Wickman (Michael G.) Elementary School

16250 Pinehurst Drive • Chino Hills, CA 91709 • 909-393-3774 • Grades K-6
Tom Rummell, Principal
tom_rummell@chino.k12.ca.us
www.chino.k12.ca.us

2015-16 School Accountability Report Card
Published During the 2016-17 School Year

School Description

Michael G. Wickman Elementary School, strives to provide a solid foundation for learning that encourages all students to become lifelong learners. We believe that a successful student is a well-rounded, engaged learner who values personal achievement, integrity, and strong character. The "Wickman Way" is to provide a positive environment and family-like atmosphere, where Teachers, Parents, Staff, and Students work collaboratively to maintain high academic and social standards. We encourage our students through student recognition to achieve those expectations. Our teachers and staff are committed to providing the best educational opportunities to all of their students and are constantly looking for ways to improve our learning environment to support all students. Wickman Elementary is dedicated to continuing its tradition of academic excellence by preparing our students with a world-class, 21st century education to continue their preparation for college, and/or preparation for their chosen career. We believe that staff, parents, and students play an equally vital role in the success of a student's education, and we must all equally share in providing, maintaining, and nurturing equal support in our students' lives.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 an 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 Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	93
Grade 1	110
Grade 2	122
Grade 3	171
Grade 4	137
Grade 5	151
Grade 6	120
Total Enrollment	904

2015-16 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	3.3
American Indian or Alaska Native	0.3
Asian	32.9
Filipino	8.1
Hispanic or Latino	26.3
Native Hawaiian or Pacific Islander	0.1
White	24.8
Two or More Races	4.1
Socioeconomically Disadvantaged	14.8
English Learners	9.2
Students with Disabilities	9.3
Foster Youth	0

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 Credentials			
Wickman (Michael G.) Elementary School	**14-15**	**15-16**	**16-17**
With Full Credential	37	37	36
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Chino Valley Unified School District	**14-15**	**15-16**	**16-17**
With Full Credential	◆	◆	36
Without Full Credential	◆	◆	
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Wickman (Michael G.)	**14-15**	**15-16**	**16-17**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
Districtwide		
All Schools	97.0	3.0
High-Poverty Schools	95.4	4.6
Low-Poverty Schools	98.6	1.4

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

On October 6, 2016, the Chino Valley Unified School District's (CVUSD) Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution 2016/2017-10 which certifies as required by Education Code 60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and context of the curriculum frameworks in the following subjects: history/social science, mathematics, reading/language arts, and science, (2) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (3) laboratory equipment was available for science laboratory classes offered in grades 9-12, inclusive.

Textbooks and instructional materials are provided for each student for use in class and to take home. It was determined that each pupil in each school has sufficient textbooks and instructional materials that are aligned to the academic content standards in the core subject areas for the 2016/2017 school year.

*Please note: In reference to materials not from a most recent State Board adoption: CVUSD elected to wait for new additions of State Board approved materials that would be aligned with current Common Core State Standards. To ensure alignment with current state standards, the K-6 Houghton Mifflin Company; HM California Reading textbook was supplemented with English Language Arts (ELA) units of study that were written by our ELA teachers using the rigorous curriculum design model, while also focusing on Common Core State Standards. In November 2015, the California State Board of Education approved a list of ELA/ELD programs for districts to consider for their new adoption. CVUSD studied the program options available, and continued to use and refine the ELA/ELD Units of Study in order to make an informed choice for the new adoption. In April 2016, the K-6 Adoption Committee was formed and began the adoption process. In mid-May, the K-6 Adoption Committee voted to only pilot McGraw Hill in 40 classrooms across the District and in 20 schools. In January 2017, the new K-6 ELA/ELD materials will be submitted for Board approval. Once Board approved, these materials will be available in classrooms in the 2017-2018 school year.

Textbooks and Instructional Materials	
Year and month in which data were collected: October 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	TK MacMillan/McGraw-Hill; Little Treasurers (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components) (Adopted: 2012) K-6 Houghton Mifflin Company; HM California Reading (Adopted: 2003) **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0
Mathematics	TK MacMillan/McGraw-Hill; Little Treasurers (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components) (Adopted: 2012) TK Center for Innovation in Education; Math Their Way (Adopted: 2012) K-5 Pearson Scott Foresman; enVision Math California (Adopted: 2014) 6 Houghton Mifflin & Harcourt, Big Ideas Math, Course 1, Course 2, and Course 3 (Adopted: 2015) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	TK MacMillan/McGraw-Hill; Little Treasurers (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components) (Adopted: 2012) K-5 Houghton Mifflin Company; Houghton Mifflin California Science (Adopted: 2008) 6 Pearson Scott Foresman; Scott Foresman Focus on California Earth Science (Adopted: 2008) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	TK MacMillan/McGraw-Hill; Little Treasurers (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components) (Adopted: 2012) K-5 Harcourt School Publishers; Reflections: California Series (Adopted: 2007) 6 Holt, Rinehart and Winston; Holt California Social Studies (Adopted: 2007) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Chino Valley Unified School District provides a safe, clean environment for students, staff, and parents. Custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is in place to keep all classrooms and facilities well-maintained and provide an environment that is conducive to learning. The school site complies with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

