

# Lammersville LES Elementary School



## 2007-2008 School Accountability Report Card

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Samy D'Amico,  
Principal



Serving grades  
Kindergarten through Eight

Superintendent  
Mr. Dale Hansen

### Board of Education

Shane Nielson  
President

Ben Fobert  
Clerk

Dr. Cunningham  
Trustee

Dr. James Hiramoto  
Trustee

Dr. Atul Khanna  
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), Wicklund Elementary School (K-8th), and Bethany Elementary School (K-8th). In the 2007-08 school year, Lammersville Elementary School served 285 students in grades kindergarten through eight, on a traditional calendar system. Student body demographics are illustrated in the table.

#### Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	2.5%
American Indian	1.8%
Asian	3.2%
Caucasian	63.2%
Filipino	2.5%
Hispanic or Latino	26.0%
Pacific Islander	1.1%
Multiple or No Response	0.0%

### 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 school 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		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	11	44	3	54	49	118
Suspension Rate	3.8%	15.5%	1.1%	6.9%	4.6%	7.9%
Expulsions	1	0	0	2	0	1
Expulsion Rate	0.3%	0.0%	0.0%	0.3%	0.0%	0.1%

### 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 Lammersville School Foundation (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 the Six Pillars of Character in the Character Counts! Program. The six pillars include trustworthiness, respect, responsibility, fairness, caring, and citizenship. An end-of-the-year Honor Roll Assembly is held for students achieving threes or better in the last trimester report card.

There is a weekly Friday afternoon raffle for students who have been given "Roar of Approval 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, and sports programs.

### 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, Spanish, Homework Club, robotics, engineering, student council, boys and girls basketball (5-8), Volleyball, Cheerleading, Whiz Kids Competition, school science fair, and California Junior Scholastic Federation (CJSF), County Pentathlon (6-8), and Spelling Bee.

### Class Size

Lammersville Elementary School maintained a schoolwide average class size of 21.6 students and a pupil-to-teacher ratio of 16.5:1 for the 2007-08 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					
	06	07	08	06	07	08	06	07	08	06	07	08
By Grade Level												
K	19	19	20	1	1	1	-	-	-	-	-	-
1	17	18	19	1	1	1	-	-	-	-	-	-
2	17	20	16	2	1	1	-	-	-	-	-	-
3	19	20	16	2	1	1	-	-	-	-	-	-
4	30	27	25	-	-	-	1	1	1	-	-	-
5	25	23	23	-	-	1	1	1	1	-	-	-
6	26	26	27	-	-	-	1	1	1	-	-	-
K-3	16	17	17	1	2	2	-	-	-	-	-	-
4-8	23	22	21	-	1	1	1	1	1	-	-	-
By Subject Area												
Mathematics	20	30	31	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.

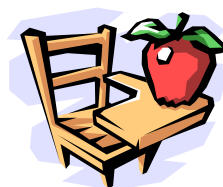
Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Independent study is available for students that require extended 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

	2005-06	2006-07	2007-08
K	26	26	27
1st	26	26	33
2nd	34	26	26
3rd	37	32	23
4th	30	39	38
5th	38	32	31
6th	36	41	36
7th	30	33	42
8th	32	29	29



## 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.

Curriculum changes in the 2007-08 school year included: new Science textbook adoption, revised core literature list for the district, piloting Math textbook, and standardized English learner reclassification policy districtwide.

## Instructional Materials

Lammersville Elementary School District held a public hearing on September 17, 2008, 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 January 2009 are shown.

### District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th-8th	English/ Language Arts	McDougal Littell	2002	Yes	0.0%
K-8	Health	Mendez Foundation	2006	Yes	0.0%
K-8	Mathematics	Harcourt Brace	2002	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
5th-6th	Science	Glencoe	2007	Yes	0.0%
K-5	Science	Harcourt Brace	2007	Yes	0.0%
K-5	Social Science/ History	Harcourt Brace	2007	Yes	0.0%
6th-8th	Social Science/ History	Teacher's Curriculum Institute	2007	Yes	0.0%

## 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

	05-06	06-07	07-08
Computers	65	64	50
Students per computer	4.4	4.4	5.7
Classrooms connected to Internet	21	25	21

## 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	6	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		
	06	07	08	06	07	08	06	07	08	06	07	08
All Students												
School	46	57	64	60	90	63	62	71	73	60	84	68
District	51	49	45	61	71	59	61	61	71	70	69	62
State	37	38	38	46	47	49	55	56	56	50	51	52
Males												
School	44	50	69	56	89	55	63	74	77	63	89	70
Females												
School	48	67	*	64	91	70	62	67	*	57	73	65
Socioeconomically Disadvantaged												
School	25	*	*	36	*	55	25	*	*	45	*	64
Hispanic or Latino												
School	*	*	*	*	*	54	*	*	*	*	*	62
Caucasian												
School	46	57	73	59	87	71	68	73	73	55	87	75

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

### API School Results

	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	7	8	7	
Similar Schools Rank	4	6	4	
All Students				
Actual Growth	25	-12	35	841
Socioeconomically Disadvantaged				
Actual Growth	41	-10	-	-
Caucasian				
Actual Growth	20	-21	39	847

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:

