisory Committee), and School Site Council meetings. Parents are enthusiastic about doing their part to create a great school.

The school also has local community partnerships with South County Services, Cosumnes Preserve Learning Program, Lions Club, Rotary, Visions Counseling, the Youth Development Network, First 5 Preschool, and Kiwanis.

Curriculum Development

All training and curriculum development at Lake Canyon Elementary School 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.

Class Size

The chart shows average class size by grade level, as well as the number of classes offered in reference to their enrollment.

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	09	10	11	
By Grade Level												
K	16	19	20	4	3	3	-	1	-	-	-	-
1	18	20	20	4	4	3	-	-	1	-	-	-
2	19	19	20	4	3	4	-	1	-	-	-	-
3	20	19	19	4	4	3	-	-	-	-	-	-
4	29	29	30	-	-	-	2	3	3	-	-	-
5	30	28	27	-	-	-	2	3	3	-	-	-
6	27	26	24	-	-	-	2	2	2	-	-	-
K-3	-	20	20	-	1	13	-	-	1	-	-	-
3-4	-	-	24	-	-	4	-	-	3	-	-	-
4-8	-	31	27	-	-	-	-	1	7	-	-	-

Enrollment & Attendance

Regular attendance and punctuality are necessary parts of the learning process and are critical to academic success. In addition, school districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities including notification of when and why students are absent. Independent study is available for students that require extended leaves from school.

Regular daily attendance is a priority at Lake Canyon Elementary School. Absence reports are regularly reviewed by the school's secretary. Parents are advised of absences through phone calls, letters, and if necessary, home visits.

Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the School Attendance Review Board. This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2008-09	2009-10	2010-11
K	67	80	66
1st	76	85	80
2nd	77	69	78
3rd	85	93	68
4th	66	98	93
5th	62	79	91
6th	59	72	77

Contact Information

Parents who wish to participate in Lake Canyon Elementary School's leadership teams, school committees, School Site Council, or become a volunteer may contact the school office at (209) 744-5200. The district's website (www.galt.k12.ca.us) provides a variety of resources for parents, students and community members.

Instructional Time

For the 2010-11 school year, all instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
K	36,000	360,000
1st	50,400	53,930
2nd	50,400	53,930
3rd	50,400	53,930
4th	54,000	55,290
5th	54,000	55,290
6th	54,000	55,290

Instructional Materials

Galt Joint Union Elementary held a Public Hearing on October 06, 2011, and determined that each school within the district has 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 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- A Legacy of Literature	2003	Yes	0.0%
6th	English/ Language Arts	Prentice Hall- Timeless Voices, Timeless Themes	2002	Yes	0.0%
6th	History/ Social Science	Glencoe/ McGraw Hill- Discovering our Past	2006	Yes	0.0%
K-5	History/ Social Science	MacMillian/ McGraw Hill- California Vistas	2006	Yes	0.0%
K-6	Mathematics	Houghton Mifflin- California Math	2009	Yes	0.0%
6th	Science	Glencoe/ McGraw Hill- Science Focus	2007	Yes	0.0%
K-5	Science	Pearson Scott Foresman- California Science	2007	Yes	0.0%

Library Information

The school's library, staffed by a part time library technician, provides a variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Lake Canyon staff, parents, and community continue to work together to increase the selection of books and resources available to students. Students visit the library on a weekly basis with their classes and are encouraged to visit it before and after school, on Tuesdays and Thursdays, during the open library period, and throughout the day. Computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city of Galt and Sacramento, which contain numerous computer workstations.

Computer Resources

All classrooms have at least three computers that are connected to the Internet. Lake Canyon Elementary also has two mobile laptop carts with a total of 40 computers. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities. Students have been trained in the following programs: Microsoft Word, Accelerated Reader, Accelerated Math, and Lexia.

School Facilities

Lake Canyon Elementary was originally constructed in 2005 and is comprised of 27 classrooms, one multipurpose room, one library, one staff lounge, and a playground.

The table shows the results of the most recent school facilities inspection. 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.

School Facility Conditions				
Date of Last Inspection: 10/06/2011				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & 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			

Cleaning Process

The principal works daily with one full-time and two part-time custodians 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 is available at the district office for review.

Maintenance and Repair

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

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, Galt Elementary School District budgeted \$52,000 for the deferred maintenance program. This represents 0.17% of the district's general fund budget. The district approved the repair or replacement of carpets as a deferred maintenance project for Marengo Ranch, River Oaks, Valley Oaks, and Vernon Greer in 2011-12

Safe School Plan

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every trimester. An "Emergency Handbook", kept in the office, outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan, as well as an emergency phone tree, in place should they be needed. Emergency drills are conducted regularly.

Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. Visitors to the campus are required to check in and out at the office to receive a badge. Parents are encouraged to volunteer on campus.

Counseling & Support Staff

It is the goal of Lake Canyon Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. Student support services include Reading and English Language Development. For students who have social-emotional or behavioral needs that impact their learning, we offer the support of an Outreach Consultant and School Psychologist. Students who have qualified for special education receive services, as specified by their IEP or 504 Plan. These services may include Language Speech and Hearing and Resource Specialist Program (RSP). The table lists the support service personnel available at Lake Canyon Elementary.

Teachers have also received training in differentiated instruction and have many resources available for meeting the needs of a variety of learners within our adopted and supplemental curricula. Students who are identified as Gifted and Talented (GATE) receive opportunities to gain depth and complexity in their learning through extension activities, curriculum compacting and learning contracts.