Safety concerns are the number one priority of Chino Valley Maintenance and Operations department. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Classrooms, bathrooms, and general areas are kept in good repair and receive basic cleaning on a daily basis. Detailed cleaning is done during vacation periods.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Rooms: 35, 34, 39, 16, 15 - Stained ceiling tiles Rooms: 32, 10 - Ceiling tiles missing, damaged, loose Room: 12 - Replace/repair drawer/cabinet Deficiencies were corrected on or before December 30, 2016.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Rooms: 35, 39, 28, 22, workroom b and E - Light fixture not working Rooms: 18, 3 - Replace lamps Room: 4 - Lighting covers missing, damaged, loose Deficiencies were corrected on or before December 30, 2016.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students 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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	92	83	85	67	64	63	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.5	28.3	42.1

* Percentages are not calculated 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.

2015-16 CAASPP Results for All Students					
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)				
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	75	78	56	59	44	48
Math	73	76	43	47	34	36

* Percentages are not calculated 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	155	152	98.1	84.9
Male	70	68	97.1	88.2
Female	85	84	98.8	82.1
Asian	49	49	100.0	81.6
Hispanic or Latino	43	41	95.4	85.4
White	35	34	97.1	85.3
Two or More Races	11	11	100.0	100.0
Socioeconomically Disadvantaged	24	24	100.0	79.2
Students with Disabilities	23	21	91.3	71.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

		Number of Students		Percent of Students	
		School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven			
Student Group	Grade	Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	172	166	96.5	75.3
	4	140	136	97.1	75.0
	5	155	148	95.5	83.1
	6	121	116	95.9	81.0
Male	3	88	86	97.7	75.6
	4	58	56	96.5	66.1
	5	70	67	95.7	83.6
	6	70	67	95.7	77.6
Female	3	84	80	95.2	75.0
	4	82	80	97.6	81.3
	5	85	81	95.3	82.7
	6	51	49	96.1	85.7
Asian	3	59	58	98.3	84.5
	4	38	38	100.0	81.6
	5	49	46	93.9	87.0
	6	35	32	91.4	81.3
Filipino	3	14	14	100.0	64.3
	4	17	16	94.1	68.8
Hispanic or Latino	3	52	49	94.2	67.3
	4	36	36	100.0	69.4
	5	43	41	95.3	78.0
	6	30	30	100.0	83.3
White	3	39	37	94.9	78.4
	4	38	36	94.7	83.3
	5	35	33	94.3	84.8
	6	36	35	97.2	80.0
Two or More Races	5	11	11	100.0	81.8
Socioeconomically Disadvantaged	3	16	14	87.5	57.1
	4	13	13	100.0	76.9
	5	24	23	95.8	69.6
English Learners	3	24	22	91.7	77.3
Students with Disabilities	3	18	18	100.0	55.6
	4	17	16	94.1	50.0
	5	23	21	91.3	52.4
	6	17	16	94.1	37.5

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the

number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	172	167	97.1	88.0
	4	140	137	97.9	76.6
	5	155	152	98.1	67.8
	6	121	118	97.5	68.6
Male	3	88	86	97.7	91.9
	4	58	56	96.5	76.8
	5	70	68	97.1	72.1
	6	70	68	97.1	70.6
Female	3	84	81	96.4	84.0
	4	82	81	98.8	76.5
	5	85	84	98.8	64.3
	6	51	50	98.0	66.0
Asian	3	59	59	100.0	96.6
	4	38	38	100.0	84.2
	5	49	49	100.0	75.5
	6	35	34	97.1	82.3
Filipino	3	14	14	100.0	85.7
	4	17	16	94.1	87.5
Hispanic or Latino	3	52	49	94.2	71.4
	4	36	36	100.0	61.1
	5	43	41	95.3	63.4
	6	30	30	100.0	56.7
White	3	39	37	94.9	97.3
	4	38	36	94.7	83.3
	5	35	34	97.1	70.6
	6	36	35	97.2	74.3
Two or More Races	5	11	11	100.0	72.7
Socioeconomically Disadvantaged	3	16	14	87.5	85.7
	4	13	13	100.0	53.9
	5	24	24	100.0	58.3
English Learners	3	24	23	95.8	91.3

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	3	18	18	100.0	77.8
	4	17	16	94.1	50.0
	5	23	21	91.3	38.1
	6	17	16	94.1	37.5

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)
Wickman believes that parent support and involvement, at school and in the home, is crucial to all students' educational success. The most important role a parent can play is working with their student in support of school wide expectations. Wickman's Parent Teacher Organization has a membership of almost 1,000 members, and the school logs thousands of parent volunteer hours annually. Our PTO supplements and supports students, staff, and site with funding for playground equipment, musical instruments, emergency supplies, and program resources. They also facilitate special programs on our campus, such as Wild About the Arts and Art Pals/Art Fair programs. Their community involvement includes facilitating our school's Red Ribbon Week activities, Veteran's Day activities, Walk-a-thon, Movie nights, Read-a-thon, Family nights, donations, Food and Clothing Drives to assist those in need both locally and abroad, and our end of the year sixth grade activities.

