

Wicklund Elementary School

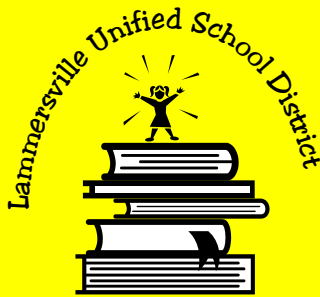


2013-2014 School Accountability Report Card

300 East Legacy Drive
Mountain House, CA 95391
(209) 836-7200
Fax (209) 836-7202
www.lammersvilleschooldistrict.net

Ryan Gonzales,
Principal
rgonzales@sjcoe.net

Erin Quintana
Assistant Principal



CDS: 39-76760-0106484
Serving grades
Kindergarten through Eight

Superintendent

Dr. Kirk Nicholas
knicholas@sjcoe.net

Board of Education

Mr. Matthew Balzarini
Ms. Sharon Lampel
Mr. Shane Nielson
Mr. David Pombo
Mr. Colin Clements

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

School Profile (School Year 2014-15)

Lammersville Unified School District is located in the northwest corner of San Joaquin County in the city of Tracy.

Lammersville Unified School District consists of Lammersville Elementary School (K-8th), Wicklund Elementary School (K-8th), Sebastian Questa Elementary School (K-8th), Bethany Elementary School (K-8th), Altamont Elementary School (K-8th) and Mountain House High (9th-12th). In the 2013-14 school year, Wicklund Elementary School served 747 students in grades kindergarten through eight, on a traditional calendar system. Student body demographics are illustrated in the table.

Enrollment By Ethnicity Or Student Group (School Year 2014-15)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2013-14	
	Percentage
African American	10.4%
American Indian	0.3%
Asian	23.7%
Filipino	10.3%
Hispanic or Latino	20.3%
Pacific Islander	1.1%
White	29.9%
Two or More	4.0%
None Reported	-
English Learners	10.4%
Socioeconomically Disadvantaged	23.8%
Students with Disabilities	10.3%

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2011-12	2012-13	2013-14
K	72	96	71
1st	87	72	95
2nd	82	96	81
3rd	70	70	88
4th	83	74	78
5th	75	91	79
6th	67	80	93
7th	75	70	83
8th	74	76	79

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Assignment

Lammersville Joint Unified recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			
	School			District
	12-13	13-14	14-15	14-15
Fully Credentialed	26	28	31	148
Without Full Credentials	0	0	3	8
Working Outside Subject	0	0	0	0

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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 semester or year.

	Misassignments/Vacancies		
	12-13	13-14	14-15
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers (School Year 2013-14)

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". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

	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

Instructional Materials (School Year 2014-15)

Lammersville Joint Unified held a public hearing on September 17, 2014, 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 September, 2014 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	GiZÜWJYbh	% Lacking
K-5	English/ Language Arts	P[*@c[}ÁTž-'î}	2009	Yes	0.0%
6th-8th	English/ Language Arts	McDougal Littell	2002	Yes	0.0%
K-5	History/Social Science	McGraw-Hill	2007	Yes	0.0%
6th-8th	History/Social Science	Teacher's Curriculum Institute	2006	Yes	0.0%
K-5	Mathematics	Harcourt	2009	Yes	0.0%
6th-8th	Mathematics	Holt	2009	Yes	0.0%
3rd-5th	Science	FOSS	2007	Yes	0.0%
6th-8th	Science	Glencoe	2008	Yes	0.0%
K-2	Science	P[*@c[}ÁTž-'î}	2007	Yes	0.0%

School Facilities (School Year 2014-15)

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

Cleaning Process

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

Maintenance & Repair

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

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

School Facility Conditions				
Date of Last Inspection: 01/24/2014				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			8YÜWJYbWm' / 'FY a YXJU' 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			Restroom in Building 500 had repairs scheduled
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			District has contracted with gopher control (remedied)

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, was administered to all students in the spring of the school year in 2013 and years prior 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 table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, and social science, for the most recent three-year period. NOTE: CST was last administered in 2012-13.

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

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	*	67	64	*	73	72	54	56	55
Mathematics	*	66	64	*	70	71	49	50	50
History/Social Science	*	63	67	*	60	68	48	49	49

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

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. On March 7, 2014, the U.S Department of Education (ED) approved California's waiver request for flexibility in assessment and accountability provisions of Title I of the Elementary and Secondary Education Act (ESEA). Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period.