Students who qualify for special education services are placed into appropriate instructional programs by an IEP team. A variety of interventions are offered for students who are considered "at-risk" of retention, or are performing below grade level standards. These interventions include after school tutoring, cross-age tutoring, and small group instruction with a teacher tutor.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Bilingual Aide	1	0.5
Bilingual Teacher	3	3.0
Health Aide	1	0.6
Instructional Assistants	5	2.0
Library Technician	1	0.4
Outreach Consultant	1	0.6
Psychologist	1	0.5
Resource Specialist Program (RSP) Teacher	1	0.4
SDC Aide	4	3.5
Special Day Class (SDC) Teacher	2	2.0
Speech and Language Specialist	1	1.0

California Standards Test (CST)

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.

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 detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Academic Performance Index (API)

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).

California Standards Test (CST)

Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	63	61	64	53	58	61	49	52	54
Mathematics	63	67	68	55	62	62	46	48	50
Science	62	69	64	63	70	73	50	54	57
History/Social Science	*	*	*	44	55	59	41	44	48

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

California Standards Test (CST)

Subgroups

Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	61	62	73	59
School	64	68	64	*
African American/ Black	59	67	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	59	63	49	*
Pacific Islander	*	*	*	*
White	69	73	83	*
Males	59	64	62	*
Females	69	72	65	*
Socioeconomically Disadvantaged	53	61	53	*
English Learners	43	54	*	*
Students with Disabilities	36	43	40	*
Migrant Education	40	53	*	*
Two or More Races	*	*	*	*

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

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 first table displays the school's API ranks and actual API point changes by student group for the past three years.

API School Results			
	2008	2009	2010
Statewide	6	7	7
Similar Schools	5	7	8
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	34	4	8
Hispanic or Latino			
Actual API Change	40	5	21
White			
Actual API Change	9	13	-12
Socioeconomically Disadvantaged			
Actual API Change	38	18	16
English Learners			
Actual API Change	30	13	23

The second table displays, by student group, the most recent 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	390	838	2,994	825	4,683,676	778
Black or African American	24	820	71	805	317,856	696
Hispanic or Latino	202	811	1,606	788	2,406,749	729
White	136	866	1,164	868	1,258,831	845
Socioeconomically Disadvantaged	214	793	1,813	785	2,731,843	726
English Learners	132	786	1,010	761	1,521,844	707
Students with Disabilities	67	658	471	688	521,815	595

Adequate Yearly Progress (AYP)

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 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 English/language arts (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).

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

There are several consequences for schools that do not meet the AYP standards, including additional tutoring for students 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 chart.

Physical Performance Testing

In the spring of each year, Lake Canyon Elementary is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who 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, 24.2% of the school's fifth grade students either met or exceeded state 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	23.2%	21.1%	24.2%

**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	In PI
First Year in PI	-	2009-2010
Year in PI (2011-12)	-	Year 3
# of Schools Currently in PI	-	4
% of Schools Identified for PI	-	66.67%

Teacher Assignment

Lake Canyon Elementary School recruits and employs the most qualified credentialed teachers. For the 2010-11 school year, Lake Canyon Elementary School had 28 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	29	26	28	194
Without Full Credentials	0	0	0	1
Working Outside Subject	0	0	0	0

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 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.

	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.

	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	100.0%	0.0%
Low-Poverty Schools in District	N/A	N/A

Staff Development

Staff development is an important part of the planned school program at Lake Canyon Elementary School. The school's teachers and support staff are committed to keeping up to date on the latest educational developments. The district did offer 2 staff development days in 2010-11. The district did not offer any staff development days in 2009-10, and offered 3 in 2008-09.

New teachers and teachers seeking additional assistance are supported by BTSA providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

District Expenditures

Galt Joint Union Elementary School District spent an average of \$7,867 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.

District Revenue Sources

In addition to general state funding, Galt Joint Union Elementary School District receives state and federal funding for the following categorical funds and other support programs:

- Title I - Improving Academic Achievement of the Disadvantaged
- Title II, part A - Preparing, Training, Recruiting, Highly Qualified Teachers and Administrators
- Title II, part D - Enhancing Education Through Technology
- Title II - Instruction for Limited English Proficient Students
- Title IV - Safe and Drug Free Schools and Communities
- McKinney - Vento Homeless Education
- Economic Impact Aid
- After School Education and Safety
- Maintenance & Operations
- Transportation
- Special Education

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,618
From Restricted Sources	\$2,318
From Unrestricted Sources	\$5,300
District	
From Unrestricted Sources	\$5,324
Percentage of Variation between School & District	-0.45%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-2.84%

Teacher & Administrative Salaries

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for district's 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.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2009-10		
	District	State
Beginning Teachers	\$37,205	\$41,183
Mid-Range Teachers	\$59,566	\$63,647
Highest Teachers	\$75,223	\$80,955
Elementary School Principals	\$98,539	\$102,400
Middle School Principals	\$100,407	\$106,158
High School Principals	-	\$124,133
Superintendent	\$143,310	\$151,742
Salaries as a Percentage of Total Budget		
Teacher Salaries	45.8%	41.5%
Administrative Salaries	5.2%	6.2%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2009-10 financial statements).

Average Teacher Salaries	
School & District	
School	\$63,641
District	\$64,340
Percentage of Variation	-1.09%
School & State	
All Elementary School Districts	\$65,524
Percentage of Variation	-2.88%