Our School Site Council is comprised of administrators, teachers, parents, and specialized program representatives. They play an active role in discussing and proposing ideas for budget development, academic programming, general school policies and procedures, and creating the mission/vision statement for Wickman Elementary.

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.

School Safety Plan
Each school has a detailed School Site Safety Plan for emergencies. Each staff member is assigned a specific responsibility in the event of an emergency. Staff members are trained in the plan's components and procedures. Fire, earthquake, and intruder drills are held on a regular basis so that all students and staff are familiar with emergency procedures. Emergency supplies are located on each campus in the event of an emergency.

Assigned staff monitors school grounds daily before, during, and after school. The District policy regarding campus visitors is enforced by requiring everyone to check in at the school office and obtain a visitor's badge. A visitor sign-in log is located in the school office and all visitors must sign in before going onto the campus. In addition, all visitors must wear an identifying badge while on campus. To increase security, all gates remain locked during the school day, so visitors must enter campus through the school office.

The Chino Valley Unified School District is committed to providing an environment that fosters health and safety, in both form and function. This commitment extends to the process of developing and maintaining a comprehensive Emergency and Disaster Preparedness Plan as a part of the District's Safe Schools Plan and is evident from the individual site to the overall District. These plans delineate actions to protect all students while they are at school. The plans are designed with the help of security staff members, local law enforcement, local fire, and emergency management, and public health officials as required by Education Code 32280-32282.

Plans are reviewed and updated yearly in accordance with Education Code 32286. These plans include procedures to respond to critical incidents, such as fire, earthquake, or intruders. School personnel practice these drills regularly.

The primary purpose of the Chino Valley Unified School District Emergency and Disaster Preparedness Plan is to define roles and responsibilities at the site and between the site and district office management. The Emergency and Disaster Preparedness Plan establishes the minimum requirements for school and site plans throughout the District. This Plan meets the requirements of the Standardized Emergency Management System (SEMS) as mandated by California Code of Regulations, Sections 2400-2450, and the National Incident Management System (NIMS) as mandated by Government Code 8607. It also meets the requirements for earthquake preparedness found in Title 5 (California State Education Code, Sections 35295-35297).

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.2	0.1	0.4
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	3.8	3.3	3.2
Expulsions Rate	0.1	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		13
Percent of Schools Currently in Program Improvement		86.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.4
Psychologist	0.5
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1.1
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

Average Class Size and Class Size Distribution (Elementary)											
Grade	Average Class Size			Number of Classrooms*							
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	30	24	23		1	1	3	3	3			0
1	30	27	25			0	5	4	5			0
2	30	27	27			0	4	6	4			0
3	30	27	27			0	5	5	7			0
4	24	30	30	1		0	4	5	4			0
5	30	25	30		1	0	4	4	5			0
6	31	31	30			0	5	5	4			0

Professional Development provided for Teachers

The Chino Valley Unified School District is committed to high quality Professional Learning to support the instructional capacity of teachers and leaders. Professional learning opportunities are aligned to CVUSD's Area of Emphasis for Common Core ELA, Common Core Math, 4C's-Critical Thinking, Student Behavior, Instructional Technology and Formative Assessments. These areas were identified by the Teaching and Learning Task Force as focus areas for our district in 2015-16. Professional learning opportunities are evaluated through survey results, feedback, and next steps from End-Users. Professional learning opportunities are varied in its delivery: district-wide days during school hours, after-school workshops and volunteer sessions. Implementation for learning is supported through Site-Based PD from Site Administrators and coaching opportunities from Intervention Specialists.

FY 2014-15 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$45,894	$45,092
Mid-Range Teacher Salary	$72,057	$71,627
Highest Teacher Salary	$96,096	$93,288
Average Principal Salary (ES)	$114,607	$115,631
Average Principal Salary (MS)	$118,830	$120,915
Average Principal Salary (HS)	$130,574	$132,029
Superintendent Salary	$230,000	$249,537
Percent of District Budget		
Teacher Salaries	43%	37%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	7,176	1,675	5,501	82,556
District	♦	♦	6,192	$81,554
State	♦	♦	$5,677	$75,837
Percent Difference: School Site/District			-11.2	1.2
Percent Difference: School Site/ State			-3.1	8.9

* Cells with ♦ do not require data.

Types of Services Funded

The district's general fund includes monies for:
1. General operations- services, materials, and support to the general education.
2. Specific education-programs offering appropriate, individualized education to students with special needs.
3. Special projects- monies from agencies (e.g., federal, state) earmarked for specific services.
4. Transportation
5. Maintenance and operations
6. District administration
7. LCFF/LCAP- Serves targeted students of the district See District's LCAP plan located on www.cvusd.k12.ca.us

Each school in the district receives an instructional budget based upon enrollment, programs and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school 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 may 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.