

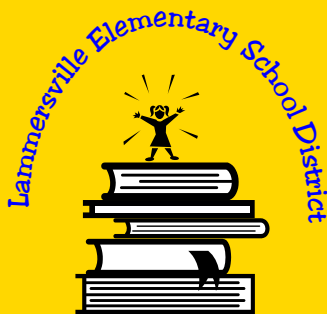
Lammersville LES Elementary School



2006-2007 School Accountability Report Card

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Tracy, CA 95304
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Samy D'Amico,
Principal



Serving grades
Kindergarten through Eight

Superintendent
Mr. Dale Hansen

Board of Education

Matt Balzarini
President

Shane Nielson
Clerk

Dr. Cunningham
Trustee

Dr. Atul Khanna
Trustee

Yolanda Salsedo
Trustee

Principal's Message

Lammersville Elementary School has been serving the students and families in this rural community west of Tracy, California for 130 years. Lammersville Elementary School is proud, enthusiastic, and committed to preparing our students for high school and for life. The staff is highly trained, capable, and dedicated with an interest in school reform. The school has a long tradition of parent involvement as evidenced by countless volunteer hours, participation in School Site Council, and the Lammersville School Foundation, who coordinate fund raising activities to support uplifting and inspiring programs. In addition, there is a strong link between the District Office, the County Office of Education, and community resources that enriches our school.

School Mission Statement

The Lammersville Community will develop lifelong learners who are confident, productive members of society.

We believe:

- Every person should be respected.
- Communication between parents and school is consistent, meaningful, and creates a personal connection.
- Active learning and positive social growth are shared responsibilities between school and home.
- It is important to maintain a fun, safe, and enriching environment for a diverse population.
- All children can learn and may demonstrate successful learning in different ways.

Community & School Profile

Lammersville Elementary School District (LESD) is located in the Northwest corner of San Joaquin County in the city of Tracy. Tracy is a thriving industrial, commercial, and residential community based on well-planned growth and progress. The quality of life is demonstrated in Tracy's "small town" yet bustling atmosphere, numerous beautiful parks and open spaces, attractive landscaping and arterial streets throughout the city, a low crime rate, quality schools and affordable housing.

Lammersville Elementary School District consists of Lammersville Elementary School (K-8th) and Wicklund Elementary School (K-8th). In the 2006-07 school year, Lammersville Elementary School served 284 students in grades kindergarten through eight, on a traditional calendar system. Student body demographics are illustrated in the table.

Student Enrollment by Ethnic Group

2006-07	
	Percentage
African American	2.8%
American Indian	1.1%
Asian	2.5%
Caucasian	66.2%
Filipino	3.2%
Hispanic	23.6%
Pacific Islander	0.7%

Discipline & Climate for Learning

Students at Lammersville 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, warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Lammersville 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 through "Lion's Press," 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		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	5	11	44	25	54	49
Suspension Rate	1.57%	3.81%	15.49%	4.15%	6.90%	4.62%
Expulsions	0	1	0	0	2	0
Expulsion Rate	0.00%	0.35%	0.00%	0.00%	0.26%	0.00%

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. 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 by the Parents' Organization LSF, to help organize their assignments.

Student Recognition

Students are recognized at the end of each trimester for Academic Achievement and for Outstanding Citizenship. Monthly, there is an assembly for Student of the Month, which is based on life skills such as responsibility, effort, caring, and perseverance. An end-of-the-year Honor Roll Assembly is held for students achieving straight threes.

Students of the Month are also recognized at the monthly Governing Board Meeting. There is a weekly Friday afternoon raffle for students who have been given "Good for You Tickets" during the week. Eighth grade students and third trimester seventh grade students are eligible for CJSF and eighth grade students are eligible for the Presidential Academic Award. There are also awards for physical education, music, Spanish, sports programs, and drama.

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: beginning band, advanced band, choir, drama, Spanish, Homework Club, robotics, Future City Engineers, student council, Harvest Festival, boys and girls basketball (5-8), Volleyball, Cheerleading, Whiz Kids Competition, school science fair, and California Junior Scholastic Federation (CJSF).

