

Lakeport Elementary School

Accountability Report Card

Reported for School Year 2009-10
Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Lakeport is a small, rural city located on the shores of Clear Lake in Lake County. The population of incorporated Lakeport is approximately 5,200. The city serves as the County Seat, housing the County Courthouse and various state and federal agencies. The community is primarily made up of families with school-age children and retired senior citizens.

The Lakeport Unified School District (LUSD) is one of seven districts in Lake County. LUSD is comprised of Lakeport Elementary School (grades K-3); Terrace Middle School (grades 4-8); Clear Lake High School (grades 9-12); Natural Continuation High School (grades 9-12); Lakeport Unified Community Day School (grades 6-8); and Lakeport Alternative School (grades K-12). All of the schools have the advantage of being grouped together with the District Office on fifteen acres at the north end of town.

The Lakeport community is very supportive of our schools. Lakeport Elementary has a hard-working Parent Teacher Organization (PTO) whose sole purpose is to raise funds for our school. The activities and fundraisers they sponsor are well-attended and quite profitable. Our School Site Council (SSC) plays a major role in overseeing our categorical budget and programs. Monthly meetings with the SSC assure consistent communication and parental input regarding our Single Plan for Student Achievement (SPSA).

Lakeport is fortunate to have a number of well-respected preschool and daycare programs. A State Preschool is located on the Lakeport Elementary School campus, and a Head Start program is located next to our District Office. All of these programs assist in making the transition to elementary school easier for kindergarten students. Curriculum in grades K-3 addresses state standards for each of the grade levels. Collaboration Days are held each Monday to allow time for teachers to meet with their grade level colleagues and discuss student achievement and instruction in all curricular areas.

Along with excellent classroom teaching, staff teamwork, and the implementation of standards-aligned curriculum, we have paraprofessional staff to supplement the regular classroom instruction. We provide daily tutoring for students reading below grade level through the Americorps program, an English Language Development program, cross-age tutoring, Learning Centers, Healthy Start, and a Family Support Team. Students who are in need of reading assistance are also given 30 minutes of small group instruction daily. Every student receives weekly music instruction from a music specialist, all classes visit the computer lab once a week for supplementary math instruction that is provided by a computer lab assistant, and every class visits the library once per week where English Language Arts skills are supported by the library clerk. An After School Program serves the needs of students who are struggling with reading.

Contact Information (School Year 2010-11)

This section provides the schools contact information.

School		District	
School Name	Lakeport Elementary	District Name	Lakeport Unified
Street	150 Lange St.	Phone Number	707-262-3000
City, State, Zip	Lakeport, CA 95453-3297	Web Site	www.lakeport.k12.ca.us
Phone Number	707-262-3005	Superintendent	Erin Smith-Hagberg
Principal	Anita Swanson	E-mail Address	esh@lakeport.k12.ca.us
E-mail Address	aswanson@lakeport.k12.ca.us	CDS Code	17- 64030- 6010631

School Description and Mission Statement (School Year 2009-10)

The Lakeport Elementary School staff shares a philosophy of working together to meet the needs of all students. Our school functions as a Professional Learning Community and we take pride in the accomplishments of both our students and staff. Our faculty believes in teamwork and we spend many hours each week to provide consistent, standards-based curriculum to all students. For those students who need additional academic support, we provide a number of interventions to help meet their needs. Lakeport Elementary also offers a variety of programs to supplement the regular classroom instruction.

Mission Statement

Our school has established a community where students and staff are continually learning. We expect students to meet the high standards we have established. We are preparing our students to become lifelong learners and productive members of society.

Opportunities for Parental Involvement (School Year 2009-10)

The staff at Lakeport Elementary School believes that parent involvement is an important component for student academic success. Parents are encouraged to participate in their child's education in a number of ways. We have a Parent Involvement Policy that outlines in detail our philosophy of parent involvement. It is presented and discussed at individual parent conferences in the fall.

Parents are also involved as members of the School Site Council to plan and evaluate school programs. They are active in our Parent Teacher Organization by raising funds, sponsoring activities, and providing financial support for the students' educational needs.

Parents are invited to attend evening activities designed to promote reading skills, volunteer in the classroom and/or on field trips, and provide feedback via an annual parent survey.

Student Enrollment by Grade Level (School Year 2009-10)

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

Grade Level	Number of Students
Kindergarten	123
Grade 1	119
Grade 2	93
Grade 3	100
Total Enrollment	435

Student Enrollment by Group (School Year 2009-10)

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
African American	2%
American Indian or Alaska Native	13%
Asian	2 %
Filipino	1%
Hispanic or Latino	26 %
Pacific Islander	1%
White (not Hispanic)	54 %
Multiple or No Response	1 %
Socioeconomically Disadvantaged	65%
English Learners	22%
Students with Disabilities	13 %

Average Class Size and Class Size Distribution (Elementary)

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	2007-08				2008-09				2009-10			
	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	19.2	5	1		19.6	6	1		19.6	6		
1	19.0	5			20.0	4	1		20.04	5		
½ Combination	N/A				N/A				19.6	1		
2	20.2	4			19.5	4			20.85	2	2	
3	21.4	1	4		20.2	4	1		23.07		4	
K-3	19.9				20.2				20.65			

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

The Lakeport Elementary School Safety Plan is reviewed annually with all staff members. It addresses earthquakes, fires, intruders, explosions, and bomb threats. Practice drills are held for students each month, and district wide intruder drills are held twice a year. Every room in the school has an emergency plan posted by the exit door, and a backpack that contains emergency supplies. The State Preschool and District Alternative Programs participate in elementary school drills.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	N/A	N/A	10%	N/A	N/A	20%
Expulsions	0.0	0.0	0.0	N/A	N/A	1%

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Lakeport Elementary School was constructed in 1976 and 14 portable buildings have been added to the campus since that date. Despite its age, the facility has been kept in good repair. The school is assigned two full-time custodians who maintain a daily cleaning schedule.

