

# ANNUAL REPORT TO OUR COMMUNITY\*ANNUAL REPORT

## LAKEVIEW – 2007-08

### OUR SCHOOL

#### Mission Statement

The mission of Lakeview Elementary is to inspire all students to be passionate, continuous learners and to prepare them with the skills to achieve their goals and flourish as responsible, caring citizens in a global community.

Lakeview Elementary School sits atop a hill in the midst of a newly developed subdivision overlooking views of the surrounding hills, attractive neighborhoods, and Folsom Reservoir. The campus was opened in August 2005 and is one of seven schools in Rescue Union School District. Located 28 miles east of Sacramento in the foothills of the Sierra Mountains, Lakeview serves a student body of approximately 515 students in grades kindergarten through fifth grade. Our enrollment continues to grow as new families relocate to nearby neighborhoods and our reputation for offering excellence in education travels throughout the community. Lakeview is a place where our school motto, "Soaring to Success," is a true reflection of what is happening each and every day.

Lakeview Elementary School prides itself on its positive school climate and its commitment to ensuring success for all students. The curriculum is challenging and encompasses varied teaching strategies to best meet the needs of all learners. The core educational program provided to Lakeview students is based on the California state standards and is differentiated for both gifted students and those students with special needs. Under the guidance of dedicated staff members, students acquire high levels of knowledge, skills, and understanding that will open doors of opportunity and prepare them for thought and action in the wider world. Each student is known as a person and a learner who experiences the joys and challenges education brings. Further, we strive to ensure all children develop the skills, attitudes, and behaviors necessary to become principled, ethical citizens who are contributing members of society.

Over the next several years, Lakeview will implement The Globe Program, a science-based program that requires students to collect real data and work with real scientists. Through a series of units, students will collect, analyze, and report scientific data to scientists, via the Internet. Students will be able to correspond with the scientist who will be utilizing their data in addition to studying data gathered throughout the world.

Parents are viewed as valued partners in education. At Lakeview, this partnership is strongly advocated and volunteers are both encouraged and welcomed on a regular basis. Parent input and contributions to our learning community are an integral part of our decision-making process. The Lakeview School Site Council (SSC) and Parent Teacher Organization (PTO) are two groups that encourage community involvement. The PTO organizes a host of events and fundraisers designed to offer financial support and bring families together in a social setting. Math, science, physical education, language arts, and after school enrichment opportunities have been the focus of our PTO during the 2007-08 school year. The SSC develops Lakeview's Single Plan for Student Achievement and works with the school staff, PTO, and community to set yearly goals and objectives in reading/language arts, math/science and health, wellness, citizenship, and fitness. The PTO supports our annual goals by donating funds to help defray the cost of programs and resources.

The SSC School Improvement Plan (SIP) will continue to fund the technology instructional aide, additional curriculum materials, and educational opportunities to support and enhance student achievement. Lakeview Elementary is a new school that is proud of its accomplishments and looks forward to on-going growth as we welcome families and work to enrich our program even more.

### LEARNING CLIMATE

Important to each staff member at Lakeview School is the climate we create through warm, positive, and uplifting interactions on a daily basis. We have established operating principles that serve as foundation for our attitudes and behavior. We believe happy teachers (and staff) foster happy children. Programs are in place to recognize positive choices and reinforce our expectations for appropriate behavior. A discipline program is in place that emphasizes the importance of learning from our mistakes and taking responsibility for our actions. In 2006-07 the rate of suspensions was 1.9% and the rate of expulsions was 0. In 2005-06, the suspension rate was 0.3% and the expulsion rate was 0.

We will continue fostering school pride and school spirit by reciting our Eagle Pledge each morning and singing our school songs during school-wide assemblies and special events. Our *Eagle Eye* and *Eagle's Nest* programs have been successful in recognizing and reinforcing strong character traits and wise choices.

Lakeview's School Safety Plan includes goals and objectives relative to school climate and the safety of the

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physical environment. A site-based Safety Team meets monthly and assumes a leadership role in the development and implementation of our goals. In addition, our team continually assesses school operations and procedures to ensure Lakeview is a safe and nurturing environment for our entire school community.

Our district-wide Character Counts program promotes positive character traits such as respect, caring, responsibility, trustworthiness, fairness, and good citizenship. Teachers and/or students nominate a student each month they feel demonstrates the emphasized trait.

