

# Lammersville LES Elementary School



## 2010-2011 School Accountability Report Card

16555 W. Von Sosten Road  
Tracy, CA 95304  
(209) 836-7220  
Fax (209) 836-7222  
www.lammersvilleschooldistrict.net

Samy D'Amico,  
Principal



Serving grades  
Kindergarten through Eight

**Superintendent**  
Dale H. Hansen

**Board of Education**  
Matthew Balzarini  
Ben Fobert  
David Pombo  
Dr. James Hiramoto  
Micaela Vergara

### Principal's Message

Lammersville Elementary School has been serving the students and families in this rural community west of Tracy, California for over 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), Sebastian Questa Elementary School (K-8) and Bethany Elementary School (K-8th). During the 2010-11 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

2010-11	
	Percentage
African American/Black	1.4%
American Indian	1.4%
Asian	6.7%
Filipino	1.4%
Hispanic or Latino	30.9%
Pacific Islander	2.8%
White	54.7%
Two or More	-
None Reported	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 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		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	5	12	6	88	80	117
Suspension Rate	1.8%	4.3%	2.1%	5.1%	4.4%	5.8%
Expulsions	0	0	0	0	0	1
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

### 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.

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

### School Attendance & Enrollment

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

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

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

	Enrollment Trend by Grade Level		
	2008-09	2009-10	2010-11
K	25	32	34
1st	24	28	34
2nd	28	28	24
3rd	26	29	29
4th	21	31	32
5th	44	20	37
6th	41	40	22
7th	36	39	38
8th	38	34	35

### Class Size

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

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
09	10	11	09	10	11	09	10	11	09	10	11	
By Grade Level												
K	19	17	17	1	2	2	-	-	-	-	-	-
1	15	16	20	2	2	1	-	-	-	-	-	-
2	16	12	22	1	2	-	-	-	1	-	-	-
3	19	15	21	1	2	-	-	-	1	-	-	-
4	21	32	31	-	-	-	1	-	1	-	-	-
5	29	19	29	-	2	-	1	-	1	-	-	-
6	28	22	29	-	-	-	1	1	1	-	-	-
7	-	19	24	-	2	-	-	-	1	-	-	-
8	-	18	25	-	2	-	-	-	1	-	-	-
K-3	19	-	20	1	-	3	-	-	3	-	-	-
4-8	23	-	27	-	-	-	2	-	6	-	-	-
By Subject Area												
Mathematics	14	-	-	1	-	-	-	-	-	-	-	-

## Curriculum Development

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

## Instructional Materials

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

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

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	Houghton Mifflin	2009	Yes	0.0%
6th-8th	English/ Language Arts	McDougal Littell	2002	Yes	0.0%
K-8	Health	Mendez Foundation	2006	Yes	0.0%
K-5	History/Social Studies	McGraw-Hill	2007	Yes	0.0%
6th-8th	History/Social Studies	Teacher's Curriculum Institute/ History Alive	2006	Yes	0.0%
K-5	Mathematics	Harcourt	2009	Yes	0.0%
6th-8th	Mathematics	Holt	2009	Yes	0.0%
6th-8th	Science	CPO Science	2008	Yes	0.0%
3rd-5th	Science	FOSS	2007	Yes	0.0%
K-2	Science	Houghton Mifflin	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. Lammersville Elementary School provides at least one computer for student use in every classroom.

## 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.

Lammersville Elementary also implemented the use of document cameras and projectors within the classroom. 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.

## 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. 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	2	1.25
Librarian	1	1.0
Psychologist	1	As Needed
Resource Specialist Aide	1	1.0
Resource Specialist Program (RSP) Teacher	1	0.5
Speech/Language Specialist	1	As Needed
Title I Teacher	1	0.6

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.