Class Size

Lammersville Elementary School maintained a schoolwide average class size of 23.2 students and a pupil-to-teacher ratio of 17.4:1 for the 2006-07 school year. The table indicates the average class size per grade level and subject area, 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					
	05	06	07	05	06	07	05	06	07	05	06	07
By Grade Level												
K	14	19	19	2	1	1	-	-	-	-	-	-
1st	18	17	18	2	1	1	-	-	-	-	-	-
2nd	19	17	20	2	2	1	-	-	-	-	-	-
3rd	19	19	20	2	2	1	-	-	-	-	-	-
4th	25	30	27	-	-	-	1	1	1	-	-	-
5th	27	25	23	-	-	-	1	1	1	-	-	-
6th	36	26	26	-	-	-	-	1	1	1	-	-
K-3	-	16	17	-	1	2	-	-	-	-	-	-
4-8	21	23	22	1	-	1	1	1	1	-	-	-
By Subject Area												
Mathematics	16	20	30	1	1	-	-	-	1	-	-	-

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 Lammersville Elementary School. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

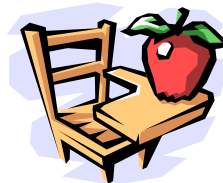
Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Independent study is available for students that require extended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

In the event of habitual truancy, students may be referred to Lammersville Elementary School District's School Attendance Review Board (SARB), which is composed of parents, representatives from the school district and members of the community. The SARB is utilized if students have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

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

Enrollment Trend by Grade Level

	2004-05	2005-06	2006-07
K	28	26	26
1st	35	26	26
2nd	38	34	26
3rd	37	37	32
4th	38	30	39
5th	38	38	32
6th	36	36	41
7th	31	30	33
8th	37	32	29



Minimum Days & Instructional Minutes

For the 2006-07 school year, Lammersville Elementary School offered 180 days of instruction comprised of 140 regular days and 40 minimum days. Minimum days are utilized for parent/teacher conferences and staff development. Every Friday is shortened for staff collaboration and preparation. All instructional time exceeded the daily instructional minute requirements specified in the California Education Code.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
K	36,000	36,900
1st-3rd	50,400	51,470
4th-8th	54,000	57,500

Curriculum Development

All curriculum development at Lammersville 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. The writing and implementation of Lammersville Elementary School's 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

Lammersville Elementary School District held a public hearing on September 26, 2007, 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. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. Textbook adoptions are uniform throughout the district. A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Trustees for final adoption. New textbook adoptions for the 2007-08 school year included Science (Grades K-8) and Social Science (K-5). The most recent textbook adoptions in core curriculum areas for Lammersville Elementary School (as of June 2008) are shown.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
6th-8th	English/ Language Arts	McDougal Littell	2002	Yes
K-8	Health	Mendez Foundation	2006	Yes
K-8	Mathematics	Harcourt Brace	2002	Yes
K-5	Reading/ Language Arts	Houghton Mifflin	2003	Yes
5th-6th	Science	Glencoe	2007	Yes
K-5	Science	Harcourt Brace	2007	Yes
K-5	Social Science/ History	Harcourt Brace	2007	Yes
6th-8th	Social Science/ History	Teacher's Curriculum Institute	2007	Yes

Library Information

The library, staffed by a full-time librarian, 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 teacher has one Internet-accessible computer in his or her room. Each classroom on campus is connected to the Internet. In addition to the computers within the classrooms, there is also a computer lab on campus with 34 new Dell computers. Students receive computer-assisted instruction on a regular schedule and are trained on the following software programs: Mavis Beacon Typing and various Reading, Math, and Science programs.

Computer Resources			
	04-05	05-06	06-07
Computers	51	65	64
Students per computer	6.2	4.4	4.4
Classrooms connected to Internet	16	21	25

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 Lammersville 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.

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.

Lammersville Elementary School offers English Language Learner (ELL) students additional classroom help with instructional aides and Cross-cultural Language Academic Development (CLAD) certified teachers.

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

The table indicates the resources available to all students at Lammersville Elementary School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Computer Technician	1	0.8
Instructional Aides	8	5.0
Librarian	1	1.0
Psychologist	1	As Needed
Resource Specialist Aide	1	1.0
Resource Specialist Program (RSP) Teacher	1	1.0
Speech/Language Specialist	1	As Needed
Title I Teacher	1	0.8

Student Testing & Achievement

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

CAT-6

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. Prior to 2005, all students in grades two through eleven were tested each spring. Currently, only students in grades three and seven are tested. The CAT/6 chart reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics.