California Assessment of Student Performance and Progress									
Subject	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science	71	76	72	75	74	72	60	59	60

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.

California Assessment of Student Performance and Progress	
Subgroups	
Subject	Science
District	72
School	72
Males	69
Females	76
African American/Black	45
American Indian	*
Asian	87
Filipino	81
Hispanic	54
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White	80
Socioeconomically Disadvantaged	62
Students with Disabilities	69
Migrant Education	*
Two or More Races	*

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

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.

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

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

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

Physical Fitness (School Year 2013-14)

In the spring of each year, the schools of Lammersville Elementary School District are required by the State to administer a physical fitness test to students in grades five, seven and nine. 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).

2013-14			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.7%	21.5%	49.4%
7	11.0%	19.2%	57.5%

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent & Community Involvement (School Year 2014-15)

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

Contact Information

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

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Discipline & Climate for Learning

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

API School Results			
	2011	2012	2013
Statewide	-	7	7
Similar Schools	-	1	3
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	-	-19	-14
Asian			
Actual API Change	-	-8	-8
Hispanic or Latino			
Actual API Change	-	5	-23
White			
Actual API Change	-	-28	-12
Socioeconomically Disadvantaged			
Actual API Change	-	-35	10

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

The table displays the suspensions and expulsions figures for the school and district, as well as the percentage of total enrollment (number of students suspended divided by total enrollment). Expulsions occur only when required by law or when all other alternatives have been exhausted.

The three-year suspension statewide rates for comparison are as follows:

- 2011-12: 5.7%
- 2012-13: 5.1%
- 2013-14: 4.4%

The statewide expulsion rate has been 0.1% for each of the last three years.

	Suspensions & Expulsions					
	School			District		
	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions	60	56	41	89	80	66
Suspension Rate	8.8%	7.7%	5.5%	4.1%	3.4%	2.5%
Expulsions	1	0	0	1	0	0
Expulsion Rate	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%

Student Recognition

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

Homework

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

Extracurricular Activities

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

Safe School Plan (School Year 2014-15)

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

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2014-15)

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.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

	Federal Intervention Programs	
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2013-2014
Year in PI (2014-15)	-	Year 1
# of Schools Currently in PI	-	1
Percentage of Schools in PI	-	0.00%

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size			Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
12	13	14	12	13	14	12	13	14	12	13	14	
By Grade Level												
K	24	32	36	-	1	-	3	4	3	-	1	1
1	34	29	32	4	1	1	-	3	4	1	1	1
2	47	32	27	4	1	4	-	4	1	1	1	1
3	23	28	29	1	1	2	2	3	3	-	1	1
4	41	32	38	-	1	2	4	4	2	2	2	2
5	29	28	13	2	2	11	3	4	3	1	1	1
6	31	19	23	1	13	11	4	21	21	14	-	1
By Subject Area												
-	-	5	-	-	1	-	-	-	-	-	-	-

Staff Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the last three years the district offered three staff development days. Staff development days offer teachers a broad-based variety of professional growth opportunities in curriculum, teaching strategies, effective school practices and methodologies. During the 2013-14 school year, staff focused on Common Core, professional learning communities and engagement strategies.

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.

Counseling & Support Staff (School Year 2014-15)

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

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

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

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

The table indicates the resources available to all students at

Wicklund Elementary School. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

District Expenditures (Fiscal Year 2012-13)

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	\$4,530
From Supplemental/Restricted Sources	\$325
From Basic/Unrestricted Sources	\$4,205
District	
From Basic/Unrestricted Sources	\$828
Percentage of Variation between School & District	407.9%
State	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & State	-10.3%

In addition to general state funding, Lammersville Unified 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)
- Federal, Special Education, Entitlement per UDC
- Federal Drug/Alcohol/Tobacco Funds

Teacher & Administrative Salaries (Fiscal Year 2012-13)

The 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 the CDE website, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2012-13		
	District	State
Beginning Teachers	\$38,882	\$38,920
Mid-Range Teachers	\$58,979	\$59,803
Highest Teachers	\$72,709	\$78,096
Elementary School Principals	\$96,361	\$95,836
Middle School Principals	-	\$99,849
High School Principals	-	\$107,599
Superintendent	\$180,000	\$151,912
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.0%	37.0%
Administrative Salaries	6.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2012-13)

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from school districts throughout the state having between 1,500 to 4,999 Average Daily Attendance (ADA). The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$56,171
District	\$55,018
Percentage of Variation	2.1%
School & State	
School	\$63,037
Percentage of Variation	-10.9%