Academic achievement is recognized through our school Honor Roll program. Fourth and fifth grade students receive certificates for earning A's & B's (honor roll) or straight A's (high honors).

## SUPPORT SERVICES

A nurse, health aide, counselor, psychologist, librarian, resource teacher, and speech/language specialist support Lakeview students. Our librarian is available six hours a day. The nurse, psychologist, and counselor are on site one day a week. Our speech therapist offers services to students two full days per week with our resource teacher on staff every morning. Our health aide works three hours a day to assist with medical and health related issues.

Our part-time resource specialist and two part-time aides serve those students with identified learning disabilities. Our support program services students using both the pullout and push-in model to meet the individual needs of all our students in the least restrictive environment.

The Student Success Team (SST) approach is utilized to provide assistance to children needing additional support. The SST, which consists of the parents, psychologist, nurse, counselor, teachers, and administrators meets as needed to develop educational assistance plans for children who have been referred by their teacher or parents.

Differentiated opportunities for gifted students are provided as an integrated part of the school day. After school classes are offered to provide extensions and enrichment for gifted students in grades 3-5. In addition, district and/or county meetings and workshops are periodically held for parents of gifted children.

## INSTRUCTIONAL MATERIALS

Textbooks are recommended for adoption on a cyclical basis by the State Department of Education. The district has a process for the review and the adoption of textbooks which ensures an adequate supply of the most up-to-date and high quality books and resources available.

Other resources supporting the instructional program include mathematics and science manipulatives, computers, library materials, classroom libraries, and media equipment.

## SCHOOL FACILITIES AND SAFETY

Lakeview is the newest of seven schools in the Rescue Union School District. Opening in August 2005, the school is located at the western most end of the district and is currently at half capacity. Over the next several years, we anticipate enrollment to nearly double. The Lakeview community enjoys a brand new campus with a beautiful view of Folsom Lake. We have a fully equipped library that is adjacent to a high-tech computer lab filled with 30 Dell computers. In addition to a multi-purpose room, we have a full-size stage and an outdoor amphitheater and covered eating area. Classrooms are equipped with TV's, VCR's, and DVD's, and the site has the capability of school-wide broadcasts from the media center. With plenty of storage and more than adequate space, Lakeview provides staff with a foundation for teaching and learning.

We currently have two full-time custodians and one half-time custodian working diligently to keep the school in "tip top" shape. To maintain the beauty of our facilities and grounds, custodians work to ensure cleanliness both inside our rooms and throughout our campus.

For the safety of our students, each month a fire drill is conducted by the El Dorado Hills Fire Department and an emergency preparedness plan is in effect. In addition, monthly lockdown drills are performed to ensure preparation for an intruder. Campus supervision is provided according to policies established by the District Board of Trustees. We have an ongoing safety committee that meets monthly. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

Students in fifth grade serve as Safety Patrol Officers. They assist in keeping the campus safe before and after school.

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			

\*As of March 21, 2008.

## CURRICULUM IMPROVEMENT

Curriculum improvements are made based upon current state standards, frameworks, and curriculum guides. Curriculum content areas are reviewed and revised every seven years by the State Department of Education. Instructional improvement to support student achievement will be based on the Single Plan for Student Achievement, which is currently under development with the School Site Council for the 2007-08 school year.

Data from multiple assessment sources is analyzed to determine the number of students needing support services and to determine the effectiveness of existing programs. All students in grades 2-5 are assessed by means of the California Standardized Testing and Reporting (STAR) program. District-wide assessments are given to all students at trimester intervals, and K-5 teachers assess students using the K-5 Open Court assessment tests every trimester.

Students who are not performing at the proficient or advanced levels on the California Standards Tests, are scoring below expected on district administered tests, or who are performing poorly in the classroom are identified for additional support and intervention.

Lakeview students with special needs resulting from a handicapping condition or who are eligible for special education services have equal access to the core curriculum provided to all students. The Lakeview special education program includes the Resource Specialist Program, Speech and Language services, health screening by the school nurse, and assessment provided by a school psychologist.

Questions regarding the information presented in this report may be directed to the building administrator, Judy Chance, at (916) 941-2600.