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.

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 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

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 AYP chart.



CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading						Math					
	3			7			3			7		
	05	06	07	05	06	07	05	06	07	05	06	07
All Students												
School	52	46	57	58	60	90	75	62	71	53	60	90
District	47	51	49	58	61	71	66	61	61	56	70	71
State	36	37	38	46	46	47	55	55	56	49	50	47
Males												
School	50	44	50	53	56	89	69	63	74	53	63	89
Females												
School	53	48	67	62	64	91	81	62	67	52	57	91
Caucasian												
School	59	46	57	75	59	87	67	68	73	75	55	87

API School Results

	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	7	7	8	
Similar Schools Rank	3	4	6	
All Students				
Actual Growth	25	25	-12	807
Socioeconomically Disadvantaged				
Actual Growth	37	41	-10	744
Caucasian				
Actual Growth	18	20	-21	808

Adequate Yearly Progress (AYP)

	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

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 combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, and Science, for the most recent three-year period, is shown.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts						Math						Science														
	2		3		4		5		2		3		4		5		5										
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07						
All Students																											
School	46	61	82	39	52	52	64	55	53	67	66	57	65	64	78	60	73	71	56	42	36	62	70	50	62	59	66
District	53	72	73	47	59	51	70	51	62	63	65	53	58	73	71	62	68	58	67	49	52	62	66	45	47	48	42
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37
Males																											
School	40	47	67	44	50	53	53	54	35	73	61	57	67	59	75	63	75	68	53	54	18	64	72	57	77	50	71
District	49	62	66	41	53	41	60	44	52	64	63	48	60	70	66	55	67	50	63	46	45	64	65	46	56	53	49
State	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38
Females																											
School	48	79	*	35	52	50	71	56	68	60	71	56	63	71	*	59	71	75	57	33	53	60	67	44	40	67	61
District	57	82	81	51	63	59	78	55	72	60	68	57	58	77	75	66	70	66	70	50	59	60	67	46	31	42	37
State	45	50	53	35	39	41	52	54	55	46	47	48	55	57	58	54	56	57	51	55	58	45	48	49	26	30	35
Caucasian																											
School	52	59	92	41	54	59	68	54	56	71	72	61	75	55	77	59	79	68	61	42	37	68	75	52	71	63	70
District	53	71	86	44	58	65	68	53	63	74	71	58	75	61	72	53	78	62	65	48	48	65	71	51	62	59	60
State	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58

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

California Standards Test (CST)																				
Combined % of Students Scoring at Proficient and Advanced Levels																				
	Language Arts						Math			Science		Social Science								
	6		7		8		6		7	8		8								
	05	06	07	05	06	07	05	06	07	05	06	07	06	07	05	06	07			
All Students																				
School	48	74	53	56	53	90	42	50	50	54	62	56	47	50	76	30	21	11	26	25
District	49	66	55	62	65	76	48	42	52	50	57	52	45	53	53	33	42	16	34	43
State	38	41	42	43	43	46	39	41	41	40	41	42	37	41	39	38	42	31	34	35
Males																				
School	50	83	40	53	56	94	35	41	50	64	61	50	47	63	88	29	43	9	29	36
District	44	67	54	61	60	76	38	44	47	47	61	50	50	53	55	41	49	12	44	49
State	35	38	40	38	38	42	34	37	37	41	42	42	37	41	39	41	45	33	36	36
Females																				
School	47	63	63	57	50	82	54	62	50	47	63	58	48	36	64	31	0	15	23	14
District	53	65	55	62	70	76	59	42	57	53	54	54	40	54	50	23	37	22	23	39
State	41	44	45	49	48	51	43	45	46	39	41	41	37	41	38	34	41	30	31	33
Caucasian																				
School	45	74	59	70	55	87	41	61	52	50	63	59	70	45	76	44	19	14	44	24
District	54	75	61	70	63	83	45	56	52	51	63	60	67	51	70	40	27	11	43	31
State	58	61	61	61	63	66	58	62	62	58	58	58	52	58	54	55	60	47	51	52

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	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Physical Fitness

In the spring of each year, Lammersville Elementary School is required by the state to administer a physical fitness test to all students in fifth and seventh grades. 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 2006-07 school year, 31.0% of fifth graders and 46.9% of seventh graders at Lammersville Elementary School met or exceeded state fitness standards in all six fitness areas.