In 2004, school modernization at our site included ADA accessibility in all facilities, new carpet in classrooms, renovation of our multipurpose room, remodeling in two student bathrooms, and the replacement of three portable classrooms. The Kindergarten playground enlargement project, funded by PTO and the Lakeport Enhanced Education Foundation (LEEF), was completed in 2006.

Playground repavement will be scheduled as soon as funds become available.

School Facility Good Repair Status (School Year 2009-10)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	x			
Interior: Interior Surfaces	N/A	x			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	x			
Electrical: Electrical	N/A	x			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A	x			
Safety: Fire Safety, Hazardous Materials	N/A	x			Three classrooms need items removed.
Structural: Structural Damage, Roofs	N/A	x			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A			x	Playground needs to be repaved.
Overall Rating		Good			N/A

V. 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 on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	25	25	24	82
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	3

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	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the [CDE Improving Teacher and Principal Quality](#) Web page.

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
All Schools in District	98%	2%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Library Media Teacher (Librarian)	0	N/A
Psychologist	.33	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist (non-teaching)	0	N/A
Other		

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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	2009 Edition/Excellent/MacMillan McGraw Hill	0
Mathematics	2008 Edition/Excellent/MacMillan McGraw Hill	0
Science	2007 Edition/Excellent /Pearson Scott Foresman/Delta Education	0
History-Social Science	2006 Edition/Excellent/ Pearson Scott Foresman	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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 school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,707	\$1,798	\$4,909	\$56,405
District	\$7,999	\$2,498	\$5,501	\$51,462
Percent Difference – School Site and District	-17%	29%	-11%	+9%
State	N/A	N/A	N/A	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Lakeport Elementary School provides a comprehensive program of services that are both supplemental and supportive of regular classroom instruction. Support services include English Language Development, Special Education, reading tutoring, Learning Centers, Healthy Start, After School Programs, Student Success Team, Family Support Team, Title I push in services, counseling services, and peer tutoring from our local high school students. We also offer weekly music and computer instruction for all students.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This 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 a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,093	\$38,941
Mid-Range Teacher Salary	\$51,486	\$59,686
Highest Teacher Salary	\$62,631	\$77,828
Average Principal Salary (Elementary)	\$80,781	\$94,258
Average Principal Salary (Middle)	\$83,488	\$98,271
Average Principal Salary (High)	\$89,783	\$104,869
Superintendent Salary	\$116,687	\$142,247
Percent of Budget for Teacher Salaries	35.41 %	38.20 %
Percent of Budget for Administrative Salaries	4.75%	5.90 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2010 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

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

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	34	46	46	46	50	53	46	50	52
Mathematics	62	62	62	38	41	44	43	46	48
Science	0	0	0	54	58	58	46	50	44
History-Social Science	0	0	0	35	40	46	36	41	44

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2009-10)

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	History-Social Science
African American	*	*		
American Indian or Alaska Native	17	26.1		
Asian	*	*		
Filipino	*	*		
Hispanic or Latino	29.8	48.9		
Pacific Islander	*	*		
White (not Hispanic)	57.4	75.2		
Male	56.9	63.9		
Female	48.4	65.3		
Economically Disadvantaged	27.6	46.7		
English Learners	20.7	48.3		
Students with Disabilities	41.9	54.8		
Students Receiving Migrant Education Services	N/A	N/A		

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

X. 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 on the [CDE Academic Performance Index \(API\) Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2007-08	2008-09	2009-10
Statewide	6	4	5
Similar Schools	9	5	7

"N/A" means a number is not applicable or not available due to missing data.

"A" means the school scored at or above the statewide performance target of 800 in 2009

Academic Performance Index Growth 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			Growth API Score
	2007-08	2008-09	2009-10	2009-10
All Students at the School	-36	+32	+13	796
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-23	+11	+28	844 A
Socioeconomically Disadvantaged	-41	+35	+11	731
English Learners				
Students with Disabilities				

"N/A" means a number is not applicable or not available due to missing data.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2009

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 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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

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	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2010-11)

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 (ELA 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 on the CDE [Adequate Yearly Progress \(AYP\)](#) Web page.

Indicator	School	District
Program Improvement Status	Not in PI	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	

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Program improvement has been ongoing at Lakeport Elementary School for many years. Every year a total of three staff development work days are approved by the School Site Council and the Governing Board. On those days, teachers receive training and/or spend time discussing issues related to curriculum, instruction, assessments and instruction.

One hour of collaboration time has also been provided every Monday during the school year so that teachers can meet as a grade level in order to continue their work related to instruction and student achievement. Interested teachers occasionally attend one-day curriculum-related workshops or trainings during the school year when funding is available.

In the Summer of 2009, 23 teachers participated in a 1-day workshop in order to prepare for implementation of our newly adopted curriculum during the 2008-2009 school year. In the Fall of 2009, all teachers were trained in the use of an online assessment and reporting program, OARS. In Winter of 2010, 3 Leadership Team members were able to attend a Leadership Conference at Asilomar. In the Spring of 2010, 5 teachers attended a 5-day training on English Language learners. They returned from the training and trained their grade level colleagues.