## 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.

## 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 2010-11 school year 37.8% of fifth grade students and 36.1% of seventh grade students met all 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	29.7%	21.6%	37.8%
7	22.2%	27.8%	36.1%

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

### California Standards Test

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

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

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

### California Standards Test (CST)

Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	61	62	65	68	71	71	49	52	54
Mathematics	49	65	64	63	70	70	46	48	50
Science	54	65	70	64	67	70	50	54	57
History/Social Science	62	50	52	58	60	63	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	71	70	70	63
School	65	64	70	52
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	75	92	*	*
Filipino	*	*	*	*
Hispanic or Latino	60	56	65	*
Pacific Islander	*	*	*	*
White	66	66	70	55
Males	58	62	63	40
Females	74	67	77	61
Socioeconomically Disadvantaged	54	53	55	18
English Learners	*	*	*	*
Students with Disabilities	21	19	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

### Federal Intervention Program

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

### Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2011-12)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## Academic Performance Index

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

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

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

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

The second table displays, by student group, the current Growth API at the school, district, and state level.

API School Results			
	2008	2009	2010
Statewide	8	6	7
Similar Schools	6	4	8
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	-30	33	-10
Hispanic or Latino			
Actual API Change	-	85	-51
White			
Actual API Change	-20	12	10
Socioeconomically Disadvantaged			
Actual API Change	-	66	-30

	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	203	842	1,469	862	4,673,818	768
Hispanic or Latino	60	855	292	806	2,399,767	715
White	116	836	405	857	1,258,619	838
Socioeconomically Disadvantaged	62	800	341	794	2,722,527	712
English Learners	1	783	14	847	1,517,160	692
Students with Disabilities	19	595	159	584	521,082	581

## Adequate Yearly Progress

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

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

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

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

## Substitute Teachers

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

## Staff Development

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

## Parent & Community Involvement

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

## 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) 836-7220, 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. Recent renovations to the school campus include: recarpeting two classrooms, updating the stage floor, and adding new cafeteria tables.

## 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. The school safety plan is updated annually during the fall.

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.

## 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. During the 08-09 and 09-10 school years the front entry doors for the office and multipurpose room were replaced, new locks and keys were put-in throughout the school, and the stage, bathrooms, and office floors were updated.

## Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

For the 2011-12 school year the district allocated \$74,452 for the deferred maintenance program. This represents 0.58% of the district's general fund budget. For a complete listing of the district's deferred maintenance projects, please contact the district office.

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

School Facility Conditions				
Date of Last Inspection: 05/09/2011				
Overall Summary of School Facility Conditions: Good				
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			

## Teacher Assignment

Lammersville Elementary School District recruits and employs only the most qualified credentialed teachers. For the 2010-11 school year, Lammersville Elementary School had 12 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	16	14	12	96
Without Full Credentials	1	0	0	0
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 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
<b>Total Misassignments of Teachers</b>	<b>0</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.

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

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

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

## School Site Teacher Salaries

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

The table illustrates the average teacher salary at the school and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries	
School & District	
School	\$58,660
District	\$53,730
Percentage of Variation	9.17%
School & State	
All Elementary School Districts	\$65,524
Percentage of Variation	-10.48%

## District Expenditures

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

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

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

## Data Sources

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

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

## NCLB Compliant Teachers

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

## Average Salary Information Teachers - Principal - Superintendent 2009-10

	District	State
Beginning Teachers	\$38,516	\$41,183
Mid-Range Teachers	\$58,425	\$63,647
Highest Teachers	\$74,426	\$80,955
Elementary School Principals	\$93,289	\$102,400
Middle School Principals	-	\$106,158
High School Principals	-	\$124,133
Superintendent	\$115,000	\$151,742

## Salaries as a Percentage of Total Budget

Teacher Salaries	45.1%	41.5%
Administrative Salaries	7.6%	6.2%

## Expenditures per Pupil

School	
Total Expenditures Per Pupil	\$5,962
From Restricted Sources	\$685
From Unrestricted Sources	\$5,277
District	
From Unrestricted Sources	\$700
Percentage of Variation between School & District	653.86%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-3.26%