### 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 Language Arts, Math, 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		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
<b>All Students</b>																											
School	61	82	56	52	52	41	55	53	80	66	57	45	64	78	72	73	71	77	42	36	89	70	50	69	59	66	69
District	72	73	69	59	51	53	51	62	70	65	53	55	73	71	79	68	58	76	49	52	69	66	45	64	48	42	60
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
<b>Males</b>																											
School	47	67	64	50	53	38	54	35	84	61	57	23	59	75	73	75	68	77	54	18	89	72	57	54	50	71	54
District	62	66	71	53	41	50	44	52	70	63	48	44	70	66	86	67	50	78	46	45	69	65	46	55	53	49	55
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
<b>Females</b>																											
School	79	*	46	52	50	*	56	68	75	71	56	63	71	*	69	71	75	*	33	53	88	67	44	81	67	61	81
District	82	81	68	63	59	56	55	72	71	68	57	67	77	75	72	70	66	74	50	59	69	67	46	73	42	37	66
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
<b>Socioeconomically Disadvantaged</b>																											
School	*	*	*	25	*	*	36	27	*	42	46	*	*	*	*	58	*	*	18	9	*	67	31	*	50	46	*
District	54	41	61	30	35	22	30	42	51	35	39	37	68	55	78	60	41	66	20	36	56	52	33	50	39	26	41
State	33	35	35	22	23	24	35	36	41	28	29	34	48	48	49	46	47	51	42	45	51	35	36	40	18	22	32
<b>Caucasian</b>																											
School	59	92	53	54	59	36	54	56	76	72	61	55	55	77	73	79	68	82	42	37	84	75	52	77	63	70	73
District	71	86	62	58	65	61	53	63	72	71	58	55	61	72	75	78	62	83	48	48	66	71	51	66	59	60	67
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68

\*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							
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08			
<b>All Students</b>																					
School	74	53	53	53	90	63	50	50	80	62	56	51	50	76	53	30	21	80	26	25	66
District	66	55	57	65	76	69	42	52	68	57	52	52	53	53	50	33	42	70	34	43	48
State	41	42	47	43	46	49	41	41	45	41	42	44	41	39	41	38	42	52	34	35	36
<b>Males</b>																					
School	83	40	67	56	94	55	41	50	82	61	50	67	63	88	53	29	43	88	29	36	71
District	67	54	52	60	76	62	44	47	64	61	50	51	53	55	55	41	49	70	44	49	48
State	38	40	44	38	42	44	37	37	41	42	42	44	41	39	42	41	45	54	36	36	39
<b>Females</b>																					
School	63	63	45	50	82	70	62	50	77	63	58	43	36	64	53	31	0	69	23	14	62
District	65	55	60	70	76	75	42	57	76	54	54	52	54	50	46	23	37	69	23	39	47
State	44	45	50	48	51	54	45	46	50	41	41	43	41	38	41	34	41	50	31	33	35
<b>Socioeconomically Disadvantaged</b>																					
School	64	29	*	36	*	36	*	*	*	45	29	*	36	*	36	*	*	*	*	*	*
District	47	26	29	37	73	39	15	34	46	38	29	23	37	50	32	8	35	62	8	35	29
State	26	27	32	28	31	34	25	26	30	28	28	30	27	27	30	23	29	39	19	20	22
<b>Caucasian</b>																					
School	74	59	53	55	87	75	61	52	75	63	59	55	45	76	64	44	19	79	44	24	63
District	75	61	55	63	83	72	56	52	73	63	60	59	51	70	44	40	27	82	43	31	49
State	61	61	66	63	66	68	62	62	63	58	58	60	58	54	57	55	60	70	51	52	53

\*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	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# 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 2007-08 school year, 22.6% of fifth graders and 34.1% 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 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a dynamic search engine, maintained by the California Department of Education (CDE), that provides reports for accountability. It includes Academic Performance (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

## 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 2007-08 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			District 07-08
	School			
	05-06	06-07	07-08	
Fully Credentialed	16	17	17	75
Without Full Credentials	1	0	1	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 2008-09 school year, the most current data are reported.

	Misassignments/Vacancies		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	1	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>1</b>	<b>0</b>	<b>0</b>
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	98.9%	1.1%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	97.1%	2.9%

## 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](http://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.

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.

## 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.

## 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 2008-09 school year the district allocated \$33,962 for the deferred maintenance program. This represents 0.30% of the district's general fund budget. During the 2008-09 school year, the district's governing board approved deferred maintenance projects for the school, which included HVAC repairs and pavement. The table shows the results of the most recent school facilities inspection provided by the district in January 2009.

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 - Sagging roof. (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 2006-07 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	\$57,153
District	\$48,556
Percentage of Variation	17.70%
School & State	
All Elementary School Districts	\$61,488
Percentage of Variation	7.05%

## Teacher & Administrative Salaries as a Percentage of Total Budget

The following 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](http://www.ed-data.k12.ca.us).

Average Salary Information Teachers - Principal - Superintendent 2006-07		
	District	State
Beginning Teachers	\$37,387	\$39,773
Mid-Range Teachers	\$55,679	\$61,167
Highest Teachers	\$69,914	\$78,093
Elementary School Principals	\$85,012	\$97,851
Middle School Principals	-	\$102,064
Superintendent	\$104,350	\$140,582
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.3%	41.0%
Administrative Salaries	6.5%	5.9%

## District Expenditures

Lammersville Elementary School District spent an average of \$6,078 to educate each student (based on 2006-07 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	\$6,982
From Restricted Sources	\$1,266
From Unrestricted Sources	\$5,715
District	
From Unrestricted Sources	\$5,358
Percentage of Variation between School & District	6.66%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	7.83%

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