Carol Bly, Ed.D., Superintendent  
 David Swart, Asst. Supt. Curriculum and Instruction  
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**RESCUE UNION SCHOOL DISTRICT**  
 Phone: (530) 677-4461

**BOARD OF TRUSTEES**  
 Suzanna George Ellen Driscoll  
 Bruce Lagomarisino Serena Posner  
 Alan Wilcox

Statistical data regarding student performance, teachers, textbooks, class size, enrollment, and school finances may be found on the following pages.

# STUDENT PERFORMANCE

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

## CALIFORNIA STANDARDS TEST (CST)

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts		71	70	67	70	72	40	42	43
Mathematics		78	81	63	68	68	38	40	40
Science		57	69	54	62	68	27	35	38

This 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.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African American	*	*	
American Indian or Alaska Native	*	*	
Asian	92	83	*
Filipino	*	*	*
Hispanic or Latino	36	73	*
White (not Hispanic)	69	82	72
Male	66	82	71
Female	74	80	65
Economically Disadvantaged	*	*	*
English Learners	*	*	
Students with Disabilities	48	50	*

## CALIFORNIA ACHIEVEMENT TEST (CAT6)

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 in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading		77	68	74	68	70	41	42	42
Mathematics		79	80	73	76	76	52	53	53

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or	
	Reading	Mathematics
African American	*	*
Asian	*	*
Filipino	*	*
Hispanic or Latino	*	*
White (not Hispanic)	72	81
Male	63	79
Female	75	82
Economically Disadvantaged	*	*
English Learners	*	*
Students with Disabilities	*	*

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	Percent of Students Meeting Fitness Standards
5	5.900

# ACCOUNTABILITY

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

## API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide			9
Similar Schools			1

## API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School		B	15	884
White (not Hispanic)			11	884

"B" means school did not have API score in prior year

## Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes

### 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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

Schools receiving Title I funding enter Federal Program Improvement (PI) if they do not make adequate yearly progress for two consecutive years. There are no schools in Rescue Union School District identified as a PI school.

## TEACHERS

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential		16	22	208
Without Full Credential		1	1	1
Teaching Outside Subject Area of Competence				N/A

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments			0
Vacant Teacher Positions			0

### Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	98.4	1.6
High-Poverty Schools in District		
Low-Poverty Schools in District	98.2	1.8

## CURRICULUM AND INSTRUCTIONAL MATERIALS

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	SRA/Open Court, grades K-5.	0
Mathematics	Harcourt Brace, grades K-5.	0
Science	Scott Foresman Science, grades K-5 (2007).	0
History-Social Science	Scott Foresman, History Social Science for California, grades K-5 (2006)	0

## CLASS SIZE AND ENROLLMENT

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05			2005-06			2006-07					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K				18.7	3			17.4	5			
1				18.0	2			19.8	4			
2				18.7	3			20.0	4			
3				17.3	3			19.3	3			
4				20.5	1	1		30.0		2		
5				23.5		2		30.0		1		
K-3				16.0	1			20.0	1			
4-8								26.0		1		

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	87
Grade 1	81
Grade 2	72
Grade 3	66
Grade 4	67
Grade 5	49
Total Enrollment	422

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.95 %	White (not Hispanic)	78.91 %
American Indian or Alaska Native	0.47 %	Multiple or No Response	7.35 %
Asian	5.92 %	Socioeconomically Disadvantaged	3 %
Filipino	2.37 %	English Learners	1 %
Hispanic or Latino	4.03 %	Students with Disabilities	10 %

## SCHOOL FINANCES

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7447	\$1103	\$6344	\$59696
District	\$6625	\$1164	\$5461	\$56611
Percent Difference – School Site and District	12%	-5%	16%	5%
State	N/A	N/A	\$4943	\$58519
Percent Difference – School Site and State	N/A	N/A	28%	2%

## Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information 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 a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38848	\$38159
Mid-Range Teacher Salary	\$56159	\$59148
Highest Teacher Salary	\$73783	\$73514
Average Principal Salary (Elementary)	\$90471	\$91903
Average Principal Salary (Middle)	\$88455	\$95855
Superintendent Salary	\$119000	\$132994
Percent of Budget for Teacher Salaries	44.5 %	41.6 %
Percent of Budget for Administrative Salaries	6.5 %	5.9 %