Data Sources

Data within the SARC was provided by Lammersville Elementary School District, retrieved from the 2006-07 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, the public may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

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 past three years, the district has regularly offered three staff development "buyback" days annually, where teachers are offered 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 Lammersville Elementary School. Opportunities for involvement and active participation include: School Site Council, Lammersville School Foundation, Curriculum Council, and other Ad-Hoc school committees. Parents are also welcome to volunteer in the classroom, for school events, and in the library.

Teacher Assignment

Lammersville Elementary School District recruits and employs only the most qualified credentialed teachers. For the 2006-07 school year, Lammersville Elementary School had 17 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	17	16	17	49
Without Full Credentials	2	1	0	8
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 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 2007-08 school year, the most current data are reported.

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	1	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	1	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	100.00%	0.00%
District	92.00%	8.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	88.10%	11.90%

Contact Information

Parents who wish to participate in Lammersville Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (209) 835-0138, or visit the school's website at www.lammersvilleschooldistrict.net.

School Facilities

Lammersville Elementary School facilities are comprised of three different building projects that have occurred over the past 50 years. The primary classrooms were built in the late 1940's, early 1950's, and renovated by a school modernization project in 1987. The main office area, library, computer lab, and multipurpose/kitchen area were built in the late 1960's. The upper-grade classrooms were built in 1992 with plenty of room left for growth, should another classroom building be needed.

There are now 18 classrooms, a school library, one computer lab, one staff room, one multipurpose room, and playgrounds for primary and upper-grade students. At the time of this publication, 100% of the school's restrooms were fully functioning. The Lammersville Elementary School campus also has one classroom dedicated to the Lammersville Charter School program, a home-schooling alternative educational program.



Safety

The Safety of students and staff is a primary concern of Lammersville Elementary School. The School Site Safety Plan is revised annually in the fall 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. Students in grades Kindergarten through third must be picked up after school at the Hansen Road gate. Students in fourth through eighth grades must be picked up after school in the new parking area on Von Sosten Road at the West end of the campus. 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.

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 2007-08 school year the district allocated \$51,155 for the deferred maintenance program. This represents 0.5% of the district's general fund budget. During the 2007-08 school year, the district's governing board approved deferred maintenance projects for the school, which included HVAC repairs and electrical work.

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 in June 2008. 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: 2-20-2008				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems	x			
Windows/Doors/Gates/Fences (Interior and Exterior)	x			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	x			T1 Modular: Paneling & ceiling tiles in bad shape. (T1 Modular scheduled to be removed).
Hazardous Materials (Interior and Exterior)	x			
Structural Damage			x	T1 Modular: Siding has dry rot through to the inside. (T1 Modular scheduled to be removed).
Fire Safety	x			
Electrical (Interior and Exterior)	x			
Pest/Vermin Infestation	x			
Drinking Fountains (Inside and Outside)	x			
Restrooms	x			
Sewer	x			
Roofs (observed from the ground, inside/outside the building)	x			T1 Modular: Roof sagging. (T1 Modular scheduled to be removed).
Playground/School Grounds	x			
Overall Cleanliness	x			T1 Modular: Used as storage room.

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 2005-06 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	\$44,125
District	\$47,036
Percentage of Variation	6.2%
School & State	
All Elementary School Districts	\$54,130
Percentage of Variation	18.5%

Teacher & Administrative Salaries as a Percentage of Total Budget

The following table displays district salaries for teachers, principals, and superintendents, 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.

Average Salary Information Teachers - Principal - Superintendent 2005-06		
	District	State
Beginning Teachers	\$35,271	\$36,760
Mid-Range Teachers	\$53,502	\$52,816
Highest Teachers	\$65,957	\$64,666
Elementary School Principals	\$87,780	\$83,075
Superintendent	\$92,820	\$98,053
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.7%	38.5%
Administrative Salaries	5.2%	6.4%

District Expenditures

Lammersville Elementary School District spent an average of \$6,012 to educate each student (based on 2005-06 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,773
From Restricted Sources	\$1,125
From Unrestricted Sources	\$5,648
District	
From Unrestricted Sources	\$4,989
Percentage of Variation between School & District	13.2%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	14.